



Welcome to English Composition I at HCC Northwest – Katy Campus

ENGL 1301 – Composition I | FALL 2014

ENGL 1301 CRN: 28158 | Tues & Thurs., 9:30-11:00 A.M. | ROOM: 108

ENGL 1301 CRN: 32460 | Tues. & Thurs., 11:00 A.M. - 12:30 P.M. | ROOM: 108

3 Credit Hours / 48 hrs. per semester | 16 Weeks: 8.25.2014 - 12.14.14

Lecture / Core Curriculum | Prerequisite: "A satisfactory assessment score, completion of English 0310, or (for non-native speakers) English 0349 - A course devoted to improving the student's writing and critical reading."

Instructor: Jennifer R. Vacca

Email: jennifer.vacca@hccs.edu; Phone: 713.718.5787 (email is **STRONGLY** preferred)

E-Learning Site: <http://learning.hccs.edu/faculty/jennifer.vacca/engl1301>

Office Hours:RM: 306, Mon. 1:00-4:00 p.m., Wed. 1:00 - 3:30 p.m., and Thurs. 1:00-4:00 p.m. or by appointment

Please feel free to contact me at any point during the semester if you have questions or are having problems in the course. You are welcome to email me at any time. I also encourage you to utilize the HCC Writing Center, located in Rm. 703. Please see the "Tutoring" section on pg. 6 for more information.

I. COURSE INFORMATION

General 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 (Comp I, Comp II, and TW) —to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	Social Responsibility (Lit Only) —to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
	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.

English Program Student 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.

Course Goal	In English 1301, we seek to provide writing instruction and practice that will help students master writing the short essay while developing critical reading skills. We believe that in mastering this particular kind of writing, students will also gain skills that will permit them to be successful at writing tasks in other college courses, their careers, and in their personal lives.
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Description	ENGL 1301 is a course devoted to improving the student's writing and critical reading. Writing essays for a variety of purposes from personal to academic, including an introduction to argumentation, critical analysis, and the use of sources. Core Curriculum course
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Student Learning Outcomes	<ol style="list-style-type: none"> 1. Demonstrate knowledge of writing as process. 2. Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays. 3. Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers. 4. Write essays in appropriate academic writing style using varied rhetorical strategies. 5. Synthesize concepts from and use references to assigned readings in their own academic writing.
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Learning Objectives	<ol style="list-style-type: none"> 1. Demonstrate writing as a connected and interactive process which includes planning, shaping, drafting, revising, editing, and proofreading; 2. Demonstrate critical abilities when discussing texts in class and in writing assignments by delving into the meanings and implications behind the issues, theses, or themes; 3. Analyze texts by professional writers and write critical essays breaking down rhetorical elements into parts, examining the parts, and showing their effect; 4. Apply various methods of development and organization, and / or rhetorical appeals in written assignments; 5. Demonstrate effective use and documentation of sources in support of student ideas in informative and/or persuasive essays.
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Learning Resources	<ul style="list-style-type: none"> · The Bedford Reader, 12th Ed. Eds. X.J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron (Required) ISBN-10: 1-4576-3695-6; ISBN-13: 978-1-4576-3695-0 · HCC McGraw-Hill Connect Online Package (this has already been purchased when you signed up for the course/ you will be walked through how to sign up/register in class on Sept. 4). · Pocket English Dictionary & Thesaurus (recommended for supplementary materials during in-class writing)
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II. ASSIGNMENT & SUBMISSION & GRADING POLICIES

Instructional Methods	<p>I assess student performance based on the work students contribute to the course. While there is a degree of leniency on in-and-out of class minor assignments, scores on core essays and writing assignments (broken down below) ultimately determine the overall course grade. For each of these assignments you will be provided with detailed assignment sheets, portions of A-level examples, and several hours of classroom instruction and guidance. In addition, there are also several class days dedicated to tactile writing workshops, and--generally--a portion of most class days involves group activity. You are also encouraged to ask questions in-person or via email on any of these assignments and/or seek additional guidance at the HCC Writing Center if necessary. Both the mechanics and content of major assignments are evaluated: meaning, strong written work fulfills and brings insight into the assignment prompt AND is largely free of grammatical errors. By the end of the course, it is my hope that by taking this closer look at reading and writing you will be more confident in your writing abilities, be able to communicate your perspective, and value it as well as other writers'.</p>				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;"><i>To the side, you will see a general daily class breakdown. Most class days will run fairly close to this</i></td> <td>5-Minute Review of Prior Class</td> </tr> <tr> <td></td> <td>Daily Quiz - These are ONLY a daily component if participation, note-taking, and reading assignments are neglected by the majority of the class. If not, they typically will not be a part of our day-to-day class.</td> </tr> </table>	<i>To the side, you will see a general daily class breakdown. Most class days will run fairly close to this</i>	5-Minute Review of Prior Class		Daily Quiz - These are ONLY a daily component if participation, note-taking, and reading assignments are neglected by the majority of the class. If not, they typically will not be a part of our day-to-day class.
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Instruc	<i>though some of the components may be moved around or not included depending on the primary subjects and readings for the day. Regarding lecture vs. discussion, this is entirely up to you and your peers.</i>	Discussion/Lecture of Class Focal Point (see subjects listed in "Core Subjects" on Course Calendar)
		Discussion/Lecture of Assigned Readings
		Application of class subject/focal point: this will usually be either a solo exercise, group activity, individual and/or group presentation
		5-Minute "Round-Up" Notes
		Reminders of upcoming MAJOR assignments

Minimum Writing Requirement	5,000 words. Don't panic! Each of your assignments builds off one another. In addition, this course is work shopped designed so that you have the time to work on your essays step-by-step.
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Assessment and Grading	<i>The quality of your work will be assessed throughout the semester through five major assignments and an overall portfolio of in-and-out-of-class work. Prior to each of the major assignments you will receive detailed instructions on the parameters of the assignment and which components will be evaluated and to what degree. All of the assignments listed here should be submitted in MLA format (see Purdue OWL-MLA). Make sure to always proof assignments carefully--allow yourself time to review not only for content, but also grammar and syntax (sentence structure). Strong writers create strong writing through the use of all three appeals: ethos, pathos, and logos ... so remember to present writing that is well-edited, thought-provoking, yet fair.</i>	15% Critical Analysis Essay (1,000 Words, 3 pages) You will choose one essay (between several essays selected from the <i>Bedford Reader</i>) and critically assess the primary writing strategies the author utilizes to effectively communicate his or her point-of-view.
		15% Written In-Class Midterm Essay* (800 Words) You will choose one essay (between several essays selected from the <i>Bedford Reader</i>) and critically assess the primary appeals strategies the author utilizes to effectively persuade his or her audience. Blue Book required one class period prior to test.
		10% Rhetorical Analysis/Classification Essay (800 Words, 2.5 - 3 pages) You will choose one essay (between several essays selected from the <i>Bedford Reader</i>) and critically assess the primary rhetorical strategies (ethos, pathos, and/or logos) the author utilizes to effectively craft a compelling argument.
		15% Persuasive Research Paper (1,250 Words, 3.5 - 4.5 pages) You will choose from a list of designated prompts which will allow you to exhibit your ability to argue a clear thesis and persuade your audience to consider your viewpoints. In addition, you will be required to utilize three sources to demonstrate fluid (and correct MLA format) incorporation/synthesis of outside "voices."
		15% Written In-Class Final Essay* (800 Words) On the course final you will demonstrate the ability to create a persuasive essay. Blue Book required one class period prior to test.
		15% Completion of McGraw-Hill Connect LSA Once you have completed the Connect Diagnostic, Connect will create a tailored personal learning plan specific to the areas you need to improve upon. Your grade for Connect will reflect the percentage completed of the Plan.
		15% Portfolio The portfolio is an averaged grade of in and out-of-class work throughout the semester--it includes in-class writing assignments, quizzes, and any homework assignments. Each of these assignments are given to help prepare you for the major writing assignments during the semester. While 1 - 2 of the lowest of these grades may be dropped, I encourage you to work on each one of these. Participation will also be factored into this grade.

II. ASSIGNMENT & SUBMISSION & GRADING POLICIES cont'd

***In-Class Essays—Midterm & Final (Blue Book Required for Both):** In this course you will have two in-class essays (a midterm and final). Students must have a passing average on these in-class essays to receive a C or higher in the course. The English department has a long-standing rule regarding the importance of in-class essays. **If the average of in-class major essays is a D (60 - 69), the student must receive a D in the course. If the average of in-class writing is an F (0-59), the student must receive an F in the class.**

Grading Scale: Grading will be reflected with traditional letter grades, A through F. The number equivalents are:

A (90-100%): The student demonstrates **superior** ability and originality. Thorough knowledge of the material is displayed. The quality of submitted work is consistently high with minimal, superficial stylistic or rhetorical errors.

B (80-89%): The student demonstrates **above average** ability. Knowledge of the material exceeds basic requirements: moments of strong insight and/or creativity are demonstrated. The quality of submitted work contains few stylistic or rhetorical errors.

C (70-79%): The student presents work that **adequately** treats the assignment. A “C” paper may also include minor erroneous evaluation of the material and/or sources and/or minor misinterpretations of the assignment. Errors in proofreading, mechanics, style, and rhetorical devices appear throughout **less than 50** percent of the essay.

D (60-69%): The student submits **below average** work. This typically indicates that a student has erroneously evaluated the material and/or sources AND/OR has misunderstood the assignment. In addition, the work may also contain repeated mechanical and stylistic errors that compromise the clarity of the student’s writing.

F (0-59%): The student submits sloppy, poorly organized work containing excessive stylistic and rhetorical errors. The work displays little student effort and interest and/or does not reflect the assignment.

Out-of-Class and In-Class Assignments: Keep up with the reading. Throughout the semester there will be unannounced quizzes and brief essay responses to readings. You will also have several brief journal and exercise assignments both in and out of class.

Out-of-Class Essay Submission Formats: All out-of-class assignments must be submitted at the beginning of class on their due dates in the following format:

- Typed on white paper (8 ½ x 11) with black ink (handwritten assignments not accepted)
- Double-spaced, with 1” margins, 12 pt font (Times New Roman)
- MLA format (if you need a review of MLA paper format, visit: <http://owl.english.purdue.edu/owl/resource/747/01/>)
- If multiple pages: **Staple them** and include your name and page number on each

Your essays will need to be submitted in both the hard-copy format discussed above and uploaded to TurnItIn.com:

Class ID: 8469888 Password: ENGL1301

Your essays must also reach the Word Count minimum designated on the assignment sheet; **your paper will not be accepted until it meets this requirement.**

Revision/Rough Draft Policy: 1301 and 1302 students have the opportunity to revise out-of-class essay assignments if the assignment falls below a 70/C. The revised assignment must be submitted within three days after the student has received the graded assignment. Revised assignments are capped at a 70/C.

However, if the student has **ANY plagiarized material** in his/her essay, the Revision Policy above is void. A paper containing plagiarism (whether a sentence or more) will receive a zero. The student will have the opportunity to submit the Alternative Plagiarism Assignment/APA (included on the Learning Web) for a capped score of 60. The student will have three days from receiving a plagiarism notice/assignment to submit the APA. If the student does not satisfactorily complete the APA in the designated time frame, the student will receive a zero for the plagiarized assignment.

III. ATTENDANCE, TARDINESS & MISSED & LATE WORK POLICIES

Attendance (roll is taken at the beginning of class):

You should understand that your in-class grade will suffer as a result of absences, and of course, your ability to do the work required in the course will also be impaired, and grades on that work will naturally be lower. If a student misses more than 6 hours of class, excused or non-excused absences, the student **may** be withdrawn from the course (dependent upon communication with the instructor and/or reasons for absences). Meaning, **if you miss FOUR full classes, anything beyond this point exceeds the designated HCC limit of absences**. If a student stops attending the class, it is **his or her** responsibility to formally withdraw.

- Valid reasons for missing class include illness and family emergencies. If you have doctor's appointments or jury duty, you must provide documentation.
- If students stop attending the class, it is their responsibility to withdraw formally. If they do not, they will receive an **FX** grade for the course.
- You are responsible for all assignments even if you are absent or tardy. **Do not ask the instructor what you have missed** – review the calendar and/or exchange contact information with another student in the course.

Tardiness: Attendance, attention, participation and your very presence are all components of the overall value of your educational experience. Tardiness limits the above—in addition, it is distracting to me and the class and often creates logistical issues in the way a class is run. For example, time has to be taken away from myself or a classmate so that you may understand what we are currently discussing and/or working on. Not only is it disruptive, but lateness is also a breach of professional, mature general etiquette.

If you must come late, enter the classroom quietly and respectfully.

Do be aware: students that make a habit of coming 10 – 15 minutes late tend to have portfolio scores between a D and C as they miss quizzes and assignments given at the beginning of class.

Missed & Late Assignments:

- You cannot make up in-class assignments, group work, and/or peer editing. If you are absent the day assignments are done, you will receive a zero. However, there will be opportunities for make-up portfolio assignments throughout the semester.
- There are NO makeup exams unless arranged in advance or, in emergency circumstances, at the instructor's discretion and with sufficient documentation (i.e. a doctor's note).
- Paper due dates are clearly specified on the Course Calendar for each assignment. These are non-negotiable—timeliness is an essential aspect of the college experience that fosters professional and appropriate skill sets. At the instructor's discretion, there may be certain circumstances wherein a student is allowed an extension—however, these are highly dependent upon documented circumstances and are rare (in other words, don't rely on this clause; it is reserved for emergency situations—not work shift changes). You have the schedule of assignments far in advance—there is rarely an excuse for why a paper cannot be submitted on time.

IV. CLASS ETIQUETTE & SCHOLASTIC DISHONESTY

Discipline: As your instructor and as a student in this class, our shared responsibility is to develop and maintain a positive learning environment for everyone. I take this responsibility seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates. (See Student Handbook)

Electronics in class: Please turn off all cell phones, iPods, and any electronic hand-held device before coming into class—anyone checking their email (including on their laptop), texting, answering their phone, playing a video game or listening to music **will be asked to leave for the class period and may be marked absent.**

If personal use of electronic devices is excessive in a class, a penalty of a 5-point deduction on the next major assignment may be enforced. While you may be asked to use electronic devices for in-class purposes, checking one's email or *Facebook* status is ABSOLUTELY PROHIBITED. This is an issue of general professional etiquette. Inattention is distracting to both your instructor and fellow students and devalues the overall course. If you must communicate on an electronic device, simply excuse yourself from the classroom.

In addition, the 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.

Food & Beverages & Use of Tobacco Products: Please do not consume food during class. Drinks are fine dependent upon building policy. **In addition, the use of tobacco products, such as “chew” or “snuff,” is prohibited in the classroom.**

Scholastic Dishonesty: 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.**

According to the *Student Handbook* for the Houston Community College System, scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

1. **Cheating** on a test includes:
 - Copying from another student's test paper and using materials not authorized by the person giving the test.
 - Collaborating with another student during a test without authority.
 - Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an unadministered test.
 - Bribing another person to obtain a test that is to be administered.
2. **Plagiarism** means the appropriation of another's words or ideas and the unacknowledged incorporation of that work in one's own written work offered for credit.*
3. **Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

Possible punishments for scholastic dishonesty may include a grade of zero(0) for the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System.

DO NOT PLAGIARIZE ANY MATERIAL:
If clear plagiarism is identified in any of your assignments,
you will receive a zero on that assignment.

Following, the student will have the opportunity to replace the zero by submitting an Alternative Plagiarism Assignment/ APA (included on the Learning Web) for a capped score of 60. The student will have three days from receiving a plagiarism notice/assignment to submit the APA. If the student does not satisfactorily complete the APA in the designated time frame, the student will receive a zero for the plagiarized assignment.

If there is a second offence of plagiarism on any course work, the student will receive a zero.

Plagiarism can also include the use of a student's prior work in another course and/or school to qualify as an assignment in part for this course. In order to use any pre-existing work, a student **MUST receive permission from the instructor in order to resubmit the assignment for this course. Failure to do so will be the equivalent of plagiarism. In other words, all assignments should be original; do not use a paper written in another class for this one.*

V. ADDITIONAL INFORMATION OF IMPORTANCE & STUDENT SERVICES:

HCC Student Services Information: Student Services provides master's and doctoral-level counseling for the Northwest College student body. Counselors are available at each campus to assist students in creating class schedules, evaluating college transcripts, and completing degree/certificate plans.

Student Services regular business hours are the same at both campuses. Phone numbers:

- * 8 a.m. – 7 p.m. M – Th
- * 8 a.m. – 1 p.m. F – Sat
- * Katy Campus, 713-718-5751
- * Spring Branch Campus, 713-718-5669

Additional Information:

<http://northwest.hccs.edu/northwest/campus-services>

Tutoring: You may receive a tutoring recommendation at any point during the semester based on your writing performance. The recommendations are for your benefit—please take these seriously.

HCC offers free tutoring in the Katy campus Writing Center: Room 321—across from the library. You do not need to make an appointment for these services. Call for information: 713.718.5841 or visit the Writing Center page for the Northwest Campus on the HCC website. On-line tutoring is also available at AskOnline.net.

Katy Writing Center Fall Hours of Operation: TBA

HCC Library Resources – The HCC Libraries offer assistance in finding and documenting resources. If you would like help with research, you may contact the librarian, Daniel Dylla, at daniel.dylla@hccs.edu or call the library at 713-718-5747. The library is in room 325, on the third floor across from the HCC Katy Writing Center.

HCC Policy Statement – ADA | Services to Students with Disabilities: 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 beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For Northwest College, the Accommodations Center is located at Town and Country in RC 12. Only those accommodations specified by the Center, in accordance with Texas law, may be provided. For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at Northwest College, Mahnaz Kolaini, at 713.718.5422. To visit the ADA Web site, log on to www.hccs.edu, click Future Students, scroll down the page and click on the words Disability Information.

HCC Course Withdrawal Policy: 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 professor, me, to discuss why you feel it is necessary to do so. I may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.

Beginning in fall 2007, the Texas Legislature passed a law limiting first-time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a degree.

Early Alert: To help students avoid having to 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, poor academic performance, and/or in-class behavioral problems. This is not a punishment in any way; the counselors hope to assist you with things like time management, transportation, planning, or any other barrier that impacts your studies.

Last day for Administrative /Student Withdrawals: Friday, Oct. 31, 2014

If a student stops attending the class, it is his or her responsibility to withdraw formally. If he or she does not, he or she will receive an **FX** grade for the course.

International Students: Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted withdrawal form formally), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520, if you have any questions about your visa status and other transfer issues.

“Students who enroll for most credit CEU classes for a third or more times will be charged an additional \$50.00 per semester credit hour and \$3.00 per contact hours.”

EGLS₃-- Evaluation for Greater Learning Student Survey System: At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

VI. SYLLABUS/CONTRACT AGREEMENT:

Print this page, sign below and turn it into your instructor to confirm you have read through the syllabus and agree to abide by its contents.

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Provide detailed description of any special projects or assignments***
- Inform students of policies such as attendance, withdrawal, tardiness and make up assignments
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required/requested
- Listen and consider all student comments regarding both course content and design

To be **successful** in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Take substantial lecture and reading notes (i.e. not simply what is written on the board)
- Read and comprehend the textbook (bring textbook to class for referral)
- Complete the required assignments and exams: Critical Analysis (15%), Ad Analysis (midterm) (15%), Rhetorical Analysis (10%), Persuasive Researched Essay (15%), Narrative/Persuasive Essay (15%), McGraw-Hill LSA (15%) and Portfolio (15%)
 - Turn in all out-of-class work on time and in the proper formats (hardcopy and via TurnItIn.com)
 - Students rarely pass this course if one of the major out of class components has not been submitted
 - Or if the student struggles with plagiarism
- Ask for help when there is a question or problem*** (this includes if you are not certain about assignment instructions—if something is not clear, please do not hesitate to email me, ask questions in class or arrange for a meeting)
- Keep copies of and/or maintain electronic access to all paperwork, including this syllabus, handouts and all assignments
- Read your book; yes, it's on here twice.

DATE:

NAME (PRINT):

NAME (SIG.)

TENTATIVE Course Calendar | HCC ENGL 1301 | FALL 2014

			Core Subject	Reading Assignments: Bedford Reader	Reading Assignments: 1301 Study Guide (On McGraw-Hill Website)	In-Class Assignments	Out-of-Class Assignments/Major Grades	
Critical Analysis of a Text	Week 1	Tues. Aug. 26	Introduction to 1301	Judy Brady "I Want a Wife"				
		Thurs. Aug. 28	What IS a Composition?	Russell Baker "The Plot against People"	IN CLASS: "Critical Thinking & Reading" p. 31- 35		Syllabus Contract Due (P)	
	Week 2	Tues. Sept. 2	Method: Modes of Development	Fatema Mernissi "Size 6: The Western Women's Harem" & Christopher Beam "Blood Loss"	"Critical Thinking and Reading" Text Analysis p 36 - 47	Definitions Ex. (P)		
		Thurs. Sept. 4	Method: Modes of Development McGraw-Hill Diagnostic	Brent Staples "Black Men and Public Space"	"Critical Writing: Foundations of College Writing" p. 48 - 53	Practice Para.(P)		
	Week 3	Tues. Sept. 9	Style: Tone & Literary Devices	Jessica Mitford "Behind the Formaldehyde Curtain"	"The Writing Process" p. 4 - 30	Practice Para.(P)		
		Thurs. Sept. 11	Style: Tone & Literary Devices	Elizabeth Gilbert "The Best Pizza in the World"	"Critical Writing: Foundation of College Writing"/" Visual Analysis" p. 54 - 56 & Case Study: "Appendix C: Sample Papers"/"Essay 2: Critical Analysis of an Ad." p. 106 - 108			
	Week 4	Tues. Sept. 16	General Critical Analysis Essay Structure & Format/ Plagiarism	Guillermo Del Toro & Chuck Hogan "Vampires Never Die"		Outline (P)		
		Thurs. Sept. 18	How to Revise an Essay: In-Class Writing Workshop				(2P) Workshop)	Bring in 800-Word Draft of Critical Analysis
	Critical Analysis of an Image	Week 5	Tues. Sept. 23	Image Analysis			(P) Christina's World Exercise	<u>DUE: Critical Analysis Essay (15%)</u>
			Thurs. Sept. 25	Ad Wars			(P) + Bonus Points: In-Class Presentation	
Week 6		Tues. Sept. 30	Drafting Visual Analysis Paragraphs & Working with Compare/Contrast Essay Structure			"Appendix A: Writing With Rhetorical Modes"/"Compare & Contrast" p. 97 - 99		
		Thurs. Oct. 2	Drafting Visual Analysis Paragraphs & Working with Compare/Contrast Essay Structure					
Week 7		Tues. Oct. 7 Thurs. Oct. 9	<u>IN-CLASS MIDTERM (15%)</u>					
Final Analysis	Week 8	Tues. Oct. 14	An Introduction to the Rhetorical Appeals & Their Definitions	Judy Brady "I Want a Wife" & (ONLINE) Jenny Allen's "I'm A Mom" The New Yorker, 2012	"Appendix B: Argumentation and the Greek Appeals" p. 100 - 103		McGraw-Hill 50%	
		Thurs. Oct. 16	Analyzing "Argument"	Katha Pollitt "What's Wrong With Gay Marriage?" & Charles Colson "Gay 'Marriage': Societal Suicide"		(P) Rhetorical Appeals Quiz		

Rhetoric	Week 9	Tues. Oct. 21	Analyzing "Argument"	TBA				
		Thurs. Oct. 23	Review of Elements of Rhetorical Analysis Essay	TBA		(P) "Scratch Outline"		
	Week 10	Tues. Oct. 28	Plotting Persuasive Arguments A Look at Topics			(P) Brainstorming Exercise	<u>DUE: Rhetorical Analysis/Classification Essay (10%)</u>	
		Thurs. Oct. 30	General Persuasive Essay Models & Synthesizing Sources	Colleen Wenke "Too Much Pressure"	"Critical Writing: Foundation of College Writing"/"Working With Sources" Researched Writing p. 56 - 68	(P) Brainstorming Exercise		
<u>Fri. Oct. 31 LAST DAY TO WITHDRAWAL</u>								
Persuasive Writing	Week 11	Tues. Nov. 4	Working with Sources/ MLA / Plagiarism		"Part 3: Ch. 21 Working With Sources and Avoiding Plagiarism" p. 320 - 349, carefully read: 21d and make sure to look over p. 348 "Signal Phrases"	(3P) MLA Exercises		
		Thurs. Nov. 6	Library Day		Be familiar with "Part 4"/ "Chapter 23: MLA documentation style"	(P) Research Exercise		
	Week 12	Tues. Nov. 11	Persuasive Argument Models and Drafting with MODs 5-Minute Arguing Workshop				(2P) Workshop (P) Submit Current "Works Cited" page	
		Thurs. Nov. 13	Waterfall Peer Review Workshop				(2P) Workshop	Bring in 800-Word Draft of Persuasive Essay
Narrative/Persuasive Writing	Week 13	Tues. Nov. 18	Introduction to Narrative: Description, Imagery & Character: How to Build Worlds & Character	Annie Dillard "The Chase" & Amy Tan "Fish Cheeks"	"Appendix A: Writing With Rhetorical Modes"/"Narration" & "Description" p. 91 - 95	(2P) In-Class Narrative Exercises	<u>DUE: Persuasive Essay (15%)</u>	
		Thurs. Nov. 20	Language, Tone & Voice: How to Give Writing Texture and Personality	Sarah Vowell "Shooting Dad"	"Appendix C: Sample Papers"/"Essay 1: Personal Narrative"/Student Writing: 'Sacred Ground' p. 104 - 106	(2P) In-Class Narrative Exercises		
	Week 14	Tues. Nov. 25	"This I Believe": An Introduction Identification of Personal "Creeds"	Introduction to Online TIB Samples (In-Class)			(2P) Bring in two TIB responses you've found with a brief summary	<u>DUE: McGraw-Hill LSA (15%)</u>
		Thurs. Nov. 27	Tying Exposition to Narrative/In-Scene Moments	Working with Student-Found-Samples (Find Over Weekend)			(P) Drafting "Creed" and "Narrative" Elements	
	Week 15	Tues. Dec. 2	<u>IN-CLASS FINAL EXAM (15%)</u>					McGraw-Hill-Post Diagnostic (2P: Completion & raw score)
		Thurs. Dec. 4						
W16	Tues. Dec. 9	Last Day of Class	Course-End Evaluations, Assignment Grade Pick-Up, 1302 Preview			Exit Surveys (3P)	Turn in any major assignments for 50% credit	

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