

**ENGLISH 1301 CRN #54519: AN INTRODUCTION TO COMPOSITION AND RHETORIC  
HCC - FALL 2011  
ALIEF LAB B139, MW 3:30-5:00 P.M.**

**Professor Cecilia Bonnor**

**Phone Number: (713) 718-7858** – please leave time, date, and return phone number when you call  
**email address: [cecilia.bonnor@hccs.edu](mailto:cecilia.bonnor@hccs.edu)**

**Office Hours:** Immediately before and following class; and by appointment.

**HCC Learning Web Page:** [<http://learning.swc.hccs.edu/members/cecilia.bonnor>]

**Required Textbook**

Bloom, Lynn Z., and Louise Z. Smith, eds. *The Arlington Reader: Contexts and Connections*. 3rd ed. Boston: St. Martins, 2011. Print.

ISBN-10: 0-312-64359-4 ISBN-13: 978-0-312-53678-7

Fowler, H. Ramsey and Jane E. Aaron, eds. *The Little, Brown Handbook*. Custom Edition for Houston Community College System. Custom 3rd ed, Pearson/Longman, 2010. Print.

ISBN 10: 0-558-32480-0 ISBN 13: 978-0-558-32480-3 [This custom edition is sold in the HCC bookstores.]

OR

Fowler, H. Ramsey & Jane E. Aaron, eds. *The Little, Brown Handbook*, 11<sup>th</sup> edition, Pearson/Longman, 2009. Print.

ISBN: 0205651712 or ISBN 13: 9780205651719

(Please Note – the HCC custom edition is a duplicate of the 11<sup>th</sup> edition so the pagination is the same – only the custom cover differs.)

**Other Materials**

A notebook with loose leaf paper for notes, paper and pens, (see below for details), 2 flash drives, or other file saving device to save daily work

Any good college-level dictionary

**Grade Percentages**

10% Essay #1: Expository Essay

10% Essay #2: Expository Essay

10% Essay #3: Critical Analysis Essay

20% Essay #4: Argumentative Essay

10% Essay #5: In-class Critical Analysis Essay

10% Journal/Reading Notebook (comprised of reading & learning progress entries)

10% Instructor's Choice: in-class writing projects, in class discussion based activities, group projects, etc.

10% Reading Quizzes

10% Final Exam

**Grading Criteria:**

A (90.00 – 100): Exceptionally fine work, superior in mechanics, style, and content

B (80.00 – 89.99): Above average work, superior in one or two of the areas listed above

C (70.00 – 79.99): Average quality work, good, unexceptional, fulfills minimum requirements of assignment

D (60.00 – 69.99): Below average work, noticeably weak in areas listed above

F (0 – 59.99): Failing work, clearly deficient in areas listed above

**Important Dates**

August 27:

Classes Begin - Drop/Add/Swap Fee (\$15.00) Begins

August 30:

Registration Ends

August 30:	Last Day for Drop/Add/Swap
September 5:	Offices Closed - Labor Day Holiday
<b>November 3:</b>	<b>Last Day for Administrative/ Student Withdrawals- 4:30pm</b>
November 23:	No Night Classes before Thanksgiving
November 24-27:	Offices Closed - Thanksgiving Holiday
December 11:	Instruction Ends
December 12-18:	Final Examinations
December 18:	Semester Ends
December 19:	Grades Due by- 12:00 Noon
December 23:	Grades Available to Students
December 20-January 2:	Offices Closed- Christmas Break

Link to fall 2011 16-Week Calendar:

[http://www.hccs.edu/hcc/System%20Home/Departments/Admissions\\_and\\_Registration/Calendars/2010\\_2011%20Calendars/Fall%202011-Regular%2016%20Week%20Semester.pdf](http://www.hccs.edu/hcc/System%20Home/Departments/Admissions_and_Registration/Calendars/2010_2011%20Calendars/Fall%202011-Regular%2016%20Week%20Semester.pdf).

### Attendance Policy

Attendance will be taken every class period and this policy will be enforced. HCCS policy states that a student who is absent more than 12.5% (6 hours) of class may be administratively dropped from the course. *Coming in late or leaving early will constitute a tardy.* All tardies will be counted toward your allotted absences. For example, if you are ten minutes late, ten minutes will be deducted from your 6 hours of possible absences. Your participation is required. Three tardies equal one absence. Leaving early is the same as a tardy. Presenting the appearance of sleeping is the equal of one absence. It is the responsibility of the tardy student to make sure, after class, that her or his attendance has been recorded. Otherwise, such students will be considered absent.

**If students stop attending the class, it is their responsibility to formally withdraw by November 3rd.**

If they do not, they will receive an F for the course.

After the official last day for student withdrawals, there is no longer an option for a W to be granted; consequently, for every hour of absence over the allowed 6 hours accrued by the student, 5 points will be deducted from the student's overall class grade.

If absent or late to a class, the student is responsible for any information missed. Each student is to exchange phone numbers with at least three other students. After an absence, students are to find out what they missed before returning to class. Do not ask the instructor if anything important was missed.

### Late Paper Policy

All assignments are required to be turned in at the beginning of the class when they are due. Your due date will be posted on your assignment sheet for all major essays, as well as on this syllabus. Occasionally, the due date on the syllabus may be adjusted, so please refer to the essay assignment sheet. Late papers will be docked a letter grade (10 points) per week. No late papers will be accepted more than one week late. Please arrange a conference with me to discuss the reasons for any late papers. Please keep a copy of your papers for your own file; should a paper be lost, it is *your* responsibility to give me another copy. The English Department regards a two week turnaround for the return of graded major essays an appropriate timeframe.

### HCC COURSE WITHDRAWAL POLICY

Beginning fall 2007, the State of Texas imposes penalties on students who withdraw/drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university. Students are encouraged to review the HCC 6 Drop Policy. To help you avoid having to withdraw from any class, contact your professor regarding your academic performance. You may also want to contact your counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.).

### HOW TO DROP

**If a student decides to withdraw from a class upon careful review of other options, the student can withdraw online prior to the deadline through their HCC Student Center.**

- **HCC and/or professors may withdraw students for excessive absences without notification** (see Class Attendance below).
- **Students should check HCC's Academic Calendar by Term for withdrawal dates and deadlines.** Classes of other duration (flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

### **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. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and any other transfer issues.

### **Student Course Reinstatement Policy**

Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Students who are dropped from their courses for non-payment of tuition and fees who request reinstatement after the official date of record can be reinstated by making payment in full and paying an additional \$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.

### **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 Office for Students with Disabilities for information regarding reasonable accommodations.

### **Make-up Policy**

Students will be allowed to take make-up exams if they have medical or unforeseen emergencies. Students will be responsible for contacting the instructor and providing documentation of the emergency situation. Students are strongly encouraged to avoid taking this measure and the make-up exam will be an entirely different format from the original exam administered in class on the scheduled date.

### **Paper Format**

Blue or black ink only (in class handwritten assignments)--*\*Please note-In Lab Classes--all work will be typed*

White notebook paper only - no frayed edges

Handwritten work should be written on one side only

Length -- two to three full pages (approx. 300-500 words) on in class handwritten essays & out of class typed

Journal/Reading Notebook Entries --out of class typed "short" essays (750-1,000 words)

Do not use white out/liquid paper on in class essays

Hand in rough drafts with final drafts -- out of class typed papers

Typed papers must adhere to MLA style format

All major assignments need to be posted in Blackboard by the start of class on due dates, and students also need to email a backup copy of their work to themselves and save all work on a file saving device (flash drive)

All work completed outside of class needs to be created utilizing Microsoft Word so it will be compatible with the lab/instructor computer software – Students who use Microsoft Works or Word 2007 need to save work as "Word for Windows 97-2003 Document"

### **Lab Conduct/Rules**

\*No cell phones, Blue-tooths, MP3 Players, or IPODS in sight or in use inside the classroom – cell phones

should be turned off prior to entering class and are not allowed in sight – please place them in bags or pockets. *Additionally, texting during class is not acceptable under any circumstances. If I catch you text messaging I will count you absent.* Please remove ear buds/devices prior to entering class.

\*No Bluetooth devices in ears allowed during class.

\*No MP3 players or other music devices with earphones allowed during class.

\*No laptops open during class.

\*No palm pilots

\*No food or drinks

\*No unauthorized chatting

\*No students allowed in the room without instructor

\*No students allowed to print personal information or download vast amounts of data (Students are only allowed to print class assignments per the instructor's directions)

\*No viewing of pornography

\*No hacking attempts or trying to access hacking sites

\*No downloading of AOL.com

*Please note: the above rules are maintained to enhance the lab experience for all HCCS students. All computer lab activities will be monitored carefully by the instructor and HCCS IT personnel.*

### Other Course Policies

\*Please do not bring children, boy/girl friends, family members, etc. to class with you -- only students registered in the class may attend.

\*Please do not chat with class colleagues during discussion.

\*Please do not pack up books and belongings prior to being dismissed -- I will announce when class has been completed and it is time for you to leave.

*\*If you should miss class for any reason, it is your responsibility to make up the work you missed and to contact me for any special instructions on work you missed.* It is also strongly recommended that you obtain the phone number of a classmate to aid you in this situation.

\*Attendance will be checked daily. Excessive tardies will not be tolerated. *Excessive is defined as more than two tardies and/or more than 10 minutes.* If a student misses more than 30% of the class by coming late or leaving early, this will count as an absence. **Please note: tardies will have an effect on the grade you receive for the course (i.e. points for the work you miss such as quizzes, in class writing assignments, etc. will be deducted from your final grade average).** Please make an effort to be on time to avoid losing points and disrupting the class.

**\* We will also examine writing samples from people in this class during every class. Please speak about others' writing as you would hope others would speak about your own writing: use constructive criticism.**

### Quizzes

We will occasionally have pop quizzes at the beginning of class. If you arrive more than a few minutes late, you will not be able to complete the quiz and cannot make it up.

\*Be sure to keep up with the readings and to take notes in class to perform well on this part of your grade. If you are absent you will automatically receive a zero on the quiz for that class period. *No makeup quizzes will be given.*

### New Policy on Repeating Courses

“NOTICE: Students who repeat a course three or more times will be charged an additional fee at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.”

### Virtual Classroom Conduct/Blackboard

As with on-campus classes, all students who log into Blackboard courses are required to follow all [HCC Policies & Procedures](#), the [Student Code of Conduct](#), the [Student Handbook](#), and relevant sections of the

Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or even removal from the class.

### **Special Conditions**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, log on to [www.hccs.edu](http://www.hccs.edu) and click Future students, scroll down the page and click on Disability Information.

District ADA Coordinator	Donna Price - 713.718.5165
Central ADA Counselors	John Reno - 713.718.6164 Martha Scribner – 713-718-6164
Northeast ADA Counselor	Kim Ingram – 713.718.8420
Northwest ADA Counselor	Mahnaz Kolaini – 713.718.5422
Southeast ADA Counselor	Jette Lott - 713.718.7218
Southwest ADA Counselor	Dr. Becky Hauri – 713.718.7910
Coleman ADA Counselor	Dr. Raj Gupta – 713.718.7631

### **The Journal/Reading Notebook**

You will be responsible for posting all work on Blackboard and MyCompLab, including reader response journals and learning progress journals. This “virtual” notebook will be comprised of reading response journals (50%), and entries detailing your learning progress in this course (50%). The in-class entries will be typed at the beginning of class and turned in upon completion. All work must be typed utilizing MLA style and must be saved on a file saving device such as a flash drive, (Lab Students: All students must bring a file saving device to each class so their work can be saved on a daily basis). Students should also send a backup copy of their work to their email accounts, as well as upload all drafts to the mycomplab site. The Journal/Reading Notebook will also provide the topic for the Final Exam. Each entry in the Reading Notebook must be completed to receive a passing grade on this assignment. All students are responsible for making up missed work due to unforeseen absences.

### **Free English Tutoring**

The Southwest College offers you free tutoring at our tutoring centers where you will receive individual attention with any of your writing concerns. I have posted a link for this service on my HCC Learning Web page with full information. Be sure to bring your books and assignments with you when you go to the tutoring lab. List of Locations for Live ‘face to face’ Tutoring, 6 September 2011 through 1 December 2011:

Alief-Hayes Campus, Tuesdays and Thursdays, 1pm-4pm, room TBA (check with the front desk on that campus)

Missouri City Campus, Tuesdays and Thursdays 1pm-4pm, room 111

Stafford Campus, Mondays and Wednesdays, 2pm-5pm, room TBA (check with the front desk on that campus)

West Loop Campus, Mondays and Wednesdays, 2:30pm-4pm and 7pm-8:30pm, room 160B

HCC also provides an online tutoring program. The url for this tutoring option is: <http://hccs.askonline.net>. The link for this service is also posted in Blackboard and on my HCC Learning Web page. In order to use HCC’s Online Tutoring, students must first register with [www.hccs.askonline.net](http://www.hccs.askonline.net), and to do that they must

use an email account. You may use your personal email account or your HCC email account. To activate the HCC e-mail, students should go to the HCC Home Page, click on “For Students,” and from the right column of choices, click on “Student E-Mail” and follow the directions. Students with old HCC Askonline accounts from last semester may continue to use their old user names and passwords. If they have forgotten one and/or the other, they should e-mail [sandra.vaughn@hccs.edu](mailto:sandra.vaughn@hccs.edu) with their full names and student “W” number.

### **Open Computer Lab**

You have free access to the Internet and word processing in the open computer labs in the Scarcella Science Center (Stafford Campus), the Alief Hayes Road Campus, and the West Loop Campus. Check the door of the open computer labs for hours of operation. All HCCS students are welcome to utilize this resource. Link to Open Lab information: <http://learning.swc.hccs.edu/technology/open-computer-labs/southwest-college-student-open-computer-labs/>. Please Note: A fee is charged for printed work (per page).

### **Counseling**

Counseling is available at each campus. Check with the information desk at the particular campus for room numbers and consult your class schedule for telephone numbers.

### **Library (Learning Resource Center)**

The Southwest College has a Learning Resource Center at each campus for student use. The library provides electronic resources including a computerized catalog system as well as numerous data bases that contain full-text articles. Stop by your campus library to find out hours of operation. All students will be required to obtain and/or update an HCCS Library Card (this is your student picture id card. <http://library.hccs.edu/>

### **Student Organizations**

One organization of interest to students taking English classes is Southwest Writers, a group of students who write and read their works (in a public forum as well as on the Internet) and receive peer support and constructive criticism. Students in this group create a supportive network to create poetry, fiction, drama, and non-fiction prose. Contact advisor Dr. Chris Dunn at: [christopher.dunn@hccs.edu](mailto:christopher.dunn@hccs.edu). Another organization of interest for English students is the Women’s Studies Club. The Women’s Studies Club will meet on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month from 2:00-3:00 p.m. to discuss the roles of women in society and to promote awareness of women’s issues. Contact Ms. Marie Dybala at [marie.dybala@hccs.edu](mailto:marie.dybala@hccs.edu) and/or Ms. Ileana Loubser at [ileana.loubser@hccs.edu](mailto:ileana.loubser@hccs.edu) if you are interested in joining this HCC student organization. In addition, Phi Theta Kappa is the honor society of two-year colleges. Students must earn a 3.5 grade point average and accumulate 9 credit hours to join this group. HCCS has a very active chapter: Omega Sigma. Contact: Ms. Eunice Kallarackal at: [eunice.kallarackal@hccs.edu](mailto:eunice.kallarackal@hccs.edu) for more information.

### **Inclement Weather**

During inclement weather conditions, monitor major local channels for updates on school closings. You can also check for school closing information on the HCC homepage.

### **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.

### **SCHOLASTIC DISHONESTY**

According to the *Student Handbook* for the Houston Community College System: “Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. ‘Scholastic dishonesty’ includes, but is not limited to, cheating on a test, plagiarism and collusion” (13).

**'Cheating'** on a test includes:

- Copying from another student's test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test;
- Bribing another person to obtain a test that is to be administered.

**'Plagiarism'** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

**'Collusion'** means the unauthorized collaboration with another person in preparing written work offered for credit.

Please note the possible consequences of such dishonesty, as stated in the *Student Handbook*: "Possible punishments for academic dishonesty may include a grade of '0' or 'F' for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Instruction for disciplinary disposition. Students have the right to appeal the decision" (13).

### Plagiarism Policy

Plagiarized papers or projects will receive a grade of "0" (zero) -- no exceptions. Cheating or collusion will also result in a grade of "0" (zero) on that paper or project. Plagiarism or collusion on a second major assignment will result in a zero in the course. Students need to be aware that the instructor will be utilizing plagiarism software and internet sources to check student work for potential plagiarism. This will be discussed in more detail during class lecture.

---

### Link to Student Handbook

[http://www.hccs.edu/hcc/System%20Home/Departments/Student\\_Handbook/2010-stu-handbook.pdf](http://www.hccs.edu/hcc/System%20Home/Departments/Student_Handbook/2010-stu-handbook.pdf)  
OR

<http://digital.turn-page.com/title/7027>

All students are responsible for following the rules and guidelines related to student conduct as outlined in the HCC Student Handbook.

---

## HCCS CORE CURRICULUM INTELLECTUAL COMPETENCIES AND EXEMPLARY EDUCATIONAL OBJECTIVES -- ENGLISH 1301 AND 1302

---

### I. Basic intellectual competencies in HCCS core

- **Reading:** Reading material at the college level means having the ability to analyze and interpret a variety of materials -- books, articles, and documents.
- **Writing:** Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. In addition to knowing correct grammar, spelling, and punctuation, students should also become familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.
- **Speaking:** Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- **Listening:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- **Critical Thinking:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct

alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

- **Computer Literacy:** Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

### **English 1301 Course Description**

English 1301 is a course devoted to improving the student's writing and critical reading. The course involves writing essays for a variety of purposes from personal to academic, including the introduction to argumentation, critical analysis, and the use of sources. English 1301 is a core curriculum course.

### **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 citations format.

### **Educational Outcomes (Course Objectives) for English 1301**

By the time the 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, readings 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.

## **II. Student Learning Outcomes for English 1301**

1. Demonstrate knowledge of writing as process.
2. Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.
3. Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.



4. Write essays in appropriate academic writing style using varied rhetorical strategies.
5. Synthesize concepts from and use references to assigned readings in their own academic writing.

### **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, 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. Look for the survey as part of the Houston Community College Student System online near the end of the term.

### **Schedule of Assignments: Monday/Wednesday Classes**

Please Note: This schedule is subject to change as I get to know the pace of the class and the needs of the students.

#### **Week One: August 29-31, 2011**

*Introduction to the course, the classical trivium, and logical techniques for writing and analyzing essays*

Session One 08/29/11: Introduction to the Course/Introduction to the Writing Process/ Diagnostic Essay – written in class

Homework due 08/31/11: Purchase books & supplies; Study syllabus

Session Two 08/31/11: Review Syllabus/ Course Description, Purpose, Objectives, Policies/ Journal/Reading Notebook/ Proof of Registration cont./ Discuss Tutoring Centers and HCC online tutoring service. Discuss Part 11, section 53 (LBH). In-class JRN #1.

#### **Week Two: September 5-7, 2011 [No Class on Labor Day]**

*Identifying and describing I (“General to specific” and “specific to general” structures): Reviewing Parts of Speech*

Session One 09/07/11: In Class Activity/ Discuss the writing process/Overview of writing strategies/ Introduction to Essay #1 Topic

Homework due 09/07/11: Read selected essays in *The Arlington Reader* (AR); Complete Journal/Reading Notebook (JRN) Entry #2: Topic -- respond to one of the readings -- length -- 1 1/2-2 typed pages, double spaced, Times New Roman 12 point font {JRN Entry #2}; Read and take notes on “Preface for Students: Using this Book” and Chapters 1 & 6 of *The Little, Brown Handbook*.

Homework due 09/12/11: Complete partial rough draft of essay 1 (introduction paragraph and first body paragraphs); Read selected essay (AR); Complete JRN #3 -- Topic: respond to reading-- length -- 1 1/2-2 typed pages, double spaced {JRN Entry #3}; Read Chapter 3 & Chapter 50 (LBH)

#### **Week Three: September 12-14, 2011**

*Identifying and Describing II: Sensory details, subject-verb agreement and pronoun-antecedent agreement (Little, Brown Handbook Part Three, Section 15)*

Session One 09/12/11: Partial Rough Draft Essay 1 Due/ Discuss Homework reading/ Continue discussion of Essay 1

Homework due 09/14/11: Read selected essay; -- Complete JRN #4 -- Topic: respond to reading -- length - 1 1/2-2 typed pages, double spaced {JRN Entry #4}; Read Chapter 4 of *Little, Brown Handbook*; begin working on “full” rough draft Essay #1

Session Two 09/14/11: Discuss Homework/ (AR) Reading; Continue Discussion of Topic for Essay #1/ Paragraphs, Topic & Thesis Sentences/ Unity & Coherence/ Transitional Expressions/ In Class Activity/ Writing Rough Drafts/ Revision/ Editing/ Peer Analysis

Homework due 09/19/11: Complete Rough Draft Essay #1 – draft must be 750 typed words to receive full credit for this assignment; Read Chapters 37 & 38 and review pages 60-61 for proofreading suggestions (LBH); Submit Rough Draft to Tutoring Centers per Instructor’s Directions

#### **Week Four: September 19-21, 2011**

*Comparing and Contrasting I: Recognizing and revising run-ons and fragments*

Session One 09/19/11: Full Rough Draft Essay #1 Due/ Peer Review Essay #1-use pgs.69-70 in (LBH) as a reference tool for Peer Review/ Proofreading techniques

Homework due 09/21/11: Complete Final Draft Essay #1 -- Peer Review, Rough Draft, Tutoring Center Marked Rough Draft, and Final Draft must be turned in to receive full credit for this assignment, work must be printed in "hard copy" (paper) format and saved on a properly labeled flash drive or other file saving device {flash drive will be turned in along with printed copy of paper}; Read Chapter 39 (LBH)

Session Two 09/21/11: Essay #1 Final Draft Due/ Introduction to Essay #2/ In Class Activity {JRN #5}/ Comparison/Contrast and Definition Strategies

Homework due 09/26/11: Read selected essay (AR) ; Complete JRN #5 -- Topic respond to reading -- length 1 1/2-2 typed pages, double spaced {JRN Entry #6}; Read Chapter 8 & 9 (LBH)

**Week Five: September 26-28, 2011***Comparing and Contrasting II: Commas and Semi-colons*

Session One 09/26/11: Discuss Homework/ (AR) Reading/ Discuss Strategies of Critical Analysis/ Strategies of Argumentation/ In Class Activity {JRN #6}

Homework due 09/28/11: Read selected essays (AR); Complete JRN #7 -- Topic: respond to Cooper reading -- length 1 1/2-2 typed pages, double spaced {JRN #7}

Session Two 09/28/11: Discuss Homework/ (AR) Reading/ In Class Activity {JRN #8}/ MLA Format/ Introduce Topics Essay #2

Homework due 10/03/11: Read selected essays (AR); Complete JRN #9 -- respond to readings {JRN #10}

**Week Six: October 3-5, 2011***Thesis & Antithesis: Coordination & Subordination*

Session One 10/03/11: Discuss Homework/ (AR) Reading/ In Class Prewriting Activity for Essay #2/ Discuss Paper Topics -- Essay #2

Homework due 10/05/11: Complete Rough Draft Essay #2/Submit Rough Draft to Tutoring Centers per Instructor's Directions

Session Two 10/05/11: Rough Draft Essay #2 Due/ Peer Review Essay #2 -- in class with student partner

Homework due 10/10/11: Complete Final Draft Essay #2 -- please note -- to receive full credit for this assignment you must turn in the peer review, rough draft, Tutoring Center marked rough draft, and final draft of Essay #2

**Week Seven: October 10-12, 2011***Causality and Consequences I: Mixed Constructions*

Session One 10/10/11: Final Draft Essay #2 Due/ In Class Activity

Homework due 10/12/11: Read selected essays (AR); be prepared to participate in an in class activity based on these two readings

Session Two 10/12/11: Discuss Homework (WP) Readings/ Critical Analysis cont./ In Class Activity {JRN #13}

Homework due 10/17/11: Read selected essays (AR); Complete JRN #11 and #12 -- Topic: respond to the readings -- length 1 1/2-2 typed pages for each essay, double spaced {JRN#13 and JRN #14}

**Week Eight: October 17-19, 2011***Causality and Consequences II: Mixed Constructions*

Session One 10/17/11: In Class Activity {JRN #15}/ Discuss Homework/ (AR) Readings

Homework due 10/19/11: Read selected essays (AR); Complete JRN #16 and 17-- Topic: respond to readings - length 1 1/2-2 typed pages for each essay, double spaced {JRN #17 AND JRN #18}

Session Two 10/19/11: Discuss Homework/ (WP) Reading/ Review and discuss topics for Midterm

Homework due 10/24/10: Review Chapters 7 & 49 (LBH); Review selected readings and class notes for midterm

**Week Nine: October 24-26, 2011**

*Reviewing Logic: Induction & Deduction: Misplaced and dangling modifiers*

Session One 10/24/11: In Class Essay #3 (Midterm)

Homework due 10/26/11: Complete Instructor Provided Hand-out

Session Two 10/26/11: Discuss Homework/ In Class Activity to prepare for Essay #4

Homework due 10/31/11: Read Chapter 10 (LBH); Read selected essays; Type out one paragraph for each essay explaining the argument presented by both authors in their works -- approximately 75-100 typed words per paragraph

**Week Ten: October 31-November 2, 2011**

*Induction and Deduction II: Consistency in tense and point-of-view*

Session One 10/31/11: In Class Activity {JRN # 19}/Discuss MLA Style and Research Methods/Discuss Argumentation/ Introduce Topics Essay #4

Homework due 11/02/11: Read selected essays (AR); Type out one paragraph for each essay explaining the argument presented by each of these two authors in their works – approximately 75-100 typed words per paragraph;

Session Two 11/02/11: Obtain approval for Essay #4/ Continue Discussion of Argumentation/ In Class Activity to prepare for Essay #4

Homework for 11/07/11: Complete Rough Draft Essay #4; Submit Rough Draft to Tutoring Center per Instructor's Directions; Review Chapters 8-10 (LBH)

**Week Eleven: November 7-9, 2011**

*Definition: Connotations and Denotations*

Session One 11/07/11: Rough Draft Essay #4 Due/ Peer Review Essay #4

Homework due 11/09/11: Complete Final Draft Essay #4 – Peer Review, Rough Draft, Tutoring Center Marked Rough Draft, and Final Draft must be turned in to receive full credit for this assignment

Session Two 11/09/11: Final Draft Essay #4 Due/ Continue Discussion of MLA Style/ Discussion of Critical Analysis Techniques cont./ In Class Activity {JRN #20}

Homework due 11/14/11: Read selected essays (AR); Read Chapters 23 & 24 (LBH)

**Week Twelve: November 14-16, 2011**

*Classifying, Dividing, and Categorizing: Parallelism*

Session One 11/14/11: Discuss Homework Readings/ In Class Activity

Homework due 11/16/11: Bring all Journals to next class to participate in creating of skeletal Journal Folder Table of Contents; Read Chapters 25 & 26 (LBH)

Session Two 11/16/11: In Class Activity

Homework due 11/21/11: Read King's "Letter from Birmingham Jail" (AR) to prepare for in class essay; Review Chapter 7 (LBH); Prepare/complete Journal Folder to hand in for final grade -- must include a Table of Contents to receive full credit

**Week Thirteen: November 21-23, 2011**

*Figures of Speech: Analogy & Metaphor*

Session One 11/21/11: JOURNAL/READING NOTEBOOK FOLDERS DUE/ Discuss King's "Letter from Birmingham Jail"/ Discuss Final Essay Exam

Homework due 11/23/11: Review class discussion notes for in class King Essay #5

Session Two 11/23/11: Review in class lecture notes to prepare for in class Essay #5

**Nov. 24-27: Offices closed- Thanksgiving holiday**

**Week Fourteen: November 28-30, 2011**

*Ethos, Values, & Judgments in Writing: Appropriate language*

Session One 11/28/11: In Class Essay #5

Homework due 11/30/11: Read selected essay

Session Two 11/30/11: Discuss homework reading/ in class group activity

Homework due 12/05/10: Write a reader response to the essay pursuant to instructor directions

**Week Fifteen: December 5-7, 2011**

*Summing Up*

Session One 12/05/11: Discuss homework reading/In Class Activity based on homework reading

Homework due 12/07/11: Prewriting exercise to prepare for in class final exam activity – complete per instructor directions

Session Two 12/07/11: In Class Activity—retrospective in class writing/review for final exam activity/\*Last Day of Classes

Homework due for final exam day: Complete Final Essay per Hand-out instructions to prepare for in class Final Exam Activity

**Week Sixteen: December 12, 2011**

**In-class Final Exam Essay, from 3:00-5:00 p.m.**