



**ESOL 0370: English for Speakers of Other Languages Course for ENGL 1301**  
**3 Credit Hours / 48 hours per semester**  
**16 Weeks: 08/27/2018 – 12/16/2018**  
**Lecture / Core Curriculum**  
**Face-to-Face Instruction**  
**NW Spring Branch Room 313, MW 2 – 3:20 PM CRN 19283**

Prof. Cecilia Bonnor  
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*E-mail is the best way to reach me. During the workweek (beginning on Monday, at 8 AM and ending on Friday, at 5 PM), you can expect a response from me within twenty-four hours. On the weekends, please allow at least forty-eight hours for a response.*

**HCC Learning Web Page:** <http://learning.hccs.edu/faculty/cecilia.bonnor>

**Office Hours and Location:** PAC 401A, 9:30-10:50 AM and 3:30-4 PM MW; 12-12:20 PM; 3:30 – 5 PM TR; and by appointment

*Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.*

### **Course Description**

A co-requisite course in support of English 1301: 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.

### **Student Learning Outcomes**

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.

### **English Program Learning Outcomes**

- Write in appropriate genres using varied rhetorical strategies.

- Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
- Analyze various genres of writing for form, method, meaning, and interpretation.
- Employ research in academic writing styles and use appropriate documentation style.
- Communicate ideas effectively through discussion.

### **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.

### **Course Materials (Assignments will come from the following OER)**

Crowther, Kathryn et al. *Successful College Composition*. English Open Textbooks. Book 8. 2016. <https://oer.galileo.usg.edu/english-textbooks/8/>

### **Recommended Resources**

*Miriam-Webster Collegiate Dictionary*

*American Heritage Dictionary*

Thesaurus

*Note: In the Course Resources folder in ESOL 0370, I have included links to several websites devoted to grammar review and practice. Please use these resources as needed.*

### **Course Requirements**

#### **Grading Percentages (taken from our English 1301 syllabus)**

15% Essay #1: Visual Analysis

20% Essay #2: Response Paper

25% Essay #3: Synthesis Essay

15% One Discussion Group Assignment

15% Professionalism/Attendance/Informal Writing Assignments/NoRedInk Assignments

10% In-Class Final Exam

**Writing Requirement: 5,000 words**

### **Instructor Requirements**

***NOTE: As outlined in our English 1301 syllabus, I expect you to conduct yourself in a professional manner, by diligently reading the course material in preparation for class, regularly attending class, observing classroom policies regarding electronic devices, doing your own work and treating fellow students as well as your instructor with respect.***

**--Reading. This is a discussion-based course.** You are expected to come to class having carefully read in an analytical manner the assigned texts. Your ability to participate thoughtfully in large and small group discussions will affect your participation grade.

**--Attendance. Your attendance is absolutely necessary to complete the course successfully.**

If you are tardy, it is your responsibility to make sure that I record your attendance at the end of class. Otherwise, you'll be considered absent. *Be on time and stay until class is finished.*

*Arriving late or leaving early will adversely affect your grade. If you pack up early, I reserve the right to mark you absent, as you have essentially "left" class early.*

-- You are expected to do your own work. If you represent work that is not your own as if it were, that constitutes plagiarism. (See below.)

**--"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.** 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" (Official HCCS statement).

**-- Use constructive criticism:** We will 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.

**--Disruptive behavior/activities that interfere with teaching and/or learning will not be tolerated, and may result in an administrative withdrawal without refund. This includes not obeying the posted electronics policy in the classroom.**

**-- As a student active in our learning community, it is your responsibility to be respectful of our learning atmosphere.** To show respect to your fellow students and instructor, you will turn off your phone and other electronic devices and will not use these devices in the classroom, unless you receive explicit permission. If such a device sounds or is used during class, it will be considered a disruption of the educational process (such as other forms of inappropriate behavior) and will be treated as such. If a student expects an emergency call, he or she must speak to the instructor to receive an exception to this policy.

--Among us will be the fact of difference, of geographical region, socioeconomic status, sexual orientation, physical ability, age, ethnicity and gender, among other forms. Given these conditions, **I ask you not only to tolerate difference but also to seek out opportunities to understand members of our class who identify in diverse ways.**

**--Email Policy:** HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so here: <https://myeagle.hccs.edu/>

*--Note Concerning E-mail Etiquette:* I will not reply to e-mail messages that do not contain the following elements: a salutation; a description of your request or concern; and signature.

### **Grading Criteria**

A (90.00 –100): Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

B (80.00 – 89.99): Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.

C (70.00 – 79.99): Average work that shows understanding of the writing topic contains few errors that interfere with adequate communication.

D (60.00 – 69.99): Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

F (0 – 59.99): Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

### **Accommodations due to a Qualified Disability**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <http://library.hccs.edu/home>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: <http://library.hccs.edu/locations>

### **Student Support Services**

#### *Ability Services:*

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

*Ability Service Contact Information:*

**Central College**

713.718.6164

**Coleman College**

713-718-7376

**Northeast College**

713-718-8322

**Northwest College**

713-718-5422

713-718-5408

**Southeast College**

713-718-7144

**Southwest College**

713-718-5910

**Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

**Interpreting and CART services**

713-718-6333

*Tutoring:* The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays.

Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive.

Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/> for Writing Center locations and times.

At HCC Writing Centers, each tutoring session becomes a learning experience.

Free Online Tutoring: <http://hccs.upswing.io/>

**Eagle Early Alert**

*Students: As your professor, I want you to know that HCC has processes for helping students who are struggling with meeting the demands of a college course. Emergency concerns will be reported promptly. After week three of a 12 or 16-week semester, all concerns that are not resolved after my initial notification to you, will be shared with an appropriate student services staff for further assistance.*

*Reasons for Eagle Early Alert could include any of the following:*

- *Evidence of Academic under-preparedness*
- *Failed Major Test/ Assignment*
- *No Online Activities*
- *Incomplete Homework*
- *Missing Material of Textbook*
- *Limited Computer Skills*
- *Excessive Absences/ Personal Issues*

*A referral to Eagle Early Alert indicates a concern about you and your progress that needs to be addressed to ensure successful completion of this course. If you are contacted by an Eagle Early Alert staff, or you see an Eagle Early Alert notice in your Peoplesoft "To Do List," please respond to the advisor/ counselor within 24-28 hours. After your visit with the advisor/ counselor, please report back and share your plan for successful completion of this course.*

### **Important HCCS and Course Policies**

Please see <http://www.hccs.edu/resources-for/current-students/student-handbook/> for any changes to HCC policies that might happen during the semester.

*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.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

*Attendance:* Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still

miss important course work. If you know you must be absent or if you have an emergency, let me know **before class** and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record **Monday, September 10, 2018**, you may be automatically withdrawn from the course.

***After three unexcused absences, your Professionalism grade drops to a zero.***

- When you miss class, you are still responsible for what happens in class.
- Any work due the day you miss class is still due if you are not there.
- Any announcements (including changes in assignments or the syllabus) still apply to you if you are not there. You will be expected to know anything announced or done in class whether you are there or not.
- You should contact another student in your section to find out what you missed, and copy his or her notes. I am glad to meet with you during office hours to answer questions about anything that happened in class, but I won't email a summary of the class to you or re-teach that day's class in my office hours.

Absences are excused for religious holidays and documented, unavoidable emergencies. These are also the only circumstances in which classwork and homework can be made up after an absence. To be eligible for a make-up of classwork/homework due to a religious holiday absence, you must tell me in writing two weeks in advance that you will be missing class for the religious holiday.

*Withdrawal Policy:* Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **Friday, November 2, 2018**. Please remember that it is the student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

*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 <http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> for directions.

*Final Grade of FX:* Students who stop attending class or stop actively participating in class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of FX at the end of the semester. Students who stop attending classes or who stop actively participating in classes will receive a grade of FX, as compared to an earned grade of F, which is due to poor performance. Logging into a DE course without active participation is considered non-attending.

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the

Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

***HCC Online:*** (To be included in syllabi for HCC Online courses only): Access HCC Online Policies on their Web site: <http://www.hccs.edu/online/>

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website. The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link: <http://www.hccs.edu/resources-for/current-students/student-handbook/>

***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](mailto:int_student_svcs@hccs.edu), if you have any questions about your visa status and other transfer issues.

***Repeating Courses:*** Students who repeat a course for three or more times will face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor/advisor about opportunities for tutoring and/or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

***Sexual Misconduct:*** Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504) and complaints may be directed to: David Cross, Director EEO/Compliance, Office of Institutional Equity and Diversity, 3100 Main, Houston, TX 77266-7517, or [institutional.equity@hccs.edu](mailto:institutional.equity@hccs.edu).

***Title IX Discrimination:*** Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination



includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex—including pregnancy and parental status—in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator.

All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
 Director EEO/Compliance  
 Office of Institutional Equity & Diversity  
 3100 Main  
 (713) 718-8271  
 Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)

**Open/Campus Carry of Handguns: Firearms Are Allowed on Campus, but they must be concealed. Firearms are NOT allowed in designated safe zones.** If you see anyone openly carrying a firearm on campus call the HCC Police Department at **8-8888** (713-718-8888) immediately.

Texas House Bill 910—known as the “Open Carry” law—allows holders of a handgun license to carry their handgun visibly in a waist belt holster or a shoulder holster, but **they may not openly carry on or in a college campus or building** and they may not openly carry on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry is posted at <http://www.hccs.edu/departments/police/campus-carry/>

**Campus Safety:** If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.

### **Basic Needs Statement**

**Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.**

**At HCC's Spring Branch Campus, we are fortunate to have Communities in Schools of Houston, Inc., an organization that is dedicated to helping students achieve their educational goals while drawing upon a supportive and caring community. Please do not hesitate to telephone or stop by the CIS Office.**

**Communities In Schools of Houston, Inc.**

HCC - Spring Branch Campus

1010 W. Sam Houston Pkwy, Room AD1B, Houston, TX 77043

Office: 713-718-5644

SLO 1: Demonstrate knowledge of individual and collaborative writing processes.

- Peer review
- Group presentations
- In-class writing workshops
- Lessons on outlining / generating ideas / brainstorming
- Using in-person and online HCC resources (the Writing Center, Upswing)
- Computer literacy activities
- Group essays
- In-class group work (think / pair / share, etc)
- Library orientations
- Low-stakes daily writing (reflective writing, journal writing, etc)
- Activities that teach writing as a process

SLO 2: Develop ideas with appropriate support and attribution

- Lessons on paragraph structure
- Identifying supporting details
- Unpacking quotes
- Using different structure for organization
- Practice in paraphrasing, quoting, summarizing
- Developing appropriate, college-level thesis statements
- Introducing a source
- Showing attribution for a source
- Reporting verbs (verbs in a signal phrase)
- Research strategies

SLO 3: Write in a style appropriate to audience and purpose

- Strategies to determine tone
- Audience exercises
- Unpacking / previewing an assignment
- Identifying text patterns
- Research strategies
- Deductive / inductive reading / reasoning

SLO 4: Read, reflect, and respond critically to a variety of texts

- Annotating a text

- Capture reading strategies
- Annotated bibliographies
- Essay analysis
- Distinguishing fact from opinion
- Journal response to texts
- Inferential reading
- Creating a reverse outline
- Reading galleries
- Literature circles
- Vocabulary in context
- Distinguishing tone
- Rhetorical occasion / tone
- Research strategies

SLO 5: Use Edited American English in academic essays

- Research format and documentation
- Editing exercises
- NoRedInk
- Sample essays
- Peer review
- Direct teach punctuation / grammar
- Purdue OWL or similar sites
- Rhetorical grammar
- McGuire Readability Approach / 5 rules for readability

### **Course Calendar Fall 2018**

**All assignments and deadlines are tentative and subject to change.**

**Changes will be announced in class.**

**Assignments are due the day on which they are listed (accessible through the Learning Web or HCC Eagle Online).**

Description	Deadline/ Due Date
<b>In Class:</b> Introduction to the course and syllabus overview; Develop strategies to approach a reading assignment; register with NoRedInk.com (our class code is perfect butter 39)	August 27
<b>In Class:</b> Continue developing strategies to approach a reading assignment; Work with Anne Lamott's essay; Preview reading assignment for next class.	August 29
<b>Finish Diagnostic on NoRedInk.com by 11:59 PM on Wednesday, August 29, 2018.</b>	
<b>Unit 1</b>	

<b>Labor Day Holiday - No Class</b>	<b>September 3</b>
<b>In-Class:</b> Preview Unit 1 on Canvas; Work on recognizing an author's purpose, audience, and tone; review grammar as needed	September 5
<b>Official Date of Record for Regular 16-Week Classes</b>	<b>September 10</b>
<b>In Class:</b> Practice working with the writing process in relation to Essay Assignment #1; preview "Superman and Me"; review grammar as needed	September 10
<b>In Class:</b> Annotate and begin working with narration and vocabulary in "Superman and Me," Alexie (LW); practice writing a Works Cited page; review grammar as needed	September 12
<b>In Class:</b> Work with description and identification as well as vocabulary in E.B. White's "Once More to the Lake" (LW); practice integrating sources; review grammar as needed	September 17
<b>In Class:</b> Work on outlining the main sections of the first essay; small-group and individual conferences with the instructor; review grammar as needed	September 19
<b>In Class:</b> Work with Essay #1 Peer Review Draft comments; review grammar as needed; preview reading group assignment for English 1301	September 24
<b>Unit 2</b>	
<b>In Class:</b> Preview "On Dumpster Diving"; Complete reading group activity; review grammar as needed	September 26
<b>In Class:</b> Work with Classifying and Dividing; "On Dumpster Diving," Eighner (LW); complete individual writing assignment	October 1
<b>In Class:</b> Work with Process Analysis and vocabulary in "On Dumpster Diving," Eighner (LW); work on annotating group readings	October 3
<b>In Class:</b> Work with Comparison and Contrast and vocabulary in "A Century of Cinema," Sontag; work with defining and vocabulary terms in "The Meaning of a Word," Naylor (LW)	October 8
<b>In Class:</b> Discuss Cause and Effect; work with vocabulary terms in "The Clan of One-Breasted Women," Williams; review grammar as needed	October 10
<b>In Class:</b> Meet with fellow group members to work on Group Presentation Assignment; review grammar as needed	October 15
<b>In Class:</b> Preview Unit 2 topics, including strategies for writing summaries; review grammar as needed	October 17
<b>In Class:</b> Continue working with essay #2 assignment; practice writing a summary of the text for analysis; review grammar	October 22

<b>In Class:</b> Continue discussing plagiarism; practice responding to the text you have chosen for analysis; review grammar	October 24
<b>In Class:</b> Individual work on preparing a draft of essay #2; discuss questions, issues, or problems regarding source integration and so on.	October 29
<b>In Class:</b> Essay #2 Peer Review Draft Due in Class (also submit electronic copy to Turnitin.com); set aside time for individual conference with instructor.	October 31
<b>Last Day to Withdraw for Regular 16-Week Classes</b>	<b>November 2</b>
<b>Unit 3</b>	
<b>In Class:</b> Preview Unit 3 and "Letter from Birmingham Jail," King (LW); review grammar as needed	November 5
<b>In Class:</b> Analyze the structure of an argumentative essay; Work with vocabulary terms in "Letter"	November 7
<b>In Class:</b> Continue working with vocabulary terms in "Letter"; practice embedding and explaining the significance of sources.	November 12
<b>In Class:</b> Work with different types of evidence that can be used as supporting details; Research and present some of King's types of evidence	November 14
<b>In Class:</b> In connection with your own persuasive essay, locate at least one potential source; complete small-group activity on source evaluation	November 19
<b>In Class:</b> In class, continue evaluating your sources; set aside time to practice outlining your essay.	November 21
<b>HCC Closed for Thanksgiving Break</b>	<b>November 22 - 25</b>
<b>In Class:</b> Practice outlining the main sections of your essay; clarify areas of confusion regarding the assignment.	November 26
<b>In Class:</b> Practice directly quoting from sources, following MLA style; review grammar as needed.	November 28
<b>In Class:</b> Bring your peer review draft of essay #3 to class for individual conferences; review grammar as needed.	December 3
<b>In Class:</b> Last day of Instruction. Review MLA documentation of sources and Works Cited pages	December 5
<b>In Class, from 12 - 2 PM: TBD</b> -- Take the comprehensive final exam over all the information covered this semester.	December 12

<b>Regular 16-Week Semester Ends.</b>	<b>December 16, 2018</b>
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*Note: This syllabus serves as a contract between you (the student) and me (the instructor) and should serve as your guideline for the semester. By staying in this class, you agree to follow all the guidelines given above (as well as any appropriate revisions to this document) and to be responsible for your own actions.*