



Welcome to English Composition I at HCC Northwest – Katy Campus
ENGL 1301 – 0043 Composition I | SPRING 2014

ENGL 1301 - 0043 CRN: 77591 | Tuesdays & Thursdays, 12:30 - 2:00 P.M. | ROOM: 115A

3 Credit Hours / 48 hrs. per semester | 16 Weeks: 01.13.2014 – 5.11.2014

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 STRONGLY preferred)

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

Office Hours: RM: 306, Mon. - Wed. 1:00 - 3:30 p.m., Tues.-Thurs. 10:00-11:00 a.m; 3:00 - 5:00 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. 321 (across from the library). Please see the "Tutoring" section on pg. 6 for more information.

I. COURSE INFORMATION

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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This course stresses the HCC CORE Competencies of reading, writing, speaking, listening, critical thinking, and computer literacy.

Student Learning Outcomes	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.

Learning Objectives	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.

Learning Resources	· The Bedford Reader, 11th Ed. Eds. X.J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron
	· 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. 3).
	· Pocket English Dictionary & Thesaurus

II. ASSIGNMENT & SUBMISSION & GRADING POLICIES

Instructional Methods	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'.	
	<i>To the side, you will see a general daily class breakdown. Most class days will run fairly close to this, 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 dependent upon you and your peers.</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.
		5-10 Minute Grammar/MLA Review
		Discussion/Lecture of Class Focal Point (see subjects listed in "In-Class Learning Activities" / also will include topics from the HCC 1301 Study Guide assigned readings)
		Discussion/Lecture of Assigned Readings
		Vocabulary Discussion/Exercise
		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). See additional guidelines below. 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, and fair.</i>	20% Critical Analysis Essay (800 - 1,000 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 writing strategies the author utilizes to effectively communicate his or her point-of-view.
		15% Written In-Class Midterm Essay* (650+ Words) - The mid-term essay will be an image analysis of a professional advertisement. Blue Book and image required one class period prior to test.
		10% Reflective Definition & Example Essay (600 - 800 Words, 1.5 - 2.5 pages) - In order to prepare for future writing assignments in core courses, you will write a 600-800 word "Definition" essay on plagiarism using a minimum of three outside sources.
		20% Argument/Research Paper (1,000 – 1,500 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 five outside sources + your source from the <i>Bedford Reader</i> to bring in concrete evidence-- <i>logos</i> --to your argument and demonstrate fluid (and correct MLA format) incorporation/synthesis of the sources within your writing.
		15% Written In-Class Final Essay* (650+ Words) - On the course final you will demonstrate the ability to create a descriptive narrative. Blue Book required one class period prior to test.
		10% Completion of McGraw-Hill Connect Personal Learning Plan - 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.
		10% 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.

If necessary, changes may be made to the syllabus during the semester.

If so, students in the course will be notified and a revised version of the syllabus will be provided on the Learning Web. Updated 11 JAN. 2014.

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

Student ID: 7508992

Student Password: ENGL1301

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

Revision/Rough Draft Policy: 1301 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 a week after the student has received the graded assignment. Revised assignments are capped at a 70/C.

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, often creating 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).
- Major assignment due-dates (Reader Responses & Term Paper) 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. *Students missing one of the major out-of-class assignments tend to receive a final grade of a C or lower, typically a D or F.*

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 or,
depending on the severity of the plagiarism,
a zero in the course.

This includes even minor citation infractions—for instance, even one or two lines of undocumented, plagiarized material can result in a zero on that assignment. In 2328, there is ZERO TOLERANCE of plagiarism.

**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 Hours of Operation:

Mon/Tue 8am-7pm; Wed/Thu 8am-2pm; Fri 8am-Noon

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 questions, please contact Donna Price at 713.718.5165 or the Disability Counselor at your college. To visit the ADA Web site, log on to www.hccs.edu, click “Future Students,” scroll down the list and click on the words “Disability Services.”

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

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.

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. 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.

If you plan to withdraw from the course, this must be done **PRIOR** to the withdrawal deadline in order to receive a —W on your transcript.

Last day for Administrative /Student Withdrawals: Monday, March 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 text/readings (bring text/readings to class for referral)
- Complete the required assignments and exams: critical analysis essay (20%), midterm exam (15%), reflective definition-example essay (10%), persuasive essay (20%), final exam (15%), McGraw-Hill Connect PLP (10%) and averaged portfolio assignments/reading quizzes (10%):
 - 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
 - Students also rarely pass if plagiarism is identified in one of their primary essays due to the zero-tolerance policy (i.e. plagiarism = zero on paper)
- 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 text assignments; yes, it's on here twice.

DATE:

NAME (PRINT):

NAME (SIG.)

TENTATIVE Course Calendar | HCC ENGL 1301 | SPRING 2014

	TTH	Core Subject	In-Class Application Exercise	Online Reading: HCC 1301 Study Guide	Reading: Bedford Reader	Assessment/Mj. Due Dates	
Critical Reading, Analysis & Writing	WEEK 1	Tues. Jan. 14	Introduction to 1301 / Workshop Names / MODs				
		Thurs. Jan. 16	Critical Reading & Note Taking & the 3 E's of Analysis / The Audience, Writer, and You		IN CLASS: "Critical Thinking & Reading" p. 31- 35	IN CLASS: Division Analysis: Judy Brady "I Want a Wife" p. 360	Syllabus Contract Due (P)
	WEEK 2	Tues. Jan. 21	Elements of Writing	Fill out Reader Response Sheet together (P)	"Critical Thinking and Reading" Text Analysis p 36 - 47		Definitions Assign. (2P)
		Thurs. Jan. 23	MEET IN LIBRARY: In class McGraw-Hill Connect Grammar Diagnostic (bring personal headphones/ear buds)				Register on Connect & Complete PLP Diagnostic (in-class)(P)
	WEEK 3	Tues. Jan. 28	Modes of Discourse/Development	Student led discussions on readings from Online Study Guide & Bedford Reader; Reader Response Sheet in-class exercises	"The Writing Process" p. 4 -30	Classification: Russell Baker "The Plot Against the People" p. 428	Reading Quiz (P)
		Thurs. Jan. 30	General Essay Structure & Critical Analysis Essay Structure		"Critical Writing: Foundations of College Writing" p. 48 - 53	Process Analysis: Jessica Mitford "Behind the Formaldehyde Curtain" p. 326, Compare & Contrast: Dave Barry "Batting Clean-Up and Striking Out" p. 261	Reading Quiz (P)
	WEEK 4	Tues. Feb. 4	General Essay Structure & Critical Analysis Essay Structure			Example: David Foster Wallace "This Is Water" p. 233 Compare/Contrast: David Sedaris "Remembering My Childhood ..." p. 274	TWO Reader Response Sheets (2P); extra RRS is P-Bonus Reading Quiz (P)
		Thurs. Feb. 6	How to Revise an Essay - Mandatory In-Class Writing Workshop/ Covers elements of essay writing and appropriate MLA format (P)				Bring in completed Critical Analysis Essay (P)
Image Analysis in Advertising	WEEK 5	Tues. Feb. 11	Image Analysis: "Christina's World"; Image in Advertising; Clips from <i>Mad Men</i>	"Christina's World" (P)		<u>Critical Analysis Essay - Final Draft Due</u>	
		Thurs. Feb. 13	Ad Wars "Freshy Mints" Midterm Prep	Class presentations (P)/ Critical Analysis Bonus Opportunity		CA Late (-10)	
	WEEK 6	Tues. Feb. 18	Rhetorical Strategies in Image: Marketing & Advertising Midterm Prep	Draft Sample MT (P)	"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		CA Late (-20)
		Thurs. Feb. 20	Midterm Discussion: Practicing with Images Midterm Prep		"Appendix A: Writing With Rhetorical Modes"/"Compare & Contrast" p. 97 - 99		CA Late (-30)
	WEEK 7	Tues. Feb. 25	<u>IN-CLASS MIDTERM</u>				PLP Mid-Point; should be at least at 50%
		Thurs. Feb. 27					
	Ex. & Plagiarism	WEEK 8	Tues. Mar. 4	Reflection, Definition & Example in Academic Writing	Review assignment guidelines		Colleen Wenke "Too Much Pressure" p. 564
Thurs. Mar. 6			Process Analysis: How to Quote, Paraphrase & Summarize Correctly to Avoid Plagiarism	Review assignment guidelines	"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"	Bella DePaulo, "The Myth of Doomed Kids" p. 379/ Howard Markel "Mary Ellen's Story" p. 133	
Tues. Mar. 11		SPRING BREAK - NO CLASS					

Ref., Def.,	STARTS BREAK - NO CLASS							
		Thurs. Mar. 13						
Persuasive & Research Writing	WEEK 9	Tues. Mar. 18	Working with Examples			Fatema Mernissi "Size 6: The Western Women's Harem" p. 28 / George Chauncey "The Legacy of Antigay Discrimination" p. 290		
		Thurs. Mar. 20	"Argument Clinic": Creating Compelling Arguments / Compile list of topics for Persuasive Essay	Group Discussion (P)	"Critical Writing: Foundation of College Writing"/"Working With Sources" Researched Writing p. 56 - 68	Katha Pollitt "What's Wrong with Gay Marriage" p. 570 & Charles Colson "Gay 'Marriage': Societal Suicide" p. 576	Reflective Definition-Example Essay DUE (10%)	
	WEEK 10	Tues. Mar. 25	The Rhetorical Appeals: The Three Key Ingredients to Successful Persuasion					COMPLETION DATE CONNECT PLAN - 10% of total course grade RDE Essay Late (-10)
		Thurs. Mar. 27	Research Day: MEET IN LIBRARY, 3rd floor	Source/Research Workshop (P)	Be familiar with "Part 4"/"Chapter 23: MLA documentation style"			Researched-Persuasive Essay Outline (P) / Connect Post-Diagnostic (2P) RDE Essay Late (-20)
Monday March 31, 4:30 p.m. LAST DAY FOR WITHDRAWAL								
Persuasive & Research Writing	WEEK 11	Tues. Apr. 1	Structuring Arguments	In class outlining workshop (P)			RDE Essay Late (-30)	
		Thurs. Apr. 3	WORKSHOP: 10-MINUTE ARGUING (P)					
	WEEK 12	Tues. Apr. 8	REVISION & PEER REVIEW WORKSHOP: WATERFALL (P)					Researched-Persuasive Essay Rough Draft (P)
Narrative Writing	WEEK 12	Thurs. Apr. 10	Introduction to Narrative: FINAL EXAM PREP	Narrative Exercise (P)	"Appendix C: Sample Papers"/"Essay 1: Personal Narrative"/"Student Writing: 'Sacred Ground' p. 104 - 106		Researched-Persuasive Essay - Final Draft	
		WEEK 13	Tues. Apr. 15	Introduction to Narrative: Childhood and Identity	The Path		Annie Dillard "The Chase" p. 121 & Brent Staples "Black Men in Public Space" p. 226	RP Late (-10)/ EGLS (P)
	Thurs. Apr. 17	Language, Tone & Voice: How to Give Writing Texture and Personality	Listing & Tone Exercise (P)	"Appendix A: Writing With Rhetorical Modes"/"Narration" & "Description" p. 91 - 95	Sarah Vowell "Shooting Dad" p. 171		RP Late (-20) / EGLS (P)	
	WEEK 14	Tues. Apr. 22	Description, Imagery & Character: How to Build Worlds & Character in Words	Description & Character Exercises (P)			Description: Elizabeth Gilbert "The Best Pizza in the World" p. 181	RP Late (-30) / EGLS (P)
		Thurs. Apr. 24	Plot: How to Create Action, Suspense, and Energy in Your Writing	Elements of Story (P)			Maxine Hong Kingston "No Name Woman" p. 649	Last day for any Major Outside of Class Assignments (i.e. CA, RDE or RP Essays); Past Due Assignments will be accepted for HALF CREDIT ONLY
	WEEK 15	Tues. Apr. 29	IN-CLASS FINAL EXAM					
		Thurs. May 1	Exam Week: NO CLASS					
WEEK 16	Tues. May 6	Exam Week: NO CLASS						
	Thurs. May 8	Course-End Evaluations (2P), Assignment Grade Pick-Up, 1302 Preview (See specific time to know which day to attend) (EGLS-P)						

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