

# ENGLISH 1301

Composition I /3 Hrs. Lecture Course/Spring 2018/CRN# 18450

## Vital Information

Instructor: Mrs. N. Puder

Email: [nichelle.puder@hccs.edu](mailto:nichelle.puder@hccs.edu)

Learning Web:

<http://learning.hccs.edu/faculty/nichelle.puder>

Office/Phone: AD8 - Spring Branch

Phone: 713-718-5498

Office Hours: MW 10-11 a.m., 2-3 p.m., Tues./Thurs., 10-12 p.m. and 2-3 p.m. or

By Appointment

## Required Material

Website: Connect-Learn-Smart-Achieve for Writing and Grammar.

Cost \$42.50 – Future Sign-in is [www.connect.mheducation.com](http://www.connect.mheducation.com)

Includes: Pretest, Diagnostic labs, and Posttest.

McGraw-Hill Handbook, 3rd Edition, EBook

75 Readings Plus, Reading Selections, EBook

## Additional Resources

Computer or access to one, USB drive, notebook with pockets, correction fluid, pens, pencils, dictionary/thesaurus, pack of scantrons, and mini-essay books.



## Course Description

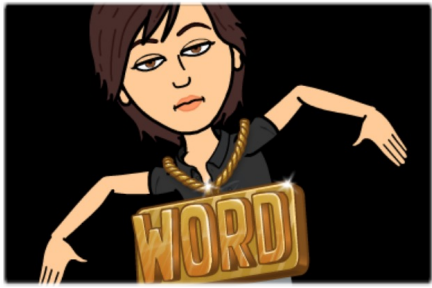
Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Core curriculum course. Prerequisite: A satisfactory assessment score, completion of INRW 0420 or (for non-native speakers) or ESOL 0360.

## Student Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.





## Grade Percentages

Unless the professor makes changes and announces otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as follows:

Essay 1 (Out of Class)	20%
Group (Report)	10%
Essay 2 (In-Class)	20%
Group (Controversial Issue)	10%
Final Exam (In-Class Essay)	20%
Other Assignments	20%
1. Homework	
2. Connect Lab Work	
3. Quizzes	
4. Group Work	
5. Outlines/Drafts	
6. Peer-Analysis	
7. Other	

## English Program Learning Outcomes

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

## Core Objectives

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:

1. **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.
4. **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

## Grading

A (90-100%) Excellent work that demonstrates a clear understanding of the assignment, has few errors of any kind, and shows exceptional ability to communicate to a specific audience.

1. B (80-89%) Above average work that shows understanding of the writing topic,
2. has few serious errors, and provides good communication with a specific audience.
3. C (70-79%) Average work that shows understanding of the writing topic, contains few errors that interfere with adequate communication.
4. D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

5. F (0-59%) Incomplete work, work that fails to follow the assignment, and/or work that fails to respond to the writing topic, contains a number of serious errors, and provides little communication with a specific audience

## Makeup Work/Late Policy

Makeup work **without any points** deducted will be accepted without penalty at the discretion of the professor. All other late work will loss **ten points per class day late**. In class quizzes and in class group work cannot be made up.

## Student Support Services:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Student Success for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

## Ability Services:

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

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

### Ability Service Contact Information:

**Central College**

713-718-6164

**Coleman College**

713-718-7376

**Northeast College**

713-718-8322

**Northwest College**

713-718-5422

713-718-5408

**Southeast College**

713-718-7144

**Southwest College**

713-718-5910

**Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

**Interpreting and CART services**

713-718-6333

## Accommodations due to Qualified Disability:

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

## Libraries

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

## Online Tutoring

The goal of online tutoring is to help students become academically independent through guided assistance by HCC faculty or faculty-eligible tutors in almost all departments. Our tutoring is asynchronous, which means that it is NOT real-time.

Students can get real-time help on campus and through several textbook sources. We believe that when tutors can take time to absorb and analyze the work, we give a different type of help. Because the tutoring is asynchronous, it is important for students to plan ahead. It generally takes about two days to get a complete review back, and it may be longer than that when hundreds of papers come in every day for several days in a row. It is crucial for students to look at the yellow banner on the log-in page to see how long the turn-around time is.

Students can submit work 24/7/365; we tutor even when the college is closed for holidays or natural disasters. All HCC students can take advantage of online tutoring by logging on to <https://hccs.upswing.io/>. The HCC email address and the associated password get students into the online tutoring site, so when the email password changes, so does the Upswing password.

## Open Computer Labs

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

## Tutoring Center

The HCC Tutoring Centers provide academic support to our diverse student population by creating an open atmosphere of learning for all students enrolled at HCC. Using a variety of tutoring techniques, we assist students across academic disciplines, addressing their individual needs in a constructive, safe, and welcoming environment. Our emphasis is on maximizing academic potential while promoting student success and retention. We are committed to helping students achieve their educational, personal, and career goals by empowering them to become confident, independent, lifelong learners.

Tutoring for individual subjects is offered at specific times throughout the week on various campuses. There is no need to make an appointment. If you need a tutor, please refer to our website: <http://ctle3.hccs.edu/alltutoring/> for times and locations. For more information about tutoring at HCC, please go to [hccs.edu/district/students/tutoring](http://hccs.edu/district/students/tutoring).

## Important HCCS and Course Policies

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

## Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcing roles. You are expected to be familiar with the HCC's policy on Academic Honesty found in the catalogue. What that means is that if you are charged with an offense, pleading ignorance of the rules will not help you.

Just so there is no misunderstanding, plagiarism (using another's ideas or words without giving credit), collusion (unauthorized collaboration with another person in preparing written work offered for credit), and other forms

of cheating will not be tolerated. To be accepted, all papers require proof of their development. Students who plagiarize, collude, or cheat may face disciplinary action including the grade of 0 for the assignment, an F for the course, and/or dismissal from the college. (See Student Handbook)

## Attendance

Attendance, preparedness, and participation are essential for your success in this course. HCC does not differentiate between excused and unexcused absences. If you are not in class, you are absent. HCC Policy states that you can miss up to but not exceeding 12.5% of class hours, which is equivalent to 6 hours. When you miss class, you are still responsible for what happens in class. Keep in mind that whatever the reason for your absence, you will still miss important course work. If you know you must be absent or if you have an emergency, let me know **before class** and make plans to meet with me in office hours. If you have more than four (4) absences before the official date of record, **Monday January 28, 2019**, you may be automatically withdrawn from the course.

## Campus Carry

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

## Campus Safety

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

## 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 near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Go to <http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/> for directions.

## Final Grade of FX

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

Please note that HCC will not disperse financial aid funding for students who have never attended class. Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of FX is treated exactly the same as a grade of F in terms of GPA, probation, suspension, and satisfactory academic progress.

## International Students

Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. International students must have full-time enrollment status of 12 or more semester credit hours, and of these at least 9 semester credit hours must be face-to-face on-campus courses. Please contact the International Student Office at 713-718-8521 or email [int\\_student\\_svcs@hccs.edu](mailto:int_student_svcs@hccs.edu), if you have any questions about your visa status and other transfer issues.

## Repeating Courses

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

## Sexual Misconduct

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

## Title IX Discrimination

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator.

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

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Houston, TX 77266-7517 or [Institutional.Equity@hccs.edu](mailto:Institutional.Equity@hccs.edu)

## Withdrawal Policy

Before withdrawing from the course, it is important to communicate with your professor and counselors to discuss your options for succeeding in the course. If all other options have been exhausted, you may withdraw yourself, but the last date to withdraw this semester is **Monday, April 1, 2019**. Please remember that it is the student's responsibility to withdraw from a course. If you stop attending the class and don't withdraw by this date, you are subject to the FX grading policy.

## Course Calendar - Spring 2019 - Tuesday/Thursday Schedule

**(Bring readings and other downloaded materials to class every class period.)**



*(English 1301 Freshman Composition I)*

### Week 1 (January 15<sup>th</sup> and January 17<sup>th</sup> 2019)

#### Tuesday

- Professor Introduction.
- Take attendance.
- Pick up a student questionnaire, and complete it. (Think carefully about your answers.)
- Explore Class Resources
  - Connect: Core of Course
    - Syllabi, Course Calendar, Readings, Class Lecture Notes, English 1301 Study Guide, and McGraw-Hill Handbook.
    - Group Explore
- Register with Connect. – Complete the free trial if necessary.
- Discuss Needed Item for Diagnostic Writing – Photo or Photo Collage

#### Homework

- ✓ Purchase Connect.
- ✓ Begin reading Chap. 1 and 2 in The McGraw-Hill Handbook found through Connect website.
- ✓ Read and make a copy of the “Getting the Most Out of Writing” Power Point Slides found on Connect.
- ✓ Download and or print out the English 1301 Study Guide found on Connect.

#### Thursday

- Take attendance.
- Questions/Confusions/New Students
- Complete Diagnostic Writing – How does your photo or photo collage represent who you are?
- Discuss the importance of highlighting and annotating readings, etc. to be a better informed and prepared student.
- See highlighting and annotating examples on Connect website.

#### Homework

- Retrieve through print or download Marius’ *Writing Drafts* and Stephen King’s *Top 20 Rules for Writers* essays found on Connect. Highlight and annotate each essay to be submitted next class period. Late submissions carry a 20 point penalty per class late.
- Read Chapter 3 and 4 in The McGraw-Hill Handbook found through Connect.

**Week 2 (January 22<sup>th</sup> and January 24<sup>th</sup> 2019)****Tuesday**

- Take attendance.
- Return Diagnostic Writing
- Instructor Writing Plan – *Getting the Most Out of Writing*
- Get Into Class Groups/Discussion – Post responses to Connect
  - 1. Share your highlighting and annotating? How was it alike? How was it different? Give five examples of highlighted or annotated material?
  - 2. Which author, Marius or King has the better plan for writers? Why? Explain.
  - 3. Compile a group list of 5-7 *Important Things to Do When Writing*.
- ✓ Submit copied, highlighted, and annotated copies of Marius and King's readings to me before the class ends.

**Homework**

- Retrieve through print or download Dweck's *Brainology* essay found on Connect. Highlight and annotate it to be submitted next class period. Late submissions carry a 20-point penalty per class late.

**Thursday**

- Take attendance.
- Return Marius and King's readings with High/Anno Grade
  - Late submits grading now starts at 80 pts.
- View Connect Brainology Video
- Quiz – Respond to question on Connect about video.
- Instructor – *How to Write a One-Sentence or Paragraph Summary*
  - Sample on Connect
- Get Into Class Groups/Discussion – Post responses to Connect
  - Summarize Dweck's *Brainology* in one sentence.
  - 1. Share your highlighting and annotating? How was it alike? How was it different? Give five examples of highlighted or annotated material?
  - 2. Do you have a growth or a fixed mindset? Why? Explain.
  - 3. What can you do to move from a fixed to a growth mindset?
- Submit copied, highlighted, and annotated copies of Dweck's reading to me before the class ends.

**Homework**

- Retrieve through print or download Tough's *Who Gets to Graduate* essay found on Connect. Highlight and annotate it to be submitted next class period. Late submissions carry a 20-point penalty per class late.
- Complete discussion questions for individual grade - questions are posted on Connect.



**Week 3 (January 29<sup>th</sup>/January 31<sup>st</sup> 2019)**

Tuesday

- Take attendance.
- Return Dweck's readings with High/Anno Grade
  - Late submits grading now starts at 80 pts.
- Quiz – Tough's *Who Gets to Graduate?*
  - Make sure you have purchased your scantron or pack of scantrons before class.
- Instructor – *How to Write a One-Sentence or Paragraph Summary*
  - Sample on Connect
- Get Into Class Groups/Discussion – Post responses to Connect
  - Summarize Tough's *Who Gets to Graduate* in one paragraph.
  - 1. Share your highlighting and annotating? How was it alike? How was it different?  
Give five examples of highlighted or annotated material?

Discussion Questions for Groups

1. What is learned about Vanessa Brewer in the onset of the essay?
2. How are students derailed from even starting college?
3. What factor more than any other predicts a student's graduation from college? Did this indicator surprise you?
4. What statistics caught your eye in the essay? Give three examples and why each caught your eye?
5. Explain Professor Laude's TIP (Texas Interdisciplinary Plan) Program.
6. Why was UT's (University of Texas) admission's policy controversial?
7. What methods does UT use now to admit students?
8. What is the University Leadership Network, and how are its interventions helping at risk students succeed?
9. What is Laude's four-year graduation goal for UT?
10. Explain each of Yeager's experiments on university, ninth graders, and community college students.

11. What does the chart entitled, *The Economic Mobility A College Degree Brings* point out very clearly in its graph?
12. Read the paragraph that begins with this sentence. “Yeager was already overwhelmed (12).” What method of development is used to express Yeager’s emotions? Is it effective? Why?
13. Read the paragraph that begins with this sentence. “Students were randomly sorted into four categories (14).” What method of development is used to express Yeager’s emotions? Does it work? How?
14. Read the paragraph that begins with this sentence. “In January 2013, when Yeager analyzed the first-semester data, he saw the advantaged students’ results were exactly the same as they were every year (14).” What methods of development are used? Explain.
15. Where, toward the end of the essay, does Tough illustrate how Laude and Yeager’s programs are working? Explain.
16. Read the paragraph that begins with this sentence. “Beyond the economic opportunities for the students themselves, there is a broader cost of letting so many promising students drop out, losing so much valuable human capital (18).” Why is this paragraph so important?
17. What conclusion methods do Tough use to end his essay?

**Homework**

- Create clustering to explain Tough’s article.

## Thursday

- Complete group discussion of Tough's article.
- Share clustering with group members.
- Submit copied, highlighted, and annotated copy of Tough's reading to me before the class ends.

**Homework – Posted to Connect**

- Retrieve through print or download:
  - *Only Daughter*
  - *What is Poverty*
  - *Under the Influence*
  - *Black Men and Public Space*
  - *Mother Tongue*
  - *Meaning of a Word*

**Week 4 (February 5<sup>th</sup> and February 7<sup>th</sup> 2019)**

## Tuesday

- Group Presentation
  - Choose group members and assemble.
  - Find out what reading your group will be presenting to the class.
  - Receive assignment and review thoroughly.
    - Ask questions; ask questions.
  - Receive Out of Class Meeting Form – to be filled out each time the group meets.
    - Submit for next class period.
  - Begin to work in groups – start reading assigned pieces in class.

**Homework**

- ✓ **Set up day, time, and place to meet outside of class for presentation collaboration.**
  - **Fill out – Out of Class Meeting Form**
- ✓ Read Chapter 7 in McGraw-Hill Handbook found through Connect.

## Thursday

- See instructor for 5-10 minutes to let her know how the first out of class meeting went.
  - Submit Out of Class Meeting Form to her.
    - This form cannot be turned in later in the day or the next class day.
- Continue working in class or leave class for library, Starbucks, etc.

**Homework**

- Work on group presentation.

**Week 5 (February 12<sup>th</sup> and February 14<sup>th</sup> - 2019)**

Tuesday

- Group 1 and 2

**Homework**

- ✓ Open – additional information may be given in class.

Thursday

- Return Group Presentations for Group 1 and 2
- Group 3 and 4

**Homework**

- ✓ Open – additional information may be given in class.

**Week 6 (February 19<sup>th</sup> and February 21<sup>st</sup> 2019)**

Tuesday

- Return Group Presentations for Group 3 and 4
- Group 5 and 6

**Homework**

- ✓ Open – additional information may be given in class.

Thursday

- Return Group Presentations for Group 5 and 6
- **Receive Essay Assignment #1: Narrative - Analysis**
- Class Discussion
- Discuss Sample Graded Essays

**Homework**

- ✓ Open – additional information may be given in class.

**Week 7 (February 26<sup>th</sup>/February 28<sup>th</sup> 2019)**

Tuesday

- Drafting Day - Return Progress Form to Mrs. Puder at the end of class.

**Homework**

- ✓ Open – additional information may be given in class.

Thursday

- Volunteer Class Analysis

**Homework**

- ✓ Open – additional information may be given in class.

**Week 8 (March 5<sup>th</sup> and March 7<sup>th</sup> 2019)**

Tuesday

- Volunteer Class Analysis

**Homework**

- ✓ Open – additional information may be given in class.

Thursday

- **Essay #1 Due – March 7, 2019 -11 p.m. - Submit to Connect**

**Homework**

- ✓ Open – additional information may be given in class.

**(March 11<sup>th</sup>/March 17<sup>th</sup> – 2019 Spring Break)****Week 9 (March 19<sup>th</sup>/March 21<sup>st</sup> 2019)**

Tuesday

- Return Essay 1 – Narrative Analysis
- Pass out Midterm Averages.
- See Connect for Library PP Presentation Assignment.
  - Complete through Connect
- Discuss Next Essay (In-Class) Essay 2 – Critique Analysis

**Homework**

Thursday

- Start In-Class Essay Writing – Essay 2 Critique Analysis

**Homework**

- ✓ Open – additional information may be given.

**Week 10 (March 26<sup>th</sup>/March 28<sup>th</sup> 2019)**

## Tuesday

- Complete In-Class Essay Writing – Essay 2 Critique Analysis

## Thursday

- Library PP Presentation Quiz
- Instructor - Discuss Writing an Argumentative Essay and Types of Controversial Topics
  - Local, National, and International
  - See PP Presentations on Connect – Argumentative Part 1-3.
- Student Groups – Day 1: Controversial Issue Assignment – Work on It
  - With source:
    1. Identify the Controversial Issue – Is it Local, National, or International?
    2. Key Information in the article:
      - a. Purpose of Article
      - b. Background/History of Issue
      - c. Terms Defined
      - d. Controversial Issue Question
      - e. Pro's
      - f. Con's
      - g. Appeals in Article
      - h. Other Comments
    3. Create a Working Bibliography Citation Page for the primary source.
    4. What more is needed to learn more about the Controversial Issue?

**Week 11 (April 2<sup>nd</sup> /April 4<sup>th</sup> 2019)**

## Tuesday

- Student Groups – Day 2: Controversial Issue Assignment – Present It
- Introduce More Extensive Group Controversial Issue Assignment
  - Receive Out of Class Meeting Form
- Review Graded Group Controversial Issue Assignments
- Work in Groups

## Thursday

- Day 2 – More Extensive Group Controversial Issue Assignment

## Homework

- Meet outside of class with your groups.
  - Complete Out of Class Meeting Form during group meet.

**Week 12 (April 9<sup>th</sup>/April 11<sup>th</sup> 2019)**

Tuesday

- See instructor for 5-10 minutes to let her know how the first out of class meeting went.
  - Submit Out of Class Meeting Form to her.
    - This form cannot be turned in later in the day or the next class day.
- Continue working in class or leave class for library, Starbucks, etc.

Homework

- Meet outside of class with your groups.
  - Complete Out of Class Meeting Form during group meet.

Thursday

- See instructor for 5-10 minutes to let her know how the first out of class meeting went.
  - Submit Out of Class Meeting Form to her.
    - This form cannot be turned in later in the day or the next class day.
- Continue working in class or leave class for library, Starbucks, etc.

Homework

- Meet outside of class with your groups.
  - Complete Final Out of Class Meeting Form during group meet.

**Week 13 (April 16<sup>th</sup> /April 18<sup>th</sup> 2019)**

Tuesday

- Group Presentations – Group 1 and 2

**Homework**

- ✓ Open – additional information may be given in class

Thursday

- Group Presentations – Group 3 and 4

**Homework**

- ✓ Open – additional information may be given in class

**Week 14 (April 23<sup>rd</sup> /April 25<sup>th</sup> - 2019)**

Tuesday

- Return Group Presentations
  - Discuss victories and shortcomings.
- Discuss Final Exam Essay – Day 1
- Review Student Graded Argumentative Essays

**Homework**

- ✓ Open – additional information may be given in class

Thursday

- Continue Discussion Final Exam Essay – if needed.

**Week 15 (April 30<sup>th</sup>/May 2<sup>th</sup> 2019)**

Tuesday

- In-Class article preparation for Final Exam Essay
- Receive Class Average.

Thursday

- No class. Study day.

**Week 16 Final Exam Week (May 6-9, 2019)**

- We will meet to write the Final Essay on Thursday, May 8, 2019 from 12-2 p.m. in our regular classroom.
- We will not meet on Tuesday, May 7, 2019.
- Bring your pen, correction fluid, bluebook, dictionary and thesaurus to class with you for the exam.