



**English Department  
Southwest College**

## English 1302—Composition II

**Course CRN:** 35828

**Semester Term:** Spring 2013

**Campus and Room Location with Days and Times:** West Loop, C129, M/W.-7:00 p.m.-8:30 p.m.

**Course Semester Credit Hours (SCH):** 3 credits

**Course contact hours per semester:** 48

**Course length:** Regular Term, 16 weeks;

**Type of Instruction:** lecture

**Instructor:** Gina G. Palmer

**Contact Information:**

**Phone** 713-718-7858 (English Department. The secretary will not take messages, please email me.)

**Email:** [gina.palmer@hccs.edu](mailto:gina.palmer@hccs.edu)

**Learning web address:** <http://learning.hccs.edu/faculty/gina.palmer>

**Instructor Scheduled Office Hours:** 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**

English 1302 is a more extensive study of the skills introduced in English 1301 with an emphasis on critical thinking, research and documentation techniques, and literary and rhetorical analysis. English 1302 is a core curriculum course.

### **Course Prerequisites:**

Composition 1301 or satisfactory score on the CLEP Exam; Must be placed into college-level reading and college-level writing.

### **Course Goal**

To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

To understand the importance of specifying audience and purpose and to select appropriate communication choices.

To understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.

To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

To understand and apply basic principles of critical thinking, problem solving, and technical

proficiency in the development of exposition and argument.

To develop the ability to research and write a documented paper and/or give an oral presentation.

**Course Student Learning Outcomes:**

Students will

1. Apply basic principles of rhetorical analysis.
2. Write essays that classify, explain, and evaluate rhetorical and literary strategies employed in argument, persuasion, and various forms of literature.
3. Identify, differentiate, integrate, and synthesize research materials into argumentative and/or analytical essays.
4. Employ appropriate documentation style and format across the spectrum of in-class and out-of-class written discourse.
5. Demonstrate library literacy.

**Course Student Learning Objectives:**

Students will:

demonstrate the ability to use consistently and effectively the writing process for both in-class and out-of-class essays (thus reinforcing English 1301 instruction);

understand and apply the basic principles of critical thinking—evaluation, analysis, and synthesis—as they write essays that persuade or argue;

be able to analyze, in writing, readings by professional and student writers (for such elements as purpose audience tone, style, writing strategy, and for much deeper meanings);

be able to develop a critical and creative essay in response to an issue related to reading(s) or other class projects;

demonstrate the ability to resist simplistic formulations, whether in their own or others’ texts;

understand the characteristics of imaginative texts and write effective analyses of various genres;

be able to acknowledge, as appropriate, their own history, interests, and biases as they discuss a topic, thus placing themselves credibly in the discussion;

**English 1302 is a Core Curriculum Course.**

**Core Curriculum:**

This course fulfills the following core intellectual competencies: reading, writing, speaking, listening, critical thinking and computer literacy. A variety of academic experiences are used to develop these competencies. Student progress in the core competencies will be measured in the activities outlined in the objectives and requirements section of this syllabus.

**SPRING 2013- REGULAR 16- WEEK SEMESTER (RT)**

November 5	Monday	Registration Begins
January 5	Saturday	Saturday registration
January 12	Saturday	Saturday registration
Dec. 19- Jan. 1		Offices Closed- Holiday Break
January 11	Friday	Last Day for 100 % Refund
January 13	Sunday	Last Day for Drop/Add/Swap/ Registration Ends (online only)
January 14	Monday	Classes Begin
Jan. 14- Jan. 30		70% Refund

January 21	Monday	Offices Closed- Martin Luther King, Jr. Observance
January 28	Monday	Official Date of Record
Jan. 31- Feb. 5		25% Refund
February 15	Friday	Priority Deadline for Spring Completion of Degrees or Certificates
February 18	Monday	Office Closed- Presidents Day Holiday
March 11-17	Mon-Sun	Office Closed- Spring Break
<b>April 1</b>	<b>Monday</b>	<b>Last Day for Administrative/ Student Withdrawals- 4:30pm</b>
March 29- 31	Fri- Sun	Office Closed- Spring Holiday
May 5	Sunday	Instruction Ends
May 6- 12	Mon- Sun	Final Examinations
TBA	Saturday	Graduation Exercises
May 12	Sunday	Semester Ends
May 13	Monday	Grades Due by- 12:00 Noon
May 17	Friday	Grades Available to Students

**PLEASE REMEMBER THAT THIS SYLLABUS IS SUBJECT TO CHANGE.**

### **Instructional Methods:**

Methods of instruction may include: lectures, readings (from textbooks, peer-reviewed articles, books, original source seminal texts), slide presentations, video/film presentations, , and in-class writing.

**Student Assignments:** Assignments/Activities may include: written critical responses, group projects, quizzes, exams, various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts; mandatory discussions based on various topics related to composition; debates; writing papers including essays, analyses, reviews, research, comparing and contrasting perspectives; service learning projects; presentations; group and/or individual projects; portfolios. This course requires a minimum of **6,000** words in a combination of writing assignments and/or projects.

### **Student Assessments**

Methods of Assessment/Evaluation **may** include: Tests and quizzes which may include: definitions, matching, multiple choice, true/false, short answer, essay, lists; writing assignments, in-class discussions and/or critiques; written papers including critiques, essays, analyses, reviews, research, comparing and contrasting perspectives; service learning projects; presentations; group and/or individual projects; portfolios; other methods as may be determined by individual instructors..

### **Instructional Materials:**

**Textbooks:**           *Making Literature Matter*, John Schilb and John Clifford, eds. 5<sup>th</sup> Ed.  
*Harbrace Essentials*, Cheryl Glenn and Loretta Gray.

**Other Materials:**   8 ½” x 11” **File folder (no pockets)**  
Folder with pockets for research paper  
Paper and pens, (see below for details),  
Flash drives (or other file saving device)  
**College level dictionary**  
**Portable stapler**

**HCC Policy Statement: Americans With Disabilities Act (ADA)**

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.

If you have any questions, please contact the Disability Counselor at your college or the District Disability Office at 713-718-5165 or the Southwest College Counselor: Dr. Becky Hauri at 713-718-7909.

To visit the ADA Web site, log on to [www.hccs.edu](http://www.hccs.edu), Click Future Students. Scroll down the page and click on the words Disability Information. <http://www.hccs.edu/hccs/future-students/disability-services>

### **HCC Policy Statement: Academic Honesty**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and 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 System officials against a student accused of scholastic dishonesty.

“Scholastic dishonesty” includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**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 a test that has not been administered;
- 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.

**Violations: 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.

Other possible punishments for academic dishonesty may include recommendation for probation or dismissal from the College System. A recommendation for suspension or expulsion will be referred to the College Dean of Student Development for disciplinary disposition.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The

committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

**Official HCC Attendance Policy:**

Students are expected to attend classes regularly. Students are responsible for material covered during their absences, and it is the student's responsibility to consult with instructors for makeup assignments. Class attendance is checked daily by instructors.

**Although it is the responsibility of the student to drop a course for non-attendance, the instructor has the authority to drop a student for excessive absences.**

A student may be dropped from a course for absenteeism after the student has accumulated absences in excess of 12.5 percent of the hours of instruction (including lecture and laboratory time).

For example:

For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), a student may be dropped after six hours of absences.

**Final Grade of Fx**

Students who stop attending 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 will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as 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.

**NOTE: LAST DAY FOR STUDENT/ADMINISTRATIVE DROP THIS SEMESTER:**

**April 1, 2013, Monday**

**Course Withdrawals-First Time Freshmen Students-Fall 2007 and Later:**

Effective 2007, section 51.907 of the Texas Education Code applies to first-time in college freshman students who enroll in a Texas public institution of higher education in the fall semester of 2007 or thereafter. High school students currently enrolled in HCC Dual Credit and Early College are waived from this requirement until they graduate from high school.

**Based on this law, HCC or any other Texas Public institution of higher education may not permit students to drop after the official day of record more than six college level credit courses for unacceptable reasons during their entire undergraduate career.**

**Course Withdrawals:**

Be sure you understand HCC policies about dropping a course. It is the student's responsibility to withdraw officially from a course and prevent an "F" from appearing on the transcript. If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor

to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. \*\*Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. *Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.* If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade

### **Early Alert Program:**

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

### **Repeat Course Fee:**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

### **Individual Instructor’s Requirements**

The student has the responsibility to withdraw from a course. The instructor may drop the student for excessive absences.

### **HCC Grading Information:**

**Grading percentile: the official HCC grading rubric is as follows:**

90–100 percent	A	Exceptionally fine work; superior in presentation, visual observation, comprehension and participation
80–89 percent	B	Above average work; superior in one or two areas
70–79 percent	C	Average work; good, unexceptional participation
60–69 percent	D	Below average work; noticeably weak with minimal participation
Below 60 percent	F	Clearly deficient in presentation, style and content with a lack of participation

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least **80%** of the course work is complete. Students receiving an "I," must make an arrangement with the instructor in **writing**

to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I" designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A").

The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.

## **Instructor Grading Criteria:**

### **Grading Components**

Content (earns most points)

Organization

Sentences

Diction (word choice)

Punctuation and mechanics

### **Grading Standards**

#### **1. Content**

**Highest Standard (A):** Superior understanding of writing assignment. Strong sense of purpose and audience. Insightful thesis supported with substantial, thorough, significant, and meaningful content. Intelligently handled focused topic and depth of development. This essay is distinctive because of originality and perceptiveness. Because of powerful content, this essay produces strong reader interest.

#### **2. Organization**

**Highest Standard (A):** Excellent organizational plan related to thesis. Excellent use of appropriate developmental strategies (any use of narration, description, examples, definition, classification, and/or comparison/contrast). Excellent use of topic sentence paragraphs with topic sentence, development, unity, and coherence. Excellent “framing” with related introductory and concluding paragraphs. Organization might also include excellent use of transition paragraphs to create essay coherence. Excellent title.

#### **3. Sentences**

**Highest Standard (A):** Sentences are artistically constructed. Excellent sentence variety achieved adding a richness and sophistication to the essay. No major sentence errors of fragment, comma splice, run-on, and/or awkward sentence. Correct and effective modification and parallelism. No awkward or confusing sentences. Effective use of intentional fragment (if used) for stylistic effect. Forceful sentence style: graceful yet energetic. Polished, finished prose.

#### **4. Diction (word choice and usage) and Tone**

**Highest Standard (A):** Excellent use of diction and tone. Diction for the essay is distinctive and exhibits word form mastery. No clichés. Artistic use of figurative language: metaphor, simile, personification, allusion, symbol, hyperbole, understatement. Vivid imagery. Strong verbs. No errors in idiomatic language. Concrete and specific language. No errors in subject-verb agreement, pronoun-antecedent agreement, pronoun case, or pronoun reference. Tone is appropriate and complements the subject. Any switch in tone is done carefully. Mature vocabulary. No misspelled words.

## **5. Punctuation, Capitalization, and Manuscript Mechanics**

**Highest Standard (A):** Clarity and effectiveness of expression are promoted by effective and consistent use of standard punctuation and capitalization. Attractive and correct manuscript mechanics (margins, course information, placement of title, and headers).

### **NOTE ON MAJOR SENTENCE/GRAMMAR ERRORS:**

Major errors of fragment, comma splice, run-on, garbled sentence, and subject-verb agreement cause you to lose valuable points. You have plenty of opportunity to edit these errors during drafting and through tutoring. However, this policy applies to the in-class essays as well. Since in-class essays are shorter (and have no opportunity for peer critique and tutoring), you must use your editing time carefully.

20%	Writing Notebook entries, Quizzes, Daily grades
20%	Essay #1,
20%	Essay #2 In Class Midterm
30%	Research Paper
10%	Oral Report

**ALL ESSAY ASSIGNMENTS MUST BE COMPLETED TO PASS THIS COURSE.**

### **EGLS<sub>3</sub> -- 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.

### **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.

### **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 course calendar for all major essays and the research paper, as well as on this syllabus. Occasionally, the due date may be adjusted. Late papers will be docked a letter grade (10 points) per day. **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.

### **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. **There will be no makeup quizzes for missed daily quizzes.**

### **Paper Format:**

- Typed papers must adhere to MLA style format
- Blue or black ink only (in class handwritten assignments **only**)--*\*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 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
- All major assignments need to be printed in “hard copy” format {paper} and turned in with the material saved on a properly labeled flash drive or other file saving device {Student Name, Instructor Name, English 1302}
- All work completed outside of class needs to be created utilizing Microsoft Word so it will be compatible with the lab/instructor computer software

### **Other Course Policies:**

- \*Please **turn off cell phones** and beepers prior to entering the classroom (see above).
- \*Please be prepared to take notes during class -- no tape recording devices allowed (see above).
- \*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. 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.

### **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 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 on the back of your student picture id card).**

## PART II: ENGLISH 1302 STUDENT CALENDAR

16 Weeks

Friday 11:00a.m.-2:00 p.m.

Research Paper Due May3, 2013, 11:00 a.m.

No Late Research Papers Accepted

All assignments must be completed to pass course.

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

### WEEK 1

#### Session #1 (F, 1-18-13)

Introduction to course and review of syllabus. Diagnostic essay.

#### Session #2 (W,1-16-13)

Discuss readings.

**Assignment for Session #2:** Purchase textbooks and get your **HCCS library number**. Register for **askonline.net**. You must submit all formal essays to [www.askonline.net](http://www.askonline.net) before you turn them into me. This does **not** include notebook entries. **Read MLM**, Chapter 1 **Write Notebook 1** (500 words—approx. two typed pages) by responding to #1 under “Thinking about the Text,” p.17. **Begin** learning MLA formatting in Word.: (See *Harbrace Essentials* ; <http://owl.english.purdue.edu>)

**Assignment for Session #2:** **Read MLM**, Skim Chapter 2 Read carefully Chapter3. **Do** a ten-minute **freewrite** about “Night Waitress” in which you try to identify how the poem relates to one or more of the topics mentioned on p.42 *MLM*.

### WEEK 2

#### M, 1-21-13, MLK Holiday

**Session #2 (F, 1-25-13)** Discuss readings and making arguments about literature.

Discuss readings and making arguments in literature.

Introduction to Essay 1 — What Are Some Themes Introduced in “The Mill”

**Assignment for Session #3** **Read MLM**, Chapter 4 and Portfolio. **Write Notebook 2** (500 words—two pages) a **weighted** comparison of the poems “Two Trees” and “Regarding History,” p. 99-100.

**Assignment for Session #3 :** **Read MLM**, Chapter 6

### WEEK 3

**Session # 3 (F, 2-3-13)** Discuss readings

**Assignment for Session #4:** Read *MLM* Chapter 10 “Memories of Families: Essays” and “Reconciling with Fathers: Poems”. Finish Essay 1 and submit to [askonline.net](http://askonline.net) **Essay 1 Due**. **Turn in first draft and askonline.net tutor comments with final draft**. Library Orientation next session. Brainstorm five possible topics for research paper

### WEEK 4

**Session # 4 (F, 2-8-13)** **Essay 1 Due**.

Library orientation. **Have preliminary research topic ready to research**. Discuss readings.

*Assignment for Session #5,*

Read *MLM*, Chapter 9; How to Write a Research Paper.

*Assignment for Session #5* Read *MLM*, Chapter 11, “Romantic Dreams: Stories”; Read *MLM* “True Love: Poems”

**WEEK 5**

**Session #5 (F, 2-15-13).**

Write **Notebook 3**: (500) develop an argument about race or class in “The Runaway Son. Use specific evidence from the essay.

Discuss stories and poems.

*Assignment for Session #6.* Read *MLM*, Chapter 11, “Is This Love?: Stories”

**WEEK 6**

**Session #6 (F, 2-22-13).** Discuss readings.

*Assignment for Session #7* Read *MLM*: “Mourning a Loved One: Poems in the News” (Poems and Essays)

*Assignment for Session #7* Read *MLM*, Chapter 12 “Freedom and Confinement—Vampires Unleashed: A Story in the News,” pp.1058-1077

**WEEK 7**

**Session #7 (3-1-13)** Discuss readings.

Discuss mid-term exam

*Assignment for Session #8* . Read: *Harbrace Essentials*, Chapter 31 and 32

*Assignment for Session #8*: Prepare outline and Works Cited page for mid-term.

**WEEK 8**

**Session #8 (M, 3-8-13) In- class mid-term essay**

Discuss working with sources and avoiding plagiarism group exercise..

*Assignment for Session # 9 Complete* Research Preliminary Topics, Works Cited Notes (10), Notes (15-20) Read *MLM*, Chapter 12 Doing Justice/”Discovering Injustice: Stories”

*Assignment for Session #9’* Read *MLM* “ Punishments: Poems” Write **Notebook 4** After reading Alexie, “Capital Punishment”, develop an argument either for or against capital punishment using the text of the poem for support. Do not just argue your personal opinion

**MARCH 10-16 Spring Break-No classes**

**WEEK 9**

**Session #9(M, 3-22-13)** Discuss readings.

Share notebook entries.

*Assignment for Session #10, Read MLM* “Critiquing a Justice System: Essays”pp.1164-1188. (“Hellhole” is not included)

*Assignment for Session #10’* Read *MLM*, Chapter 13, “Taking Revenge: Stories”

**Complete** Research paper outline . Read *MLM*, Chapter 13, “Women Resisting Injustice: A Play in the News

**WEEK 10**

(3-29-13) Spring Holiday.No class

**WEEK 11 Last Day to Drop, Monday, April 1, 2013, 4:30 p.m.)**

**Session #11(F,4-5-13,)** Discuss play.

**Write Notebook 5:** Write one brief scene with two characters regarding justice/and or punishment.

*Assignment for Session #12' Read MLM, Chapter 14, "An Errand of Love?: Critical Commentaries on a Story*

*Assignment for Session #12: Research paper outline due*

**WEEK 12**

**Session #12 (F, 4-12-13)** Perform original dramatic scenes

Discuss readings.

*Assignment for Session #13* Continue work on research paper.

**Research paper rough draft due next class. Complete** research paper rough draft (1,500 words) with Works Cited page. Bring **two** copies to next class.

*Assignment for Session #13 Read MLM Chapter 14, "A Journey to Death: Poems*

**WEEK 13**

**Session #13 (F, 4-19-13):.** Discuss poems

Peer edit of research paper.

**WEEK 14**

**Session #14 (F, 4-26-13):.** Writing Workshop. Discuss oral presentations. Draw presentation numbers

*Assignment for Session #15:* Continue working on research paper and oral presentations.

**WEEK 15**

**Session #15 (5-3-13) Research Paper Due.**

Oral Presentations

*Assignment for Session #28.* TBA.

**WEEK 16 (FINAL EXAM EXAMINATIONS— (F, 5-10-13) TBA**

NAME: \_\_\_\_\_

ESSAY 1 \_\_\_\_\_

ESSAY 3 \_\_\_\_\_

(MID-TERM)

RESEARCH: \_\_\_\_\_

OUTLINE: \_\_\_\_\_

REVISED DRAFT: \_\_\_\_\_

FINAL PAPER: \_\_\_\_\_

COPIES OF RESEARCH: \_\_\_\_\_

ORAL PRESENTATION \_\_\_\_\_

WRITING NOTEBOOK:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

QUIZZES/DAILY

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_