

SYLLABUS*
English 1010 (Introduction to Writing) – G.E. 3 credits
Fall 2010

Instructor: Florence Elizabeth Bacabac, Ph.D.
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Office: McDonald 235
Office Phone: 652-7897
Office Hours: Mon & Wed 2:30-3:30 p.m., Fri 1-4 p.m. (and by appointment)

*If my office hours are not convenient for you, please do not
hesitate to schedule an appointment with me at another time.*

Writing Center: Browning Bldg. 1st Floor
Writing Center Phone Number: 652-7743 or 652-7629
Online Writing Lab: <http://dsc.dixie.edu/owl>
Class Location & Time: McDonald 111 (MWF 10-10:50 a.m. and 11-11:50 a.m.)
CRN & Section: 40271/44328 (sections 16/16V) and 40279/44704 (sections 25/25V)
Prerequisites: LIB 1010 (may be taken concurrently); English placement of 19
(ACT Writing score or equivalent) or a grade of C or better in ENGL 0990
and 0991; and reading placement score of 17 (ACT reading score or
equivalent) or a grade of C or better in ENGL 1470

REQUIRED COURSE TEXTBOOK AND MATERIALS

- Axelrod, Rise B., and Charles R. Cooper, eds. *Concise Guide to Writing*. 5th ed. Boston: Bedford/St. Martin's, 2009. Print.
- A **one-subject notebook** to use as your "Invention Notebook"
- A **portfolio folder (with inside-pockets)** to keep all essay drafts in this course
- An **extra folder** to keep ALL class handouts and other materials
- Access to a computer or word processor
- **Two (2)** data storage devices → one original **AND** one back-up
- A Dmail account **AND** access to Blackboard Vista

MISSION STATEMENTS

Overall English Department Mission Statement

The English Department at Dixie State College of Utah strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Composition)

As a subset to the English Department, the Composition Program seeks to fulfill the mission of both the department and the overall college GE mission. In particular, the program wants to strengthen students' skills and confidence in writing and critical thinking. It also seeks to increase students' written fluency, and help them better formulate and organize ideas into focused, developed, articulate, and persuasive papers.

COURSE DESCRIPTION AND OBJECTIVES

Course Description

English 1010 is designed to help students improve their writing to meet communication demands in college, on the job, and as citizens. The course will also help students develop the capacity to think and read critically.

The course will provide students with frequent occasions to read, discuss, write, and revise the different types of exposition; in addition, they will use several rhetorical strategies, such as description, narration, process, cause/effect, comparison/contrast, classification, definition, and argumentation. Classroom discussion, assigned readings, and papers will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy.

Specific Objectives of the Course

Reading/Thinking Objectives

By the end of English 1010, students will demonstrate their ability to:

1. Identify a writer's purpose/thesis.
2. Understand a writer's organization and structure.
3. Recognize a writer's tone, i.e. an author's attitude toward subject and audience.
4. Assess the effectiveness of a writer's presentation of detail in support of a main idea.
5. Analyze a writer's possible underlying assumptions and biases.
6. Recognize and avoid fallacies in reasoning.
7. Use relevant, convincing, and sufficient evidence and logic.

Writing Objectives

By the end of English 1010, students will demonstrate their ability to:

1. Assess the relationship of writers to audience and purpose.
2. Understand the value of the writing process as it can happen in stages, including planning, brainstorming, organizing, rough draft writing, revising, and proofreading.
3. Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material.
4. Use strategies for creating effective overall structure, including the use of categories, topic sentences, transitions, parallel structure, and repeated key words and synonyms.
5. Know and use developmental strategies necessary to write individual paragraphs and the paper as a whole.
6. Write unified, coherent, and developed paragraphs that effectively use topic sentences, repeated key terms, synonyms, pronouns, and transitions.
7. Compose introductory paragraphs that get the reader's attention, state the thesis, suggest a plan of development, make positive first impressions, and set the tone.
8. Compose concluding paragraphs that give a sense of closure.
9. Recognize and avoid fragments, run-ons, fused sentences/comma splices, faulty modifiers, and problems with subject/verb agreement and pronoun agreement.

10. Consistently use punctuation and mechanics in a manner consistent with standard written English.
11. Understand choices related to style, emphasis, and sentence variety.

Research Objectives

By the end of English 1010, students will demonstrate their ability to:

1. Critically assess research information and incorporate such research into their papers.
2. Paraphrase, summarize, and quote source material in their own writing.
3. Understand and avoid plagiarism.
4. Know when and how to use the following methods of incorporation:
 - a. Introduction of quotations and paraphrases
 - b. Use of quotation marks, brackets, and ellipses
 - c. Use of long quotations
 - d. Use of passages combining paraphrases and quotations
 - e. Proper forms for documenting and citing of sources
5. Use a broad array of the DSC Library's print and online research resources, such as the library catalog, subject-specific encyclopedias, article databases, and Utah's catalog.
6. Use the MLA style of source lead-ins (when appropriate), parenthetical documentation, and bibliographic form.
7. Develop a preliminary bibliography, notes, and an outline (or other organizational strategy) as steps in writing a research paper.

Note: Students must have completed LIB 1010 prior to enrolling in English 1010, or they must enroll in LIB 1010 concurrent with English 1010.

Writing Requirements

Students in this course will:

- Write a minimum of 4 essays:
 - Two of which must be approximately 5 pages in length (1,250 words)
 - One of which must be at least a 5-page research essay that incorporates a sufficient number of credible sources (from such places as the DSC Library's article databases, book catalog, subject-specific encyclopedias, and/or Utah's catalog).
- Write at least one graded, in-class essay.
- Write no more than one narrative essay.
- Engage in opportunities to draft and revise, and receive instructor feedback on early drafts (such as non-graded first drafts).
- Write a total of at least 18 pages over the course of the semester (4500 words).

Please note: On days when you are expected to write and revise in class, please come prepared. Always save your drafts of your essays on the same two storage devices (original and back-up) and always bring those to class. On writing days, if you often tell me that you can't revise your essays because "the only copy is on my home computer," then this may decrease your grade. Note to Mac Users: If your Mac is a laptop, please bring it; otherwise, you'll need to find a way to quickly transfer your documents between your Mac and the PC's in class. (If you're not sure how, please talk to me **during WEEK 1**, and I'll give you some suggestions for getting help.)

Grading

Semester grades will be determined by the following:

• Pre-Test	S/U
• Essay 1	15%
• Essay 2 – with Sources	25%
• Essay 3	20%
• Essay 4	20%
• Post-Test	5%
• Essay 5 – In-class Final Exam	15%

	100%

Grading Scale

A = 94-100 ☺	C = 74-76
A- = 90-93	C- = 70-73
B+ = 87-89	D+ = 67-69
B = 84-86	D = 64-66
B- = 80-83	D- = 60-63
C+ = 77-79	F = 59 and below ☹

COURSE REQUIREMENTS AND POLICIES

Essays

Each major essay you will write will be based on chapters from *Concise Guide to Writing* (or *CG*). At the last day of class, all your essay drafts should be neatly arranged in a portfolio folder (with the most recent essay on top) and submitted to me before taking the final exam. Ultimately, this portfolio will be evaluated along with your final exam to determine whether or not you will pass English 1010.

Be sure that you keep your prewriting, rough draft, and peer review comments for every paper you write. As each final draft is examined, your composing process will also be assessed to determine any improvement and progress in your writing.

Please follow these format requirements for submitting your work:

- Papers should follow MLA format. We will discuss the MLA format in class.
- Essays must be word processed, double-spaced, and have standard 1-inch margins on the right and left sides, top, and bottom of the page.
- The font used for your final drafts should be 12-point Times New Roman or a similarly proportioned and sized font.
- Pages must be numbered with your last name and page number in the upper right-hand corner.
- Your essays must have a title, but please don't include a separate title page with your papers.
- When you submit a final draft of an essay to me for evaluation, you will need to include a number of other materials along with it, arranged in the following order:

Note: Please be sure to secure these various documents together with a staple or large paper clip. Do not use a binder clip.

- ❑ The Assignment Sheet should be on top.
- ❑ The final (or most recent) draft of your essay should be included next.
- ❑ The Peer Review Sheet **and** various drafts of your paper should be included next, in reverse chronological order. Only drafts which contain substantial revisions or which I have commented upon should be included, however.
- ❑ On the bottom of the stack should be all other prewriting you have done for this assignment.

Your Invention Notebook

This semester, we will be reading a variety of sample essays along with various other selections from our course texts. Subsequently, in addition to your regular essay work, I will often ask you to begin prewriting for your upcoming essays by doing several “invention” strategies (either individually or collaboratively, face-to-face or online). **Be sure to record any random ideas that you may have about possible essay topics during our Prewriting Workshops or answers to several leading questions from assigned text readings in your Invention Notebook.** This is a good way to explore lots of ideas (or at least find out eventually which ideas won’t work!) before you actually start planning and drafting your essays.

Also, writing reading responses and/or written reflections periodically will reinforce what you are learning in class and help you better understand your own reading and writing processes. **When you get in the habit of reflecting upon your work in this way, you may find that you better recall and better understand what you read, and you may discover ways of improving your own writing habits.**

You should bring to class your Invention Notebook each time we meet. Anything you write, especially during our Prewriting Workshops, should be dated and completed on time and ready to use in class. Sometimes I will ask for volunteers to share journal entries with the class as a way to start discussion, and sometimes I will ask you to use your entries for small-group discussions. While your notes will not be graded, the effort you exert in this assignment will determine the success of your class participation and, ultimately, your individual growth as a writer.

Portfolio Submission Process

On the last day of class, all your essay drafts should be neatly arranged in a portfolio folder (with the most recent paper on top) and submitted to me before taking the final exam. Ultimately, this portfolio will be evaluated along with your final exam to determine whether or not you will exit English 1010.

Be sure that you keep your prewriting, rough draft, and peer review comments for every paper you write. As each final draft is examined, your composing process will also be assessed to determine any improvement and progress in your writing. Note that it is your responsibility to submit a complete portfolio with all your graded papers for this course. **Incomplete portfolios will not be evaluated with the final exam; students without portfolios will not pass the course.**

Writing Conferences

Because college-level writing can be frustrating at times, it is important to get encouraging and specific feedback from not only members of the class, but also from me. If you need personalized help, my office hours, office room number, and office phone number are all posted on the front page of this syllabus. If my office hours do not coincide with your schedule, we can make other arrangements.

Attendance Policy

Attendance in this class is **mandatory**. Class time will be devoted to actively building writing skills by writing and revising, discussing, and critiquing your own writing and the writing of others. Such activities simply cannot be “made up” satisfactorily by getting the notes from a peer or by meeting with me. I realize, however, that sickness or emergencies can occur; should you need to miss a class, please be sure to contact me, preferably beforehand, to discuss what might be done to assist you with getting on track.

Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event are responsible to assuring that their instructors have been notified and for completing any missed assignments. **By the second day of class**, student athletes must provide the instructor with written notification from the appropriate department that includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. Those involved in a club event or an activity related to another course or program requirement must provide written notification from the faculty or staff member supervising the activity that explains the nature of the activity.

If you miss 6 class sessions for **any reason**, you could get a lower grade. If you miss more than 6, I’ll most likely ask you to drop the course or give a 5-point grade deduction for each absence. Not showing up halfway through the course without going through the dropping procedure translates to a Failing grade. That’s all there is to it on this issue. **Note: You are responsible for keeping track of any missed work by consulting our Assignment Schedule and complying with the daily assignments/course requirements. Also, you must arrange with me to complete missed instruction and/or coursework if you were absent due to a college-sanctioned activity.**

Disruptive Behavior Policy

Two important classroom policies will be enforced throughout the semester – ***coming to class on time*** AND ***using the computers only when instructed***. These simple rules are meant to avoid class disruption and instill proper discipline that would benefit you in the workplace.

First, coming to class late can cause disturbance to an on-going class discussion that’s why it is discouraged. It is also a symptom of lack of discipline in students, especially the perennial latecomers, so please understand that coming to class on time is required as instructions on techniques or examples will not be repeated. *Note that 3 instances of being late is equivalent to one absence.* **This also applies to leaving class before the end of the period.**

Second, computer use in the classroom is allowed only when instructed. While technology enhances class discussion and the writing process (e.g. in-class drafting, revisions, online research), it can also serve as potential distractions when used without discretion. To

regulate computer use in the classroom, see to it that you *check your emails, Facebook, MySpace, etc. a few minutes BEFORE class starts AND minimize your computer screens and face the board when we begin.* Tinkering with the computer during class lecture is not only rude but disruptive.

Drop Date

If you stop attending class, it is your responsibility to drop the class **before October 18, 2010** to avoid receiving an “F” on your transcript.

Late Work Policy

Please pay attention to the due dates listed on your Assignment Schedule. **All work – rough drafts and final drafts – must be turned in on time and in the classroom.** I will not accept late work unless you have made previous arrangements with me. Similarly, **I WILL NOT ACCEPT LATE WORK IN MY DEPARTMENT MAILBOX OR VIA E-MAIL unless you have made previous arrangements with me.**

Lost Essay Policy

You are responsible for maintaining a copy of each draft of your essays. Your essays will be returned to you no later than a week after they have been submitted to me, and **ALL ESSAYS MUST BE PRESENT IN THE PORTFOLIO AT THE END OF THE SEMESTER.** It is your responsibility to compile these essays in your portfolio folder for assessment. Since occasionally essays (or backpacks) are stolen, lost, or destroyed, **you should keep an additional hard copy of each essay and a back-up file in a safe place.** Ultimately, it is your responsibility to submit a complete portfolio. **Incomplete portfolios will not be evaluated with the final exam; students without portfolios will not pass the course.**

Revision Policy

Knowing how to revise your writing is an important aspect of being a successful writer; therefore, you will be required to write multiple drafts of your papers (except for an in-class graded essay), and we will work hard on the development of your personal revision and editing skills. One goal of this class is for you to learn to determine when a paper has been revised to the point where you can submit it as a “final draft” which will earn a passing grade. **Taking advantage of our class time, your own homework time, my office hours, the Writing Center, and other available services and tools will provide you with the support you need for submitting final drafts that are at the “passing” level.**

Plagiarism

Under the “Student Rights and Responsibilities Code,” Section 33.5.1.4 on Dixie’s home page, plagiarism is thoroughly defined. Please access this page and read the definition carefully: <http://www.dixie.edu/humanres/polstu.html>. Note that plagiarism includes cheating, such as “copying from another student’s test papers”; “using materials during a test not authorized by the person giving the test”; “collaborating with any other person during a test [or quiz]”; “soliciting or receiving unauthorized information about any test”; “using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity”; and “collusion, which is the unauthorized collaboration with another person in preparing work offered for credit.”

The *Dixie State College Research Paper Guide* contains a more concise definition: plagiarism is “an act of willfully or carelessly attempting to pass off as one’s own work the words (oral or written) of someone else” (6). You can buy the *Dixie State College Research Paper Guide* in the bookstore, access the online research paper guide at <http://dsc.dixie.edu/owl>, refer to the link on DSC’s web page <http://www.dixie.edu/humanres/postu.html>, or you can talk to me. Your understanding of this concept is essential because **plagiarism is grounds for failure in this course.**

ADDITIONAL ASSISTANCE WITH ENGLISH 1010

Writing Center

The college provides a free service for students desiring additional assistance with their writing assignments in all courses. The Writing Center is located in the first floor of the Browning Building. Call Barbara Turnbrow at 652-7743 for hours and more information.

Online Writing Lab

You can consult the Online Writing Lab website for information on a variety of issues related to your writing, and for numerous links to relevant websites. To reach a page, type the following link in your browser, <http://dsc.dixie.edu/owl>, or go to the DSC home page, scroll to “Academics,” and select “Online Writing Lab.”

Computer Lab

Dixie State College of Utah provides two open access labs (Browning library basement and Smith Computer Center) and several additional computer equipped special use labs and classrooms. For more information, check with Information Technology Support Services at the Smith Computer Center or dial 652-7954.

Student Help Desk

The Help Desk is available for your technological needs. It is located at the Smith Computer Center in the northwest corner of the computer lab. A technician will be available Monday through Friday, 9:00 a.m. to 6:00 p.m. to assist you. The Help Desk can also be reached at 652-7951 and 652-7950 and through email at helpdesk@dixie.edu. Email is preferred method and is easier for our techs to check regularly.

Library Services

Hours of operation are posted online at <http://library.dixie.edu/info/hours.html>.

Testing Center

Hours of operation are posted online at <http://dsc.dixie.edu/testingcenter/officehours.htm>.

Disability Statement

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in

this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

Dmail and Blackboard Vista

Important class and college information will be sent to your Dmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. Also, sometimes your instructor will email the entire class about important assignment and/or class information, and they will use your Dmail account to do so. All DSC students are automatically assigned a Dmail account. **You will be held responsible for information sent to your Dmail account, so please check it often.**

Finally, our course syllabus, assignment sheets, peer review sheets, and other pertinent documents for this class will be posted on Blackboard. **Please log in to Blackboard Vista from the DSC homepage (www.dixie.edu) and click on English 1010 to access these course materials.**

Important Dates to Remember

Aug 23 Classwork Starts	Sep 17 Last Day to Add Classes
Aug 25 Last Day to Add Without Signature	Oct 1 Last day to apply for graduation
Aug 30 Drop fee begins (\$10 per class)	Oct 14-15 Semester Break
Sep 6 Labor Day	Oct 18 Last Day to Drop/Audit Classes
Sep 8 \$50 Late Registration/Payment Fee Sep	Nov 12 Last Day for Complete Withdrawal
Sep 13 Pell Grant Census	Nov 16 Career Day
Sep 13 Last Day for Refund	Nov 24-26 Thanksgiving Break
Sep 13 Last day to drop w/o a "W" grade	Dec 10 Last Day of classes
Sep 14 Courses dropped for non-payment	Dec 13-17 Final Exams

Additional Information

The following link will give you additional information on semester deadline dates, final exam schedule, campus resources (including the library, disability resource center, IT Help Desk, Testing Center, Tutoring Center, Writing Center), policies (including academic dishonesty, disruptive behavior, absences), Dmail (student email client), etc.: <http://new.dixie.edu/registration>

A Final Word

I hope that you will find our class to be a place where you can receive good help with developing your academic writing skills. Though many students are uncomfortable with academic writing (which is a new kind of writing for most first-

year students), understanding how to go through various writing processes will help you achieve your writing goals. To make this course as successful as possible for yourself, I encourage you to take advantage of the resources around you and to keep in touch with me as we go through the semester.

If you have any questions about the course, please feel free to talk to me. I look forward to working with you and helping you develop your academic writing skills.

* Some portions were adapted from DSC and GSW/BGSU

ASSIGNMENT SCHEDULE

DUE DATES

	Rough Draft	Final Draft
* Essay 1 <i>(Arguing a Position)</i>	Wed, Sept 8	Mon, Sept 20
* Essay 2 <i>(Arguing a Position with Sources)</i>	Mon, Oct 4	Wed, Oct 13
* Essay 3 <i>(Proposing a Solution)</i>	Mon, Oct 25	Wed, Nov 3
* Essay 4 <i>(Justifying an Evaluation)</i>	Fri, Nov 12	Mon, Nov 22
* PORTFOLIO with 4 essay materials		Fri, Dec 3
* Essay 5 <i>(Narrative Self-Reflection)</i>	In-Class Final Exam	Mon, Dec 6

CGW = Concise Guide to Writing, 5th edition

Week 1 (Aug 23-27)

Mon - Course Introduction
 Group Assignments (4 groups)

Wed - **Pre-Test**
 Cont. Group Assignments (4 groups)

Fri - CGW pp. 1-10 (Chapter 1 – Introduction)

Week 2 (Aug 30-Sept 3)

Mon - CGW pp. 147-149, 166-168 (Chapter 5 – Arguing a Position)
 Assignment Sheet for **Essay #1 Arguing a Position**
 Discussion of Sample Essay

****IMPORTANT: From hereon, focus on the following essay categories:
thesis statement, transitions, Intro and Closing paragraphs in ALL
 sample essays***

- Wed - CGW pp. 294-306 (Chapter 8 – Invention Strategies)
 Prewriting Workshop for Essay 1 – CGW pp. 169-176
** **IMPORTANT: From hereon, make sure all Prewriting Workshop Notes are kept for submission with your rough & final drafts***
- Fri - In-class Drafting of Essay 1 – CGW pp. 176-180
 Mini-conferences

Week 3 (Sept 6-10)

- Mon - **NO CLASS – Labor Day**
- Wed - **DUE ROUGH DRAFT ESSAY #1 (clip Assignment Sheet on top & Prewriting Notes at the bottom)**
 CGW pp. 181-182 (Critical Reading)
 Peer Reviews
** **IMPORTANT: From hereon, make sure all Peer Reviews are kept for submission with your final drafts***
 CGW pp. 183-188 (Revision Techniques)
- Fri - CGW pp. 307-330 (Chapter 9 – Reading Strategies)
 Grammar Review: Fragments

Week 4 (Sept 13-17)

- Mon - CGW pp. 331-344 (Chapter 10 – Cueing the Reader)
 In-class Revisions and Mini-conferences
- Wed - CGW pp. 149-164 (Group Reading Assignments)
 ➔ Each member should read, outline, and write a short comment on the article assigned to your group (**to be submitted at the end of the period!**)
 ➔ Take special note of CGW pp. 164-165 on Purpose and Audience 😊
- Fri - Grammar Review: Run-On Sentences
 Continue Revisions and Mini-conferences

Week 5 (Sept 20-24)

- Mon - **DUE FINAL DRAFT ESSAY #1**
- Please staple materials in this order:
 - TOP Assignment Sheet
 - Final Draft
 - Peer Review Sheet
 - Rough Draft
 - BOTTOM Prewriting Notes from Workshop
- CGW pp. 345-357 (Chapter 11 – Arguing)
 Assignment Sheet for **Essay #2 Arguing a Position with Sources**
 Discussion of Sample Essay
- Wed - Prewriting Workshop for Essay 2 - CGW pp. 169-176
 CGW pp. 370-401 (Chapter 13 – Library and Internet Research)
- Fri - CGW pp. 401-404 on Evaluating Sources
 Review MLA source citations c/o MLA Documentation Handout

Week 6 (Sept 27-Oct 1)

- Mon – Handout Essay Outline with Sources Sheet
Finalize your Essay Topic and Prepare a Tentative Thesis Statement and Essay Outline by Wednesday
 Explore Online Sources
- Wed - LIBRARY RESEARCH DAY
Incorporate Tentative Sources for each Paragraph in your Essay Outline → Due on Friday
- Fri - **DUE Thesis and Essay Outline WITH Tentative Sources for each Paragraph**
 Peer Reviews and In-class Discussion
 Critique Sample Essay
 In-class Drafting of Essay 2 – CGW pp. 176-180

Week 7 (Oct 4-8)

- Mon - **DUE ROUGH DRAFT ESSAY #2**
- Please staple materials in this order:
 - TOP Assignment Sheet
 - Rough Draft
 - Peer-Reviewed Thesis Statement and Essay Outline WITH Tentative Sources for each Paragraph
 - BOTTOM Prewriting Notes from Workshop
- CGW pp. 181-182 (Critical Reading)
 Peer Reviews
 Logical Fallacies exercise – CGW p. 357
- Wed - MLA In-Text Citation and Works Cited Format
 Class Activity on MLA In-Text Citation and Works Cited
 CGW pp. 183-188 (Revision Techniques)
- Fri - CGW pp. 405-429 and pp. 437-445 (Chapter 14 – Using Sources)
 Class Activity on Paraphrase, Summary, and Direct Quotation

Week 8 (Oct 11-15)

- Mon - Avoiding Plagiarism Quiz
 Quick Review on MLA Documentation Format
 In-class Revision and Mini-Conferences
- Wed - **DUE FINAL DRAFT ESSAY #2**
- Please staple materials in this order:
 - TOP Assignment Sheet
 - Final Draft
 - Peer Review Sheet
 - Rough Draft
 - Peer-Reviewed Thesis Statement and Essay Outline WITH Tentative Sources for each Paragraph
 - BOTTOM Prewriting Notes from Workshop
- CGW pp. 193-195, 218-220 (Chapter 6 – Proposing a Solution)
 Assignment Sheet for **Essay #3 Proposing a Solution**
 Discussion of Sample Essay

Fri - **NO CLASS (Fall Break)**

Week 9 (Oct 18-22)

Mon - CGW pp. 195-216 (Group Reading Assignments)

➔ Each member should read, outline, and write a short comment on the article assigned to your group (**to be submitted at the end of the period!**)

➔ Take special note of CGW pp. 216-217 on Purpose and Audience 😊

Wed - Grammar Review: Comma Splices
Prewriting Workshop for Essay 3 – CGW pp. 221-228

Fri - Review Transitions handout
In-class Drafting of Essay 3 – CGW pp. 228-232
Mini-Conferences

Week 10 (Oct 25-29)

Mon - **DUE ROUGH DRAFT ESSAY #3 (clip Assignment Sheet on top & Prewriting Notes at the bottom)**
CGW pp. 233-234 (Critical Reading)
Peer Reviews

Wed – Fri **NO CLASS – Conference Panel Presentation at the Association of Business Communication in Chicago ➔ WORK ON YOUR REVISIONS! Final Draft DUE WEDNESDAY next week!!!**

Week 11 (Nov 1-5)

Mon - CGW pp. 235-240 (Revision Techniques)
Start Revisions and Mini-Conferences

Wed - **DUE FINAL DRAFT ESSAY #3**

- Please staple materials in this order:
TOP Assignment Sheet
Final Draft
Peer Review Sheet
Rough Draft
BOTTOM Prewriting Notes from Workshop
CGW pp. 245-247, 268-270 (Chapter 7 – Justifying an Evaluation)
Assignment Sheet for **Essay #4 Justifying an Evaluation**
Discussion of Sample Essay
Prewriting Workshop for Essay 4 – CGW pp. 271-276

Fri - Discussion on Criteria
Explore and Evaluate Websites Class Activity

Week 12 (Nov 8-12)

Mon - CGW pp. 247-266 (Group Reading Assignments)

➔ Each member should read, outline, and write a short comment on the article assigned to your group (**to be submitted at the end of the period!**)

➔ Take special note of CGW pp. 266-267 on Purpose and Audience 😊

Wed - Grammar Review: Faulty Parallelisms
 In-class Drafting of Essay 4 – CGW pp. 277-281
 Mini-Conferences

Fri - **DUE ROUGH DRAFT ESSAY #4 (clip Assignment Sheet on top & Prewriting Notes at the bottom)**
 CGW pp. 281-283 (Critical Reading)
 Peer Reviews
 Introduce and Incorporate Visuals – CGW pp. 290-291

Week 13 (Nov 15-19)

Mon - CGW pp. 283-289 (Revision Techniques)
 Grammar Review: Subject-Verb Agreement
 In-Class Revision & Mini-Conferences

Wed - More TIPS on Revision
 Source Citation Quick Review
 In-Class Revision & Mini-Conferences

Fri - Review: Audience Awareness, Writer-Based Prose
 Grammar Review: Pronoun Agreement

Week 14 (Nov 22-26)

Mon - **DUE FINAL DRAFT ESSAY #4**

- Please staple materials in this order:
 - TOP Assignment Sheet
 - Final Draft
 - Peer Review Sheet
 - Rough Draft
 - BOTTOM Prewriting Notes from Workshop
 - Usage/Mechanics Review

NOTE: START BRINGING YOUR PORTFOLIO WITH ESSAYS 1 to 3 NEXT WEEK!!!

Wed - Fri **NO CLASS – Thanksgiving Break**

Week 15 (Nov 29-Dec 3)

***** STARTING MONDAY, BRING YOUR PORTFOLIO COMPLETE WITH ESSAYS AND DO NOT BE ABSENT. PORTFOLIO SUBMISSION IS THIS FRIDAY! ☺**

Mon - Assignment Sheet for **Essay #5 Narrative Self-Reflection Essay**
 (In-Class Final Exam this Thursday)
 Discussion of Tips/Samples
Review/Take important notes of your Essays 1 to 3 Progress
(Add Essay 4 feedback next meeting)

Wed - Essay 4 will be handed back
 (Cont.) Review/Take important notes of Essays 1 to 4 Progress
 Review Course Goals and Objectives (in prep for Final exam)
 Q&A about Portfolio Process

IMPORTANT DUE DATE:

SUBMIT YOUR PORTFOLIO NEXT MEETING! To be eligible for final exams next week, Portfolios must be submitted next meeting, COMPLETE and ORGANIZED with Essay 4 materials on TOP and Essay 1 materials at the bottom. Be sure to Review/Take important notes of your Essays 1 to 4 Progress before submission! ☺

Fri - ***Post-Test***

Organize Portfolio for Final Exam (with Essay 4 materials on TOP and Essay 1 materials at the bottom). WRITE your name, course/section, and professor's name on the front cover.

DUE PORTFOLIO with 4 Essay Materials Organized

Week 16 (Dec 6-10)

Mon – Fri Preps for Final Exam

Important Note for our Final Exam:

- 1) ***BRING Assignment Sheet for Essay #5 Narrative Self-Reflection Essay***
- 2) ***BRING English 1010 Course Syllabus***
- 3) ***BRING important notes of your Essays 1 to 4 Progress***
- 4) ***BRING Sheets of Paper and Pen or Pencil***
- 5) ***BE THERE on Monday for our In-class Final Exam! DO NOT BE LATE NOR ABSENT. ☺***

FINAL EXAM WEEK

Engl 1010 – sections 16/16V will be on Monday, Dec 13 at 9:30 a.m. to 11:30 a.m.

Engl 1010 – sections 25/25V will be on Wednesday, Dec 15 at 10 a.m. to 12 noon

Final Exam includes an in-class essay (**#5 Narrative Self-Reflection Essay**).

Note: Portfolios will be distributed after the exam. Submit your Essay #5 after the exam period and get your portfolio. Good luck!

Happy Holidays, everyone!!! ☺