

ENGLISH 1301 SYLLABUS
PART I: ENGLISH 1301 COURSE INFORMATION
Alief Taylor Campus –Fall 2016

Instructor Name: Debra A. Coleman, MLA

Phone Number – 832 434 7597 (Please leave time, date, and return phone number when you call)

email address - debra.coleman@aliefisd.net or debra.coleman@hccs.edu

Conference Hours - 2:45-4:30PM Monday-Friday (Conference by appointment only)

Course CRN(s) # 13104, 20971, 20972 **Room:** 1373

Textbooks

• *The Norton Reader: An Anthology of Nonfiction*. Thirteenth edition. Linda Peterson et al, eds. (ISBN 978-0-393-91218-0)

• *The Little Seagull Handbook*. 2nd edition. Richard Bullock, Michal Brody, and Francine Weinberg. (ISBN 978-0-393-93580-6)

Other Materials

College-ruled Notebook Paper

Black or Dark Blue pens

Three-ring notebook or Folder with pockets for handouts

College-level dictionary and thesaurus

Pocketed paper folder for essay #4 research materials

CD-RW or USB (to save your work)

Grade Percentages

Essay #1: (10%) 750 word essay on personal narrative/descriptive essay on memories and/or culture

Essay #2: (10%) 750 word argumentative essay on gender roles

Essay #3: (20%) 500 word in-class mid-term essay

Essay #4: (25%) 1,500 word researched and documented argumentative/persuasive essay on ethics and morality

Essay #5: (10%) 750 word in-class critical analysis essay

Essay #6: (10%) 750 word in-class final exam essay

Other grades:

Daily grades (15%) reading quizzes, rough drafts & peer editing, research checks

Important Dates

August 29: Classes Begin for HCC

September 19: Rough draft Essay #1 due

September 23: Essay #1 due

October 3: Midterm

October 6: Essay #2 due

October 10: School closed – Columbus Day

October 28: Last Day for Administrative /Student Withdrawals (4:30pm)

November 4: Essay #4 due

November 21-25: School/Offices closed – Thanksgiving Break

December 2: HCC Instruction Ends

December 5: HCC Final Exams Begin

December 12: Grades Due by Noon
December 13: Grades Available to Students

Attendance Policy

Regular attendance is required at Houston Community College. If you arrive up to fifteen minutes late to class, you are considered tardy. After that, you are considered absent. Leaving early from class is constitute as a tardy as well. HCCS class policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped. Students who intend to withdraw from a course must do so by the official last day to drop.

Withdrawal Policy

The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you repeat the same course more than twice, you have to pay extra tuition. Beginning in the Fall of 2007, the Texas Legislature passed a law limiting first time entering students to no more than **six** total course withdrawals **throughout** their academic career in obtaining a certificate or baccalaureate degree. There may be future penalties imposed.

If you do not withdraw before the deadline, you will receive the grade that you are making as the final grade rather than a "W." This grade (due to missing classes and missing work) will probably be an "F." The last day to withdraw from the Fall 2016 semester is **October 28th**.

You should visit with your instructor, an HCC counselor, or HCC Online Student Services to learn what, if any, HCC interventions might be offered to assist you to stay in class and improve your performance. Such interventions could include tutoring, child care, financial aid, and job placement.

Grades of "W" and "I"

A grade of "W" is given for a "withdrawal." A grade of "I" is given for "incomplete." An "I" is for emergencies only. You have one semester to complete the missing work.

Student Course Reinstatement Policy

Students who are dropped from this course and request reinstatement after the official date of record can be reinstated by paying \$75.00 per course reinstatement fee. The academic dean may waive the reinstatement fee upon determining that the student was dropped because of a college error.

International Students

Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email int_student_svcs@hccs.edu, if you have any questions about your visa status and other transfer issues.

Diagnostic Essay

All English 1301 students must write a diagnostic essay during the first class session in order to confirm their placement into English 1301. The essay will not count as a grade in the course. One goal of the Houston Community College English Department is to place you in an appropriate English class where you will learn and succeed.

Free English Tutoring

Houston Community College offers you numerous opportunities for free English tutoring at our Alief tutoring centers or our electronic tutoring services. At Alief, writing tutorials will be in room B202 (on 2nd floor). For hours, consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> or call (phone number is 713-718 6929). Be sure to bring your books and a copy of the assignment(s) with you when you go to the Writing Center lab. You will find the AskOnline link on the HCC page for students under “Tutoring.”

FERPA

As an institution of higher learning, HCC is required to adhere to the Federal Guidelines set forth by the U.S. Department of Education. The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S Department of Education.

For further detailed information regarding FERPA, clicking' on the link below.

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Release of confidential information from student record

Students must complete a [FERPA release form](#) to authorize the release of their Houston Community College record to an individual or agency not covered under federal privacy laws. A FERPA release form must be submitted by the student at a campus in-person or notarized prior to submission. Faxed or emailed copies will not be accepted.

Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you. Please refer to your student handbook (available online at the HCCS.edu website for further clarification on plagiarism and collusion so that there is no misunderstanding.

Late Paper Policy and Make-Up Exams

All assignments are required to be submitted at the beginning of class the date they are due. Due dates are posted on your syllabus and/or assignment page. Late papers will be docked a letter grade (ten points) per class session. No papers will be accepted more than four calendar days late. If you miss any in-class essays, contact me immediately to schedule a make-up exam. **No make-ups on daily quizzes!** You can drop the two low or missed quiz grades at the end of the semester.

Electronics Policies

1. Turn off and put away all cell phones, beepers, text-messaging devices and other electronic devices when class starts. The sounds of cell phones ringing during class are disruptive. Students should not leave the class to make a call or answer one (or worse—answer a call in class). No cell phones permitted on top of desks. Preferably, all cell phones should be placed in the holding area in the front of the class according to your desk number.
2. No Bluetooth devices in ears allowed during class.
3. No MP3 players or other music devices with earphones allowed during class.
4. No laptops open during class.

5. You can answer your calls and make calls during your lunch break.

Use of Cameras and Recording Devices

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. These devices are also not allowed to be used in campus restrooms. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the counselors office for information regarding reasonable accommodations.

Other Course Policies

1. Please come to class on time. Time missed before class is subtracted from the 12.5% attendance policy. Leaving class early or arriving late also result in time subtracted from the 12.5% attendance policy.
2. Sorry! No sleeping or heads on desks permitted. If you fall asleep, I'll wake you up by tapping on your desk.
3. Please do not ever ask, "Are we doing anything important in class today?" The answer always is "Yes!"
4. If you must leave early, please tell me before class starts.
5. No food allowed in class (campus rule). Water is fine in regular classroom, but not in the computer labs. Please throw away trash at end of the class session.
6. I will dismiss the class, so please do not pack books before I do this.
7. Please do not chat with class colleagues during discussion. Let's listen to what our class members have to contribute to the discussion.
8. An 89.4 average at the end of the semester is a B. A 79.4 average at the end of the semester is a C.
9. All out-of-class essays must be typed. The in-class essays will be written either in blue books purchased in the bookstore at HCC or on the computer in the computer lab.
10. If for some reason I am more than fifteen minutes late, class is dismissed. Follow your course calendar and complete any assignments for the next session.
11. The time to discuss an essay grade is after it is returned, not at the end of the semester.
12. When you email me, use correct English and proofread your message. Write complete sentences, capitalize proper nouns, and use correct punctuation. Do not write "b4" for "before" or "u" for "you," any other shortened form of a word, or text message language. Write as if you were on the job and producing text acceptable in the Houston business community.
13. Please do not leave the class during the class session.
14. Good learning attitude, cooperative demeanor, and courteous behavior all go a long way with me!

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to www.hccs.edu/egls3 for directions.

Reasonable Accommodations: Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the counselor. For questions, contact the Disability Counselor at the school or Mrs. Green-Perry. Get more detailed information on Disability Services at HCC here: <http://www.hccs.edu/district/students/disability-services/>

Title IX Discrimination

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on

the HCC website under Students>Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while attending an HCC dual credit class. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

COURSE DESCRIPTION, PURPOSE, AND OBJECTIVES

MISSION STATEMENT OF THE ENGLISH DEPARTMENT

The purpose of the English Department is to provide courses that transfer to four-year colleges; introduce students to literature from diverse traditions; prepare students to write clear, communicative, well-organized, and detailed prose; and develop students' reading, writing, and analytical skills.

ENGLISH 1301 COURSE DESCRIPTION

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Core curriculum course. Prerequisite: A satisfactory assessment score, completion of INRW 0420 or (for non-native speakers) or ESOL 0360.

COURSE PURPOSE

English 1301 is designed to help students write multi-paragraph expository, analytical, and argumentative essays that have the following qualities:

- clarity in purpose and expression,
- appropriate and sensible organization,
- sound content, including applications of concepts from and references to assigned readings,
- completeness in development,
- unity and coherence,
- appropriate strategies of development,
- sensitivity to audience
- effective choice of words and sentence patterns,
- grammatical and mechanical correctness, and
- appropriate MLA citation format.

EDUCATIONAL OUTCOMES FOR ENGLISH 1301: By the time students have completed English 1301, they will

- understand writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading;
- apply writing process to out-of-class writing;
- apply writing process as appropriate to in-class, impromptu writing situations, thus showing an ability to communicate effectively in a variety of writing situations (such as essay exams and standardized writing tests like the TASP);
- apply suggestions from evaluated compositions to other writing projects;
- understand and apply basic principles of critical thinking in analyzing reading selections, in developing expository essays, and writing argumentative essays;
- apply concepts from and use references to assigned readings in developing essays;
- analyze elements of purpose, audience, tone, style, and writing strategy in essays by professional writers

- complete short writing assignments, journal entries, reading quizzes, and other activities to strengthen basic thinking and writing skills
- understand and appropriately apply various methods of development in writing assignments;
- avoid faulty reasoning in all writing assignments;
- fulfill the writing requirements of the course, writing at least 5,000 words during the semester.

EDUCATIONAL COMPETENCIES IN HCCS CORE CURRICULUM

Core Objectives:

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

- **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

EXEMPLARY EDUCATIONAL OBJECTIVES

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revising, editing, and presenting.
- To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- To understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive)
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Student Learning Outcomes for English 1301

Upon successful completion of this course, students will:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas with appropriate support and attribution.
- Write in a style appropriate to audience and purpose
- Read, reflect, and respond critically to a variety of texts.
- Use Edited American English in academic essays.

PART II: ENGLISH 1301 STUDENT CALENDAR Fall 2016

NOTE: The class agenda items listed under the session dates indicate the topics to be covered in class that week. The items in the assignment section constitute the homework to be completed for the next class session.

WEEK ONE

Monday, August 22 – Friday August 26

- Brief Introduction to English IV and 1301 curriculum
- Proof of registration
- Anglo –Saxon Period
- Introduction/Background for *Beowulf*
- Timed Write - Literary Analysis

Homework: Obtain textbooks! Read the following and take notes: *The Little Seagull Handbook* (TSH) Chapter W-14 “Reading Strategies” and Chapter W-3 “Writing Processes.” Read the following and take note of the writer’s style: NR: Hughes “Salvation” p. 1059, Didion “On Going Home” p.1; TSH Chapter L-1: “Appropriate Words,” Chapter L-2: “Precise Words” If you unable to get *The Norton Reader* (NR) yet, try to find the essays/stories online. Understand, this is a temporary measure and you should try to get the book as soon as possible.

WEEK TWO

Monday, August 29 – Friday, September 2

- Diagnostic Essay
- Discuss homework reading
- Introduction to Essay #1: Family and Culture Memoir
- Writing purposes: Reflecting and expressing
- Writing strategy: Narration
- Rhetorical Analyses (TSH W-8)
- Critical analysis/discussion of “Salvation” and “On Going Home”
- Course description, purpose, objectives, grades, and class policies
- Brief guided tour of textbooks
- Reading and marking your texts
- Overview of stages in writing process
- Critical analysis/discussion of “Is America Falling Apart” and “The Gender Gap at School”
- Critical analysis/discussion of “Learning to Read”

Homework :

Monday 8/29: Read the following and take notes: *The Seagull Handbook* (TSH) “Preface”: pages v-x, “Write”: p. 2-16

Tuesday 8/30: *The Norton Reader* (NR) pages xxxi-xxxvii: “Introduction: Reading and Writing with *The Norton Reader*”; Burgess “Is America Falling Apart” p.235, Brooks “The Gender Gap at School” p.333.

Wednesday 8/31: Brainstorm a list of five childhood/family cultural experiences as possible topics for Essay #1 and bring this list to the next class session, TSH W-8 “Rhetorical Analyses”

Thursday 9/1: NR: Douglass “Learning to Read” p.346

Friday 9/2: Read NR Rich “Taking Women Students Seriously” p.386.

WEEK THREE

Monday, September 5 – Friday, September 9

Introduction to the elements of Rhetoric

- Discovering ideas: Free-writing from brainstormed ideas
- Thesis and optional rough draft outline
- Writing strategy: Description, Elements of Narratives
- Figurative Language
- Critical analysis/discussion of “Taking Women Students Seriously” and other homework readings
- Introduction to Essay #2: Gender Roles
- Discussion of Planning page: Personal notes on purpose, audience, tone, strategy, tentative thesis, and
- **Library orientation and electronic researching**
- Reading quizzes

Homework:

Monday 9/5: Holiday

Tuesday 9/6: Read NR: Theroux “On Being a Man” p. 176,

Wednesday 9/7: Quindlen “Between the Sexes, a Great Divide” p.174. Read the following and take notes: MHH Chapter 4 “Drafting” and Chapter 5 “Revising.” (skip the exercises).

Thursday 9/8: Read the following and take notes: TSH: W-10 “Personal Narratives.” Begin rough draft of Essay #1.

Friday: 9/9: Read NR: Barthes “Toys” p.274, Cunningham “Why Women Smile” p.189.

WEEK FOUR

Monday, September 12 – Friday, September 16

- Manuscript mechanics (font, margins, course information, headers, graphics)
- Discuss Persuasion and Argumentation
- Critical analysis/discussion of “Toys” and “Why Women Smile” and other homework readings.
- Brief review of modification problems (dangling, misplaced)
- Critical analysis/discussion of writer’s craft
- Drafting, editing, and revising an essay
- Using dialog to build character
- Brief review of sentence variety (TSH 252-255)
- Writing purposes: Informing and explaining (the expository essay)
- Reading quizzes

Homework:

Monday 9/12: Essay #1 rough is due at the beginning of class Sept 19 (the final draft, rough drafts, two peer critique response sheets, tutor-edited draft will be due **Sept 23**). When you complete your typed, double-spaced rough draft of Essay #1, bring two copies to class for a peer critique session. Your rough draft and attendance for peer critique count as two daily quiz grades. If you have a 750 word draft, you get 100. If content of the draft is missing, the daily quiz grade is lowered. You are required to have one copy of your essay critiqued by a tutor (online or in person) before submission to me. **This a requirement for all outside written essays.**

Tuesday 9/13: Read NR: Alexie “Superman and Me” p.355, Kingston “Tongue-Tied” p.401

Wednesday 9/14: Read in NR Dirda “In Wilderness is the Preservation of the World”

Thursday 9/15: Read in NR p.663, Seattle “Letter to President Pierce, 1855” p.532

Friday 9/16: Read in NR Cronon “The Trouble with Wilderness” p. 533

WEEK FIVE

Monday, September 19 – Friday, September 23

- Peer critique of Essay #1
- Critical analysis/discussion of Cronon “The Trouble with Wilderness” and other homework readings
- Discussion on gender topics
- **Essay #1 due 9/23**(All essay submissions should include a final draft, two peer-critiqued drafts, one tutor-edited draft); submit to Turnitin.com (teacher will advise how to do it)
- Discovering ideas on gender roles
- Writing strategy: Examples
- Achieving paragraph unity and continuity (TSH p. 17)
- Brief review of subject-verb agreement (TSH p. 272)
- Reading quizzes

Homework:

Monday 9/19: Read/peruse TSH “MLA” about documentation style p. 109; Brainstorm a list of possible gender role topics for Essay #2.

Tuesday 9/20: Read NR: Gore “The Climate Emergency” p.860,

Wednesday 9/21: Read NR Carson “Tides” p.519.

Thursday 9/22: Read and take notes: TSH R-4: “Integrating Sources, Avoiding Plagiarism” Continue brainstormed list of topics for Essay #2.

Friday 9/23: Read NR: Oliver “Waste Land: An Elegy” p.537, Steingraber “Tune of the Tuna Fish” p. 540.

WEEK SIX

Monday, September 26 – September 30

- Writing strategy: Definition
- Achieving paragraph coherence
- Language (TSH 289-298)
- Brief review of pronouns (TSH 277)
- Introduction to Essay #3: A Sense of Place
- Writing strategy: Comparison/contrast
- Critical and Rhetorical analysis/discussion homework readings
- Paragraph development (TSH 17)
- Peer Critique of Essay 2 (groups of three)
- Tips on writing in-class essays
- Reading quizzes

Homework:

Monday 9/26: Read and take notes: TSH “Sentences” S-2, S-3, S-7, S9; Read NR: Ulrich “The Slogan: ‘Well-Behaved Women Seldom Make History’” p.678; Read & take notes TSH 289-298

Tuesday 9/27: Read NR “Dumpster Diving” by Eighner p.31.; TSH S-6: “Pronouns”

Wednesday 9/28: Read NR: Arendt “Deportations from Western Europe” p.736, Gourevitch “After the Genocide” p.752.

Thursday 9/29: Read and take notes: TSH W-9: “Reports.” Complete typed, double-spaced rough draft of Essay #2 and bring **three** copies for peer critique next class.

Friday 9/30: Revise essay 2, submit rough draft to online tutor; Read NR Whitman “Death of Abraham Lincoln” p.716; Make sure to have a copy of your essay critiqued by a tutor or you can submit to AskOnline.

WEEK SEVEN

Monday, October 3—October 7

- **Mid-term Essay #3**

- **Essay #2 is due;** submit to Turnitin.com
- Critical analysis/discussion of homework readings
- Analysis of sample student essay(s) in TSH
- Improving sentences: Emphasis
- Discussion of elements of an argument
- Discussion of homework reading
- Critical analysis/discussion of “The Battle of the Ants”
- Rhetorical analysis/discussion of “The Bioterrorism Scare: A Historical Perspective”
- Introduction to Essay #4 topics: Issues and Ethics
- Oral Presentations (TSH: W-6 p. 37)
- Reading quizzes

Homework:

Monday 10/3: Read NR: Fitzgerald “Rewriting American History” p.776.

Tuesday 10/4: Complete Essay #2 and have it ready for submission at beginning of next class Thursday 10/6 (final draft, two peer critique response sheets, tutor-edited draft).

Wednesday 10/5: Read NR: Tuchman “This is the End of the World” p.692. **Essay #2** is due tomorrow, 10/6.

Thursday 10/6: Read NR: Thoreau “The Battle of the Ants” p.758,

Friday 10/7: Read NR Alcabes “The Bioterrorism Scare: A Historical Perspective” p.705. Read and take notes: TSH W-7 “Arguments.”

WEEK EIGHT

Monday, October 10 – Friday, October 14

- Discussion and critical analysis of homework readings
- Rhetorical analysis/discussion of “Letter from Birmingham Jail”
- Discussion: Taking essay exams
- Discussion of *Canterbury Tales* selections: “Prologue,” “Wife of Bath,” and “Pardoner’s Tale”
- Reading quizzes

Homework:

Monday 10/10: Read NR: King “Letter from Birmingham Jail” p.818. Analyze for rhetoric.

Tuesday 10/11: Read and then research using library databases: *Canterbury Tales*: “Prologue,” “Wife of Bath,” and “Pardoner’s Tale”: Themes and correlation to real-life.

Wednesday 10/12: Read and take notes: TSH R-1 “Doing Research”, R-2 “Evaluating Sources”, R-3 “Synthesizing Ideas.”

Thursday 10/13: Read NR: Roosevelt “On the Universal Declaration of Human Rights” p.855,

Friday 10/14: Read NR Stanton “Declaration of Sentiments and Resolutions” p.811. Type and prepare research done on *Canterbury Tales* chapters for submission Monday 10/17.

WEEK NINE

Monday, October 17 – Friday, October 21

- Discussion of research done for *Canterbury Tales* and turn in typed research for a grade.
- Critical analysis/discussion of homework readings
- Argumentation strategies
- Planning your research
- Media/internet literacy
- Why internet sources are not allowed on papers for this course
- Reading quizzes

Homework:

Monday 10/17: Read TSH R-1 (p. 86-7) "Searching Electronically" and "Searching the Web" (p. 89-90); TSH R-2 "Evaluating Sources." Submit *Canterbury Tales* paper to Turnitin.com by 11:59pm.

Tuesday 10/18: Read NR: Plato "The Allegory of the Cave" p.1120 and the Zen Parables p.1127.

Wednesday 10/19: Select a topic, then brainstorm various ways to approach it for Essay #4.

Thursday 10/20: Read NR: Gawande "When Doctors Make Mistakes" p.590,

Friday 10/21: Tisdale "We Do Abortions Here: A Nurse's Story" p.650.

WEEK TEN

Monday, October 24 – Friday, October 28

- Finding sources
- Critical analysis/discussion of homework readings
- Reading quizzes

Homework:

Monday 10/24: Decide on research topic. Type which topic you are going to do for submission/commitment. Due tomorrow. Read NR: Regan "The Case for Animal Rights" p.608,

Tuesday 10/25: Levin "The Case for Torture" p.647.

Wednesday 10/26: Read NR: Singer "What Should a Billionaire Do – And what Should You" p.578

Thursday 10/27: Rauch "In Defense of Prejudice" p.569.

Friday 10/28: Create your rough draft of Essay #4. Bring two (2) copies to class Monday for peer critique. **Essay #4** is due Friday, **November 4**. Submit your rough draft to the online tutor. Bring questions about your research paper to next class.

WEEK ELEVEN

Monday, October 31 – Friday, November, 4

- **Essay #4** is due Friday, 11/4
- Peer Critique of Essay #4
- Using sources: Facts and statistics, direct quotes, paraphrases, and summaries
- Sample research paper (in TSHH)
- Importance and examples of MLA documentation
- Avoiding fallacies (Refer to *Purdue Owl* website on Logical Fallacies)
- Avoiding plagiarism
- Critical analysis/discussion of homework readings.
- Reading quizzes

Homework:

Monday 10/21: Read NR: Twain "Advice to Youth" p.550,

Tuesday 11/1: Ephron "The Boston Photographs" p.657. Bring 2 copies of rough draft for Essay #4 for peer review.

Wednesday 11/2: Re-read and take notes: MHH Chapter 23 "MLA Documentation Style. Finish your final draft of Essay #4.

Thursday 11/3: Read NR: Franklin "From Realism to Virtual Reality" p.761. Remember that Essay #4 is due tomorrow, Friday November 4th.

Friday 11/4: Read: NR Machiavelli "The Morals of the Prince" p.797.

WEEK TWELVE

Monday, November 7 – Friday, November 11

- Critical analysis/discussion of homework readings

- Argumentative style writing
- Review of research project process
- Introduction to Essay #5: Criticism and Analysis
- Sample student essay
- Critical analysis/discussion of “The Morals of the Prince”
- Oral reports/debates for Essay #4 begin
- Reading quizzes

Homework:

Monday 11/7: Read NR: Lincoln “Second Inaugural Address” p.813,

Tuesday 11/8: Read NR: Orwell “Shooting an Elephant” p.784.

Wednesday 11/9: Read NR: King “I Have a Dream” p.852,

Thursday 11/10: Read NR: Faulkner “Nobel Prize Award Speech” p.871.

Friday 11/11: Read NR: Swift “A Modest Proposal” p.790

WEEK THIRTEEN

Monday, November 14 – Friday, November 18

- Essay #5 In class analysis essay
- Forming a critical perspective
- Critical analysis/discussion of homework readings
- Oral reports/debates, continued
- Reading quizzes

Homework:

Monday 11/14: Read NR: Kennedy “Inaugural Address” p.815.

Tuesday 11/15: Read NR: McPherson “How Lincoln Won the War with Metaphors” p.723;

Wednesday 11/16: Read NR: Nabokov “Good Readers and Good Writers” p.973.

Thursday 11/17: Review handout on the tragic hero.

Friday 11/18: Read and take notes on Shakespeare’s biography

WEEK FOURTEEN

Monday, November 21 – Friday, November 25: Thanksgiving Break

WEEK FIFTEEN

Monday, November 28 – Friday, December 2

- Critical analysis/discussion of homework readings.
- Oral reports, continued and finished (if necessary)
- Critical analysis/discussion of “Good Readers and Good Writers”
- Introduction to Essay #6: Final Exam Essay
- Introduction to Shakespeare, drama, and the tragic hero
- Reading quizzes

Homework:

Monday 11/28: Background of William Shakespeare’s plays in Glencoe textbook

Tuesday 11/29: *Hamlet*, Act 1

Wednesday 11/30: *Hamlet*, Act 2

Thursday 12/1: *Hamlet*, Act 3

Friday 12/2: *Hamlet*, Act 4

WEEK SIXTEEN

- Final exam (two days)
- Critical analysis/discussion of *Hamlet* acts.
- Viewing of excerpts from movie about play

Homework:

Monday-Friday 12/5-12/9: Finish Hamlet for Project for English IV credit. Project will be due 12/12, project presentations will begin 12/12.

FINAL EXAM – Monday 12/5/16-Tuesday 12/6/16

Final Exam: Will be given over two periods

Final Essay Exam - In Class: Please note – all final exams are about 2 hours and will be held over two periods (over three-if necessary). Please visit your nearest HCC campus to obtain a blue exam book (if you did not do so for the midterm).