



Houston Community College
English 1301 Calendar • Fall 2018
16 Week Session
CRN(S): 16224 and CRN 19179

Learning Web: <http://learning.hccs.edu/faculty/tiffany.ware>

Instructor	Office Location	Office Hours	Contact Info
Prof. Tiffany L. Ware	English Dept. in Angela Morales	Before and After class; By Appt.	tiffany.ware@hccs.edu

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:

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

English Program Learning Outcomes

- Write in appropriate genres using varied rhetorical strategies.
- Write in appropriate genres to explain and evaluate rhetorical and/or literary strategies employed in argument, persuasion, and various genres.
- Analyze various genres of writing for form, method, meaning, and interpretation.
- Employ research in academic writing styles and use appropriate documentation style.

- 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:

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

Course Materials: Textbook(s) Needed



[NORTON READER-MLA UPDATED](#) By *GOLDTHWAITE* EDITION: 14TH 17

PUBLISHER: NORTON ISBN: 9780393617405



[LITTLE SEAGULL HANDBOOK](#)

BULLOCK EDITION: 3RD 17 PUBLISHER: NORTON ISBN: 9780393602630

Course Requirements: English 1301 Grade Analysis

Narrative/Descriptive Essay	(10%)
Journal (10)	(20%)
Division Essay	(15%)
Midterm Essay	(5%)
Comparison Essay	(15%)
Definition Essay	(10%)
Argumentative	(25%)

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** to ensure **success** at writing tasks **for all college courses**, their **careers**, and in their **personal lives**.

Minimum Writing Requirement: You are to have submitted a minimum of 5000 written words during the semester according to the **Student Assignments** break-down below. **In-class essays (Exams)** must be written on **blank blue books**. **Out of class** work (proposals, drafts and essays) must be turned in online at [Turnitin.com](https://www.turnitin.com) before the assignment due date deadline - normally class time – 11:59 P. M.

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.

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

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

D (60-69%) Below average work that fails to follow the assignment and/or fails to respond adequately to the writing topic, contains a number of serious errors, and demonstrates only marginal communication with a specific audience.

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

Instructor Requirements:

Phones and Other Electronic Devices: Turn off and put away *all* electronic devices (including laptops and netbooks) upon entering the room, and refrain from using your devices while in class – texting or other use of electronic devices during class time will not be tolerated, and repeat offenders will be asked to leave the classroom and recorded as absent for that day.

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 a 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

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 Centers:

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

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

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

HCC Online: (**To be included in syllabi for HCC Online courses only**): Access HCC Online Policies on their Web site: <http://www.hccs.edu/online/>

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website. The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's

Responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online

Student Handbook by visiting this link: <http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

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, 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.

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

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 <<**November 2, 2018**>>. 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.

WEEKLY CALENDAR

(Tentative Scheduled Activities or Materials Subject to Change by Instructor) to be successful, it is imperative all assignments have been thoroughly completed and understood. Writing and reading assignments will be determined throughout the semester.

EXCEPT FOR CORRECTIONS, ASSIGNMENTS OLDER THAN ONE WEEK WILL NOT BE ACCEPTED.

Schedule of Readings and Assignments

Week 1---

Proof of registration in this section Introduction to class and to the writing process The writing process Paragraph/essay structure; Writing Process

Week 2---

Read handbook chapters on Planning an Essay, Drafting, Revising, Writing Paragraphs, developing a Thesis Statement Read Essay "Freewriting" Read Sample Narrative Essays from the readings

Homework Assignment:

Read these Narrative Essays

Quick lecture on Thesis

Quick lecture on Narration pp

Week 3---

Daily Assignment: Discuss Narrative readings.

Daily Assignment: Choose a topic from the Narrative handout list (provided by professor) and begin writing a Narrative. Be able to identify explicit or implicit thesis upon completion.

Homework Assignment: Complete first draft of Narrative.

Week 4—

Grammar: Semicolons; Fragments;

Homework—write final draft of Narrative essay taking into consideration peer response suggestions. Bring final draft of Narrative essay to class and turn in.

Homework: Read: Descriptive Essays

Week 5—

Due: Turn in final draft of Narrative Essay.

Quick lecture on the Descriptive Essay.

Daily Assignment: Discuss Descriptive Essay readings above and respond to questions.

Daily Assignment: Choose a topic from the Descriptive handout list and begin writing a Descriptive Essay. Be certain you can identify explicit or implicit thesis upon completion.

Homework Assignment: Complete first draft of Descriptive Essay.

Daily Assignment: Subject-Verb Agreement.

Homework: Write final draft of Descriptive essay taking into consideration peer suggestions. Bring final draft to class and turn in.

Homework: Read: Process Essays

Due: Turn in final draft of Descriptive Essay. Turn in corrected Narrative essays.

Homework: Read: Example Essays

Week 6--

Turn in final draft of Process Essay. Turn in corrected Descriptive essays.

Quick lecture on the Example Essay

Daily Assignment: Discuss Example Essay readings above and respond to questions.

Daily Assignment: Grammar: “Identifying and Editing Wordiness” **Daily Assignment:** Choose a topic from the handout list and begin writing an Example Essay. Be certain you can identify its explicit or implicit thesis upon completion.

Homework Assignment: first draft Example essay next class period, typed, double spaced for oral presentation to peers and peer response.

draft copies of Example essay

Homework: Complete next draft of Example.

Homework: Read: Definition Essays

Week 7—

Turn in final draft of Example Essay. Turn in corrected Process essays.

Quick lecture on the Definition Essay

Daily Assignment: Grammar: “Missing Words”

Daily Assignment: Discuss Definition Essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing a Definition Essay. Be certain you can identify its explicit or implicit thesis upon completion.

Homework Assignment: draft Definition essay next class period, typed, double spaced for oral presentation to peers and peer response.

Homework: Complete next draft of Definition Essay.

Homework: Read: Comparison/Contrast Essays

Week 8--

Due: Turn in final draft of Definition essay. Students turn in corrected copy of Exemplification. /Illustration. essay.

Quick lecture on the Comparison/Contrast

Daily Assignment: Discuss Comparison/Contrast essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing a Comparison/Contrast Essay. Be certain you can identify explicit/implicit thesis upon completion.

Daily Assignment: Grammar: “Mixed Constructions”.

Homework Assignment: draft Comparison/Contrast essay next class period, typed, double spaced for presentation to peers and peer response

Week 9--

draft copies of Comparison/Contrast essay around for oral presentation and peer responses.

Homework: Complete next draft of Comparison/Contrast Essay.

Homework: Read: Classification Essays

Week 10--

Due: Turn in final draft of Comparison/Contrast Essay; Turn in corrected copy Definition essay.

Quick lecture on Classification Essay

Daily Assignment: Discuss Classification essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing first draft Classification essay for Midterm. Be certain you can identify its explicit or implicit thesis upon completion.

Daily Assignment: Grammar: Correcting “Confusing Shifts”

Homework: draft Classification essay next class period, typed, double spaced for oral presentation to peers and peer response.

Week 10—

Meet in groups of five. Pass 5 typed first draft copies of Classification essay around for oral presentation and peer responses. Each group member reads his/her paper aloud to his/her group. Group members discuss aloud and record three suggestions on writer’s rough draft after which they return it to the writer.

Homework: Complete final draft of Classification essay for Midterm.

Homework: Assignment: Read: Cause and Effect

Week 10---

Turn in final draft of Classification essay for Midterm. Turn in corrected Com/Contrast essay.

Quick lecture on the Cause and Effect Essay

Daily Assignment: Discuss Cause and Effect essay readings above and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin writing a Cause and Effect essay. Be certain you can identify its explicit or implicit thesis upon completion.

“Misplaced and Dangling Modifiers

Homework Assignment: Bring 5 copies of your first draft Cause and Effect essay next class period, typed, double spaced for oral presentation to peers and peer response.

Week 11—

Meet in groups of five. Pass 5 typed first draft copies of Cause and Effect essay around for oral presentation and peer responses.

Homework: Complete final draft of Cause and Effect essay.

Homework: Read: Argumentation and Persuasion essays

Week 12----

Due: Final draft of Cause and Effect Essay. Turn in corrected copy of Classification.

Quick lecture on the Argumentation and Persuasion essay.

Daily Assignment: Discuss Argumentation and Persuasion essay readings above and respond to questions.

Daily Assignment:

Daily Assignment: Grammar: “Faulty Parallelism,”

Homework Assignment: Bring 5 copies of your Works Cited for your not yet written Argumentation and Persuasion essay to the next class period, typed, double spaced for comparative discussion amidst peers. (Failure to bring 5 copies results in loss of 10 pts per writing project.)

Homework: Continue reading argument and persuasion essays, taking notes on notecards, including direct quotes and sources.

Week 13—

Due: Final draft of Argumentation and Persuasion Works Cited. Turn in corrected Cause and Effect essays.

Quick lecture on the Argument and Persuasion and MLA formatting

Daily Assignment: Discuss first several argument and persuasion readings and respond to questions.

Daily Assignment: Choose a topic from the handout list and begin contemplating an Argumentative and Persuasion essay. Be certain you can identify your explicit and/or implicit thesis.

Daily Assignment: Grammar: “Sentence Variety and Emphasis,”

Homework Assignment: Read American Dream essays for research paper (Handouts from, Argumentation and Persuasion Works Cited.

Homework Assignment: Finish reading American Dream essays for research paper,

Week 14--

Due: Final draft.

Final Research paper due with properly formatted parenthetical notations and matching Works Cited page.

Quick Lecture: Chapter 3 “Synthesis: Incorporating outside Sources” (Research)

Daily Assignment: Discuss American dream readings and respond to questions.

Meet in groups to discuss readings.

Homework: Finish reading: “Long Live the American Dream,” “Epilogue: The American Dream,” “I Have a Dream.” By Martin Luther King.

Based on all eight American Dream readings above, work on notecards to prepare for researched argumentative essay of between 500-600 words (2 to 2@1/2 pages) in length double spaced) taking a side (thesis) and defending it based on the prompt: “The American Dream—What is it and is it still Alive?” Notecards will include direct quotes or information from at least seven of the eight sources listed in the eight American Dream readings identifying the sources by MLA data. Research paper will include at least seven parenthetical notations which match Works Cited Page. Paper due Wednesday, December 4th.

Homework: Work American Dream notecards. Bring to class one set of notecards with information from at least seven of the eight sources for use in your research paper. Notecards due at the beginning of next period.

Homework: Work on research papers.

Continue Quick Lecture: Chapter 3 (second part)—“Synthesis: Incorporating Outside Sources”

Daily Assignment: Meet in groups. Pass around 5 copies of your first draft mini-Research paper with parenthetical notations and matching Works Cited, typed, double spaced for oral presentation to groups and peer response. (*Homework Assignment:* Finalize research papers.)

Week 15—

Week 16—FINAL

Final Exam Essay written in class. Prompt provided by professor on day of exam

Out-of-class Writing Assignment List for English 1301 Composition 1 Students will submit all out-of-class assignments through Canvas. Each assignment is explained in more detail Canvas. Essays Each of these essays is to be at least 750 words long. You will write them outside of class time and have a draft of each finished at least a week before the due date for peer analysis from one of your classmates. Refer to the list of topics for possible subjects for writing. You are NOT to look up the contents for these assignments online; one objective of the assignments is to give YOU practice in thinking up the contents on your own.

Narrative/Descriptive Essay—Due Date ____/____/____ Write a narrative essay (one story told to make a point); the entire essay is devoted to elaborating this one story. Refer to the list of topics in Eagle Online. Make sure that you specify for the readers the point of the narrative in the introduction and remind them of it again in the conclusion.

Comparison Essay—Due Date ____/____/____ Write a comparison essay to compare only two people, places, things, or ideas. Refer to the list of topics in Eagle Online. Make sure that

you specify for the readers the point of the comparison in the introduction and remind them of it again in the conclusion.

Division/Classification Essay—Due Date ____/____/____ Write a division/classification essay in which you divide a large group into smaller subcategories and thoroughly explain each category. Refer to the list of topics in Eagle Online. Make sure that you specify for the readers the point of the division scheme in the introduction and remind them of it again in the conclusion.

Definition Essay—Due Date ____/____/____ Write a definition essay in which you clarify some vague concept or add new information to your reader's understanding of the concept. Refer to the list of topics in Canvas. Make sure that you specify for the readers the point of the definition in the introduction and remind them of it again in the conclusion.

Journal—Due Date ____/____/____ Follow the directions on the handout for writing the journal entries required for this assignment.

Follow the directions on the handout for writing the journal entries required for this assignment.