

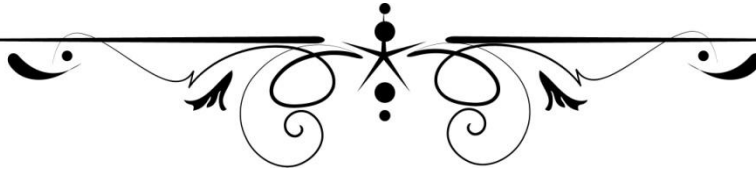
ENGLISH 1301: COMPOSITION I—FALL 2017
CRN#33865 / T-Th 11:00-12:20 / Pinemont Center / Rm 165
Eva Foster

Email: eva.foster@hccs.edu / Office: Pinemont campus, B-114 / Phone: 713-718-5592

⇒ EMAIL IS THE BEST WAY TO REACH ME ⇐

Learning Web: <http://learning.hccs.edu/faculty/eva.foster>

Office Hours: Tuesdays 1:30-2:30 and by appointment
3-hour lecture course | 48 hours per semester | 16 weeks





BASIC NEEDS / HURRICANE HARVEY 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.

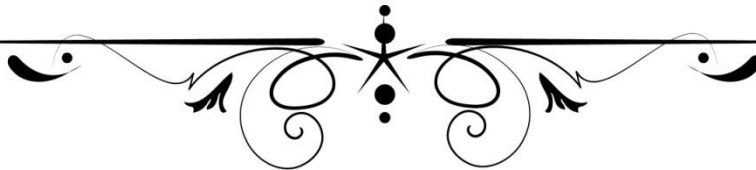
COURSE MATERIALS

REQUIRED TEXTS

-  Online readings, various (it is required to print these out and bring them to class)
-  Excelsior Online Writing Lab, which includes a grammar handbook (<http://owl.excelsior.edu/>) [free online]

MATERIALS

-  Ink pens for in-class writing (avoid pencil, please)
-  Lined notebook paper for in-class writing
-  A folder to keep papers in
-  A printer at home with plenty of printer ink, a printing account at school, or both



PREREQUISITES, OUTCOMES & OBJECTIVES

PREREQUISITES

A satisfactory assessment score, completion of INRW 0420 or ESOL 0360.

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.

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.

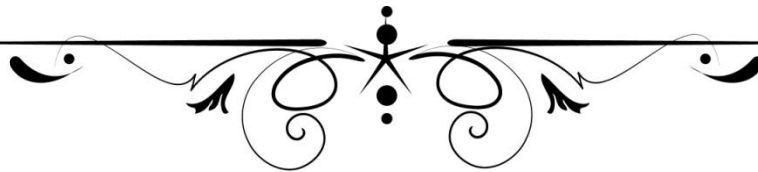
ENGLISH PROGRAM LEARNING OUTCOMES

- 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.

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 a research project or case study 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



ASSIGNMENT & COURSE REQUIREMENTS/POLICIES

MINIMUM WRITING REQUIREMENT

You will write a minimum of 5,000 words during the semester.

GRADE BREAKDOWN

This is how your grades will be weighted:

Homework, classwork, & quizzes	15%
Essay 1	10%
Essay 2	15%
Essay 3	20%
Presentation of research	5%
Midterm(ish) revision portfolio	10%
Final	15%
Professionalism	10%

GRADING SCALE

A (90-100%) 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 (80-89%) Above average work that shows understanding of the writing topic, has few serious errors, and provides good communication with a specific audience.

C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.

D (60-69%) 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%) 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

ASSIGNMENT INFO, POLICIES, & REQUIREMENTS

Assignments must meet requirements as outlined in this document, verbally conveyed in class, *and* explained on assignment sheets. Assignments that do not meet requirements will lose points. I also reserve the right to refuse to accept assignments that don't meet requirements.

Readings are online. Printing out assigned readings and bringing them to class is required (except Excelsior OWL readings). We look at readings on paper rather than on phones or tablets because research suggests that we retain and understand material better when we annotate it and interact with it on paper.

Homework/Classwork

- Please type out-of-class writing assignments and use ink pen for in-class writing assignments.
- No late work accepted.

- Assessed on a completion grade basis unless I say otherwise. I do reserve the right to deduct points for lack of effort or not meeting requirements even on completion-grade assignments.
- Homework and classwork assignments are worth **five points** per assignment unless I state otherwise.
- Not accepted via email.

Quizzes

- There may be pop quizzes on readings.
- Quizzes are worth **three points** per quiz unless I state otherwise.
- Makeup quizzes are not available.

Three out-of-class essays

- Must be submitted through Turnitin.com.
- 11 or 12 point Times New Roman/Cambria with standard margins.
- Marked draft from draft workshop (stapled) must be turned in as hard copy.
- Not accepted via email.

One in-class exam (final exam).

- Bring a blue book to class for exams, or notebook paper stapled together.
- Exams must be written in ink.
- Make-ups available at my discretion for religious holidays (by pre-arrangement, two weeks in advance, via email) or for documented, unforeseeable emergencies. Example of emergency: you are unavoidably hospitalized at the time of the exam. Example of not-an-emergency: you have a cold; you intend to travel on the exam date.

Late Work

- Late major essays will lose ten points for each class period they are late until they reach an F (50). I stop deducting for lateness at that point, which means even very late papers are potentially worth a lot of points.
- Quizzes, classwork, and homework are not generally accepted late. However, if you have pre-notified me of a religious holiday via email two weeks in advance, I will work with you on making up what you missed; or if you have a documented, unforeseeable emergency, *at my discretion, if I agree with your definition of "emergency" and "documented,"* I may work with you on making up what's missed.

GENERAL COURSE POLICIES & REQUIREMENTS

Absences

- You are expected to attend class. **After four unexcused absences (equivalent of 2 weeks or 12.5% of the course), your Professionalism grade drops to an F (50%).** That is, on your fifth absence, the grade drops. If you have more than four absences before the official date of record, you may be automatically withdrawn from the course.
- When you miss class, you are still responsible for what happens in class.
 1. Any work due the day you miss class is still due if you are not there.
 2. 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.

3. You should contact another student in your section to find out what you missed and copy their 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 only. 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.

Academic Honesty

- From the student handbook: "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.** Possible punishments for academic dishonesty may include a grade of "O" or "F" on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision."
- **Plagiarism** is using someone else's ideas, arguments or research without giving credit through citation and/or using someone else's words without giving credit through quotation *and* citation. **Collusion** is unauthorized collaboration with another person in preparing written work offered for credit.
- Major papers **must be turned in with proof of development**, i.e., at minimum, a marked rough draft from our in-class draft workshop, Upswing, or the Writing Center.
- Please note that in this class, turning in writing originally completed for another course counts as scholastic dishonesty. You may not turn in a paper completed for another course, and if you do so, it will be treated as a plagiarism offense.
- Likewise, faked research is scholastic dishonesty in this course. If you cite sources you don't use, invent quotes, or commit other dishonest research practices, it will be treated as a plagiarism offense.

Electronic Devices

- Laptops and tablets are welcome if you take notes best by typing and/or use a slate and stylus to take electronic notes. That said, there is a "one strike" rule. The first time I believe that your laptop/slate is distracting you—or anyone else—you will lose the privilege of using it for the rest of the semester in my class.
- "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 HCC statement).

- Please leave your cell phones on vibrate/silent and put away unless I ask you to use them for a research task.
 - I should not hear or see your cell phone at all, ever (except in the rare instances where I've assigned something that requires it). If your cell phone is often out when it shouldn't be, it will hurt your professionalism grade.
 - If you have a special reason your cell phone must be on for a particular day, tell me what it is. I'm not unreasonable. It will need to be an important reason and limited in terms of time, though (i.e., "my work needs to call me every day at this time" is a no, but "my wife is going to go into labor sometime this week" is a yes).

Professionalism

Our class will reproduce in many ways a "real-world" work environment, and you will be expected to participate professionally—be on time and prepared, meet deadlines, do your fair share, and be polite. See below for specifics.

- **Classroom Discussion**
 - Participating in classroom discussion is part of your professionalism grade.
 - To receive points, participate regularly with contributions that are on topic, show your familiarity with lecture material and assigned readings, and demonstrate respect for a diversity of viewpoints and identities.
 - *A word on respect:* Classroom discussion should be civilized and respectful to everyone (other students, me, and people of all identities and all reasonable viewpoints). What does that look like?
 - Pay attention when others are talking (other students or me), which means not talking or whispering to others when someone has the floor, disappearing into your phone, or otherwise distracting/disrupting.
 - When you are talking, use respectful language. That includes not using language likely to be perceived as racist, sexist, ableist, homophobic, or transphobic and not commenting in a disparaging way on anyone's appearance (including people who are not in the classroom). It is possible to discuss all topics from just about any political point of view while adhering to this level of civility.
- **Arriving late / leaving early**
 - Aim for timeliness. If you come in late, you should check with a classmate after class to see what you may have missed. If you miss the quiz because of lateness, there is no make-up available. If you come in more than 20 minutes late, I reserve the right to mark you absent for the day. Routine, marked lateness will hurt your professionalism grade.
 - Expect to stay for the entire class. If you leave early, I reserve the right to mark you absent for the day. (If you need to leave early one day for a specific reason, I will likely make an exception if you notify me at the beginning of class.)
- **Packing up**
 - I'll give you time to get to your next class. If I haven't stopped by ten till the next session, remind me—I won't be angry. In return, please do not

begin packing up early. This is distracting and contagious. If you pack up early, I reserve the right to mark you absent, as you have essentially “left” class early.

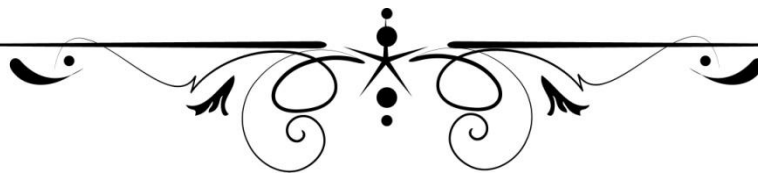
- **Come to class prepared.** Being prepared means:
 - Reading and annotating materials before class so you are ready to discuss.
 - Bringing books or readings, paper, and pens to every class, along with any other required materials (e.g., drafts of your paper on draft workshop days).
 - Contacting another student if you were absent last time so you can be prepared for the next class.
- **A note about printing:** Our readings will be from the web.
 - Printing these readings out and bringing them on the class day they are due is required because being able to refer to readings during discussion is required.
 - If you often fail to bring required printouts, you will receive a failing Professionalism grade, and I reserve the right to begin asking you to leave class and not return until you have the required printouts.
- **Respect everyone’s right to a non-disruptive learning environment.**
 - See “Electronic Devices” for policy on cell phones. TLDR version: don’t use them in class.
 - Please do not talk to each other while I am talking or when another student is talking.
 - *Any* disruption of class may result in your being asked to leave the class for the day. Repeated disruptions will be handled via the formal procedures in place at HCC, and can result in your expulsion from the class.
- **Professionalism expectations extend beyond the classroom.**
 - Your actions (negative and positive) in office hours, as well as in electronic environments such as email and class-related social media, also affect your professionalism grade because they are part of your class participation.

Withdrawals

- **I will not automatically withdraw you from the class**, no matter how many classes you miss. The State of Texas imposes penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition. In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed. Consider this policy carefully when deciding from which classes to withdraw, and remember that it is your responsibility to withdraw from classes by the required due dates. If you stop attending and don’t withdraw, you are subject to the FX grading policy (see below).
- **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 a visa consideration. Since January 1, 2003, international students are also 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.

- **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 be assigned the final grade of FX at the end of the semester, 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.



STUDENT SERVICES & HCC POLICIES

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.

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/district/students/disability-services/>

Ability Service Contact Information

Northeast College

713-718-8322

Adaptive Equipment/Assistive Technology

713-718-6629

713-718-5604

Interpreting and CART services

713-718-6333

COURSE EVALUATIONS: 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.

CAMPUS CARRY / FIREARMS: At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>

LIBRARIES: 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 <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: <http://library.hccs.edu/about-us/intersession-hours>

OPEN COMPUTER LABS: Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

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 Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

TUTORING

Tutoring Centers

- The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while promoting student success and retention. We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.
- Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: hccs.edu/findatutor for times and locations. For more information about tutoring at HCC, please go to hccs.edu/district/students/tutoring.

Online Tutoring

- The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.
- Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is.
- Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to hccs.upswing.io. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

Week 1 (Sept 10-16)

Tues 9/12

In class: Syllabus intro; icebreaker; diagnostic

Read tonight: *OWL*: The Writing Process – sections “Writing Process Overview,” “Prewriting Strategies,” and “Audience Awareness.” *OWL*: Rhetorical Styles – sections “Narrative Essay” and “Descriptive Essay” (read all subsections). *LW*: “Three by Sedaris”

Thurs 9/14

In class: Audience identification exercise. Humor, Selecting Details, Epiphany discussion. Introduce narrative essay (Essay 1) assignment sheet

Read tonight: *OWL*: The Writing Process – section “Finding Your Voice” (read all subsections). *LW*: “My Drinking Years” and “The Distance Devotion.”

Week 2 (Sept 17-23)

Tues 9/19

In class: Introduce narrative essay (Essay 1) assignment sheet. Discuss “Drinking” and “Distance” readings. Go over Voice, Diction+Syntax, Figurative Language, Description, Characterizaion. In-class drafting: obsessions/struggles. Finish writing this piece (300-600 words) outside of class, type, and turn in to Turnitin.com by Friday, 9/22.

Read tonight: *LW*, “On Playing Games” and “Beauty Shopping With My Mother.”

Thurs 9/21

In class: Discuss “Games” and “Beauty Shopping.” Discuss Plot Arc, Conflict, Linearity + Nonlinearity + Shifting Gears (in “Games”). In-class drafting: significant object.

Do tonight / this weekend: Write complete first draft of Essay 1, using Essay 1 assignment sheet as a guide.

Week 3 (Sept 24-30)

Tues 9/26

Official Day of Record

In class: Rough Draft Workshop (typed, complete rough draft due, hard copy).

Do tonight: Revise rough draft to turn in electronically on Thursday.

9/27: Last Day for 70% refund

Thurs 9/28

ESSAY 1 FINAL DRAFT DUE (via Turnitin, by 11:59 pm)

In Class: Essay 2 introduced; Midterm Portfolio introduced. 3 rhetorical appeals; visual rhetoric.

Read tonight: *LW*: “7 Critical Reading Strategies,” Salisbury University; “Ukulele Anthem” lyrics and music (read and listen—bring lyrics printed out). *OWL*: Argument & Critical Thinking – sections “Argument in College Writing,” “Modes of Persuasion.”

Week 4 (Oct 1-7)

Tues 10/3

Last Day for 25% refund

In class: Rhetorical modes slideshow/lecture; “Ukulele anthem” discussion, rhetorical mode &

rhetorical appeal identification.

Read tonight: *LW*: "Letter of Recommendation: Cheddar and Sour Cream Ruffles." *OWL*: Argument & Critical Thinking – section "Argumentative Thesis"; The Writing Process – section "Introductions & Conclusions"

Thurs 10/5

In class: Discuss "Cheddar" reading; applying rhetorical modes to reading; thesis practice.

Read tonight: *LW*: "Wall Street Hedge Fund Manager Profited From Death Arbitrage"; **Literary Elements PDF**. *OWL*: The Writing Process – section "Paragraphing."

Week 5 (Oct 8-14)

Tues 10/10

In class: Discuss "Wall Street" reading; applying literary elements & rhetorical modes to readings; paragraphing practice.

Read tonight: *LW*: "The Mismanaged Heart." *OWL*: The Writing Process – section "Traditional Essay Structure."

Thurs 10/12

In class: "Mismanaged Heart" reading; applying lit. elements & rhet. modes; outlining essay (worksheet).

Read tonight: *OWL*: Research & Citations – section "Documenting," subsection "MLA Style," sub-subsection "MLA In-Text Citations" *only*. (You do not have to read the rest of "Documenting" or "MLA Style" right now. Just read that one page, "MLA In-Text Citations.")

Week 6 (Oct 15-21)

Tues 10/17

In class: continue "Mismanaged Heart" discussion; using citations in Essay 2

Read tonight: *OWL*: Avoiding Plagiarism (all sections).

Thurs 10/19

In class: **Rough Draft Workshop (typed, complete rough draft due, hard copy).**

Do tonight: Revise your rough draft and prepare to submit final draft electronically next Tuesday.

Week 7 (Oct 22-28)

Tues 10/24

ESSAY 2 DUE

In Class: introduce Essay 3; how to choose a topic; topic interviews.

Read tonight: *OWL*: The Writing Process – section "Parts of a Thesis Sentence"; Research & Citations – sections "Narrowing & Developing," "Research Strategies."

Thurs 10/26

Emailed topic proposal due

In class: Research Orientation (content farms, "fake news," reliable sources; developing research questions; using databases).

Read tonight: *LW*: Final exam readings, set 1. *OWL*: Research & Citations – section “MLA Style.”

Week 8 (Oct 29-Nov 4)

Tues 10/31

In class: **Midterm portfolio revision in class work: bring original drafts with you to class in order to receive classwork credit for revision work.**

Read tonight: *LW*: Final exam readings, set 2

Thurs 11/2

MIDTERM PORTFOLIO DUE.

In class: **MLA Works Cited practice day (handbooks/sources).**

Read tonight: *LW*: Final exam readings, set 3

Friday, 11/3: Last Day to Withdraw

Week 9 (Nov 5-11)

Tues 11/7

In class: **Quoting, summarizing, and paraphrasing (without plagiarism); using multiple sources in a single paragraph**

Read tonight: *LW*: Final exam readings, set 4

Thurs 11/9

In class: Database research day

Read tonight: **Source Annotation Assignment on LW – follow instructions and bring required materials on Tuesday.**

Week 10 (Nov 12-18)

Tues 11/14

In class: **Introduce Presentation guidelines; incorporating quotes into sentences (including “...” and “[]”); source annotation exercise.**

Do tonight: continue doing research and drafting your essay

Thurs 11/16

In class: Screen Ava DuVernay’s *13th*

Do tonight: work on your essays!

Week 11 (Nov 19-25)

Tues 11/21

In class: Finish screening Ava DuVernay’s *13th*

Do tonight and over Thanksgiving break: complete a rough draft of essay 3

Thurs 11/23

NO CLASS – THANKSGIVING BREAK

Week 12 (Nov 26-Dec 2)

Tues 11/28

In class: **Typed, complete rough draft due in class**

Do tonight: Revise essay and prepare to turn in electronically on Thursday.

Thurs 11/30

ESSAY 3 DUE via Turnitin by 11:59 p.m.

In class: **Writing in-class essays (lecture) + quick-response essay construction exercise (speed date debate: swipe left/ swipe right).**

Week 13 (Dec 3-9)

Tues 12/5

Final exam

Thurs 12/7

Final exam, continued

Week 14 (Dec 9-15)

Finals week. We will meet during our scheduled final exam time and use those two hours to give our research presentations.

12/17: semester ends

12/19: final grades turned in to PeopleSoft by noon