

# Intermediate College Writing—English 1010-51

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<b>Instructor:</b>	<i>You may call me Elaina, Mrs. Westegaard, or Mrs. W.</i>
<b>Office:</b>	The Potter's "Closet" (under the stairs in McDonald Building Room 115)
<b>Class Times:</b>	<b>2010-50 (CRN # 30779)</b> TR 5:00-7:20 PM
<b>Class Location:</b>	MCD 207
<b>Office Hours:</b>	Monday-Thursday 4:40-5:00 PM and 7:20-7:30 PM (this is twenty minutes before and ten minutes after class—all other times by appointment)
<b>Email:</b>	westegaard@dixie.edu (best way to get a hold of me; please put the class section and your name in subject area)
<b>Phone:</b>	435.879.4246 Please know I share this office with approximately 50-60 other instructors. This phone is not always answered, nor do we take many messages (or check the messages). If you call during my office hours, I will try and answer, but I'll remind you again here that email is the best way to get a hold of me.
<b>Prerequisite:</b>	Proper placement scores or passing grade in English 1010
<b>Writing Center:</b>	Browning Building (bottom floor-below testing center), 652-7743
<b>Library:</b>	Next to Browning Building. Hours of operation posted at the following website: <a href="http://library.dixie.edu/info/hours.html">http://library.dixie.edu/info/hours.html</a>

## **TEXTS**

Required:

*Writing Today* by Richard Johnson-Sheehan and Charles Paine  
ISBN: 978-0-205-61744-9

“Introduction to College Writing—English 1010-51 Syllabus”

## **OTHER SUPPLIES NEEDED FOR THIS CLASS**

- A working email account that you check every day
- An official Dixie State College computer username and password
- 2 flash memory sticks (one for primary use, and one for backup—trust me on this)
- 4 sturdy document clips—medium size (i.e. “wing clips”)
- 3-ring binder (1/2 inch to 1 inch in width) to house all your graded assignments
- A planning calendar (optional—but a place to write down all your assignments will help you stay organized)

## **ABOUT ME**

I can be very accommodating if you follow the directions I've given here. I'm easygoing, fun, and above all helpful. I'm here to make sure you succeed. These basic “ground-rules” provide us with a foundation to build a great student-instructor relationship. My priority is you, and if at any time you are feeling overwhelmed by school or life in general, please feel free to visit me in my office, email me, or call me. I'll tell you now that college is hard, time-consuming work, and I may not have all the answers to your problems, but if there is an issue I cannot help you solve, I will do my best to find someone who can. I will also say that forgetfulness and poor time management are easily avoided when you execute the proper planning techniques, such as using a day planner. If you are struggling with these kinds of issues, I suggest you do some research to help remedy the problem quickly because college requires strong work ethic and planning skills. I wish you all the best for the fall semester.

According to Mark Twain, "Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great." I'm not about to toot my own horn and say that I'm great, but my goal is to aid you with your writing struggles and help you become the best writer *you* can be, all the while making this class fun for those who love and don't love writing.

With that said here is my secret to college success: FOLLOW DIRECTIONS. If you do everything else wrong, at least you followed directions, and teachers—including myself—are much more forgiving when you do this. ☺

### **GENERAL COURSE DESCRIPTION**

Partially fulfills General Education English requirement. Designed to improve students' abilities to read, analyze, and write expository papers. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used to prepare students to write college level papers. Successful completers (grade C or higher) will be prepared to take ENGL 2010.

So what does that mean? Well, the main purpose of English 1010 is to help you better communicate your ideas clearly and effectively, and this class will be a workshop class in which all of you will be active participants. We will focus just as much on the *process* of writing as on the final *product* of each paper. Long before you turn in each paper, several of us will already know what you are writing about, and we will have read and given you feedback on at least one draft of each of your papers. Think of this semester as an opportunity to learn more about writing and improve your writing, researching, and reviewing skills.

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).

### **GOALS AND OBJECTIVES**

#### *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 students 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.
  - a. Develop a preliminary bibliography, notes, and an outline (or other organizational strategy) as steps in writing a research paper.

## PREP-CHECKS

The semester coursework will also include 7 Prep-Checks. These are simple assessments to check your understanding of basic concepts. The reading material for each check will be from our text and will cover clarity, grammar, mechanics, and punctuation. Each day in class we will apply the techniques. The quiz will be handed out in class on Wednesday and due the following Monday. You may NOT make up Prep-Checks; if you are absent the day a Prep-Check is given in class, you will not be able to make up the quiz at a later time. Each Check is worth 10 points for a total of 70 overall points toward your grade. I will drop the ONE score—the lowest—from the checks at the end of the semester.

## ESSAYS

During the semester you will create 4 essays. Each essay is worth 100 points (except the diagnostic essay, which is worth 50) for a total of 350 points toward your overall grade. **YOU MUST COMPLETE ALL ESSAYS IN ORDER TO PASS THE CLASS—NO EXCEPTIONS.** Each essay will be broken into parts (I will explain in depth later). **Please format your essays in the following MLA format:**

Lastname & page number (on every page)
Firstname Lastname
Mrs. W
English 1010-51
Assignment Due Date
Title
The body of your essay should be <i>evenly</i> double-spaced, with <i>no extra spaces between paragraphs or after the title</i> . Please also avoid extremely large or small font sizes, and number your pages (page number and last name in the upper right-hand corner of each page). Times New Roman font, size 12 is the best choice. Also, your margins need to be set at 1 inch all around (no more, no less).

Be sure to save all pre-writing, early drafts, and final drafts! All final and revised drafts must be submitted with each previous draft that I or a peer has commented on. When you submit an essay, I would like you to clip together the following elements:

- |         |   |
|---------|---|
| Top→    | Rubric  |
|         | Final/Best draft  |
|         | First draft(s) with peers or my comments from workshops |
| Bottom→ | Any freewriting and prewriting you've done              |

I encourage you to have at least one back up copy of every draft of every essay. This is a good idea for two reasons: (1) you may have computer problems and lose entire essays, and (2) you may misplace an essay or a computer disk. **Please trust me on this—back up every revision of every essay!**

Once you decide on a paper topic and focus, I ask that you carry through with that topic. Because I have had plagiarism problems with students, you may not change topics midway through a paper. Therefore, choose each paper's topic and approach very carefully. If at any time I find that your paper is not your own, in other words you're cheating, you will receive an "F," on the essay without an opportunity to revise, **NO EXCEPTIONS!**

### Workshops

Having someone read through and help you revise your writing is an important part of the writing process. Therefore, I require that you attend each workshop prepared and willing to participate. Each workshop is worth 20 points for a total of 60 points toward your overall grade. I require that you email me the draft you plan on bringing to class by midnight the day before the workshop. You may make changes; however, if I do not receive a complete draft then I assume you have not followed directions required for the workshop.

**Very important:** I will ask you to leave class (and you will be considered absent) if you come to peer review days unprepared. Being prepared means three things:

1. Come to peer response days **on time**.
2. Come with a **genuine effort**—this means the best draft you can create.
  - a. A rough draft is not acceptable.
3. Bring **assigned number of copies** (for you and your peer-group members).

### Revising an Essay

You may revise either Essay 2 or 3 (one or the other, not both). In order to be eligible to submit a revision, however, you must meet the following criteria:

- You must have attended the workshop prepared.
- You must have turned in the essay (and on time).
- You must have received lower than an A- on the final graded essay.

If you decide you want to submit a revision, you must include the following:

Top→	Revised draft
	Graded best draft
	First draft(s) with my comments
	First draft(s) with peer comments from workshops
Bottom→	Any freewriting and prewriting you've done

### ORAL PRESENTATION

At the end of the semester you will give a brief oral presentation to the class sharing your final Essay 4. We will talk more about this when the time comes. The oral presentation is worth 50 points of your overall class grade.

### EXAMS

You will take three exam throughout the semester department pre-test worth 5 points, department post-test worth 10 points, and final exam worth 100 points.

### PORTFOLIO

Portfolios are an important part of the class. Your portfolio should be a 1 inch 3-ring binder. Your portfolio should include the following graded assignments in six sections: self-evaluation, prep-checks, essays, graded assignments, exams, and extra credit. This will help you keep track of all your graded assignments—in case I make a mistake when recording them in my grade book—and allow you to know your grade in the class at all times.

### EXTRA CREDIT

Do I offer extra credit? Yes, throughout the semester I will inform you how you can earn extra credit. However, you may only receive up to 5 points maximum for each extra credit assignment.

### ATTENDANCE, TIMELINESS, & PARTICIPATION

Attendance, timeliness, and participation are a direct part of my grading system, and these actions will affect your overall grade. Besides missing out on valuable information when you're absent, assignments cannot be turned in late, so if you are absent on a day that an assignment is due, you will not get points for that assignment unless you made prior arrangements with me. If you must be absent—due to a severe illness,

death in the family, etc.—please try to let me know *before* class if possible (preferably by email westegaard@dixie.edu). Work conflicts, although unfortunate, are not an emergency absence. If you know you will miss classes due to work, I suggest you find a class at a different time that doesn't conflict with your work schedule. Absences and tardiness will also affect your class participation grade, so this could also lower your overall grade in the class.

Please note that *I rarely distinguish between excused and unexcused absences*. In other words, some of you will have genuine, honest reasons for missing classes. Yet the reasons don't change the fact that you are still missing class discussions, activities, and sample essays and are therefore learning less than your classmates who do attend class. So if you choose to be absent on a given day, choose wisely. If you ever miss a class, you are still responsible for all material covered and you must attempt to hand in any missed work before the missed class period.

In order to participate in class discussions and activities, you need to come prepared for class with all readings and assignments complete. I do take note of students who are not prepared. These three elements are worth 40 points toward your overall grade.

### **LATE ASSIGNMENT POLICY**

All assignments are due when noted in the syllabus. **I will not accept late assignments, EVER!** Let me repeat this, **I WILL NOT ACCEPT LATE ASSIGNMENTS EVER!** If you know you will be absent the day an assignment is due, you must turn in your assignment early—preferably the class period before. If a *legitimate emergency* causes you to be late on a final draft of an essay, let me know about it as soon as is humanly possible. What are *legitimate emergency* causes? Ask me. Are there exceptions to this? Yes, ask me. If you fail to turn in your assignment the day it is due you will receive a “0” on the assignment; thus lowering your overall grade and this includes essays. Assignments are due **in class** on their assigned due date. I will not accept assignments outside of class.

### **DROP DATE**

If you stop attending class, it is your responsibility to drop the class before that semester's drop deadline (July 2, 2010). If you do not drop the class, but you stop attending you will receive a withdrawal fail (WF) for the class. The complete withdrawal date is July 9, 2010. Other important dates can be found at the following web address: [http://new.dixie.edu/reg/?page=events\\_calendar](http://new.dixie.edu/reg/?page=events_calendar).

### **DISABILITY RESOURCE CENTER**

If you are a student with a documented physical or mental impairment that will substantially limit a major life activity, please contact the Disability Resource Center on the main campus. The Center Coordinator and staff will assist you in analyzing your eligibility for services. If you are deemed eligible, reasonable accommodations that are appropriate for your disability will be assigned. If you have any questions concerning this process, please contact the Center at 652-7516; they are located in the Student Services Center, Room #201 of the Edith Whitehead Building.

### **OTHER HELPFUL PLACES**

#### *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 Bldg. Call 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 writing, and for numerous links to relevant web-sites. To reach the 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.”

## **PLAGIARISM**

Plagiarism is a serious offense that can result in your failing the course and can also result in the permanent marking of your college file. What is plagiarism? It is either:

1. Using someone else's *ideas* without giving credit to them (in the specific paragraph in which you use that person's ideas)
2. Using someone else's *words* without quoting them (Thompson wrote, "blah, blah.")

We will talk about this in more detail during class, and I will teach you how to use sources well.

Nonetheless, if you are ever concerned that you might be unknowingly plagiarizing, it is always better if you bring it to my attention before you turn in a final draft of the essay.

## **DMAIL**

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 e-mail your entire class about important assignment and/or class information, and they will use students' Dmail accounts to do so. All DSC students are automatically assigned a Dmail email account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

## **CLASS SCHEDULE OVERVIEW BY WEEK**

Week 1: Intros, **Dept. Pre-test**, Writing Process, Comma Splices and Fused Sentences, Assign Essay 1

Week 2: **Diagnostic Essay DUE**, Assign Essay 2, Parallelism, Commas, Writing Intros & Conclusions

Week 3: Paragraphs, S/V & Pronoun Agreement, Transitions, Lit. Techniques, **Workshop Essay 2**

Week 4: Modifiers, **Essay 2 DUE**, Assign Essay 3, Using Borrowed Info., Description, Definition, etc.

Week 5: Research, In-text Citations, Works Cited, Semi-colon, Colon, Apostrophe, **Workshop Essay 3**

Week 6: **Essay 3 DUE**, Assign Essay 4, Style , Passive/Active voice

Week 7: **Workshop Essay 4**, Other Punctuation and Mechanics, **Essay 4 DUE**, **Begin Oral Presentations**

Week 8: Final review, **Finish Oral Presentations**, **Final Exam**

## CLASS SCHEDULE

All readings/assignments are due on the day listed. This schedule is subject to change with instructor notice. If a section is not listed, this means you are not responsible for anything requiring that task. For example, if a reading assignment is not listed, no reading assignments are required for that day. All the assignments due on a specific day that do not have points assigned to them are part of your participation points.

### Week 1

Tuesday—June 1

- In-class discussions:
  - Introductions
  - Syllabus review
  - Fragments
  - Essay 1: Diagnostic Essay assignment description
- In-class activity:
  - **Department Pre-test (5 points)**

Thursday—June 3

- Reading Due: *Writing Today* “Chapter 14: Inventing Ideas and Prewriting” (328-339), *Writing Today* “Handbook: Fragments” (800-804), *Writing Today* “Handbook: Comma Splices” (804-806), *Writing Today* “Handbook: Fused Sentences” (806-807)
- Assignments Due:
  - Please email me by today’s class with your current email and phone number ([Westegaard@dixie.edu](mailto:Westegaard@dixie.edu)) –part of your participation points
- In-class Discussions:
  - Writing process
  - Comma Splices and Fused Sentences
- In-class Activity:
  - Writing process exercise (Flash Fiction)

### Week 2

Tuesday—June 8

- Reading Due: *Writing Today* “Chapter 15: Organizing and Drafting” (341-346) and *Writing Today* “Chapter 18: Revising and Editing” (373-388), *Writing Today* “Handbook: Parallelism” (807-808)
- Assignments Due:
  - **Clip Essay 1: Diagnostic Essay package with large clip in this order:**
    - **Best Draft (50 points)**
    - **Any freewriting or prewriting**
  - Prep-Check 1: Fragments, Comma Splices, and Fused Sentences (10 points)
- In-class Discussions:
  - Essay 2: Memoir assignment description
  - Parallelism
- In-class Activity:
  - Brainstorm topics—narrow to three

Thursday—June 10

- Reading Due: *Writing Today* “Chapter 4: Memoirs” (36-54), *Writing Today* “Chapter 19: Drafting Introductions and Conclusions” (392-398), *Writing Today* “Handbook: Commas” (830-833)
- Assignments Due:
  - Narrow topic from three to one—the one you will focus on for this assignment
    - Outline, map, or cluster
    - Tentative introduction with thesis statement
    - Tentative conclusion

- In-class Discussions:
  - What is a memoir?
  - Commas
- In-class Activity:
  - Read examples as small groups—find hook, thesis, etc.
  - Freewrite

### Week 3

Tuesday—June 15

- Reading Due: *Writing Today* “Chapter 20: Developing Paragraphs and Sections” (400-410), *Writing Today* “Handbook: Subject-Verb Agreement” (818-820)
- Assignments Due:
  - Tentative introduction with revised thesis statement
  - Tentative conclusion
  - Prep-Check 2: Parallelism and Commas (10 points)
- In-class Discussions:
  - Spice up your writing using literary techniques
  - Transitions
  - Subject-verb agreement
- In-class Activity:
  - Literary Terms BINGO
  - Transitions relay race
  - Freewrite

Thursday—June 17 **WORKSHOP**

- Reading Due: *Writing Today* “Handbook: Pronoun Agreement” (823-824)
- Assignments Due:
  - **Bring 3 completed copies of Essay 2** (*see workshop guidelines if you have questions*)
- In-class Discussions:
  - Pronoun agreement
- In-class Activity:
  - Workshop (20 points)

**\*You must email me your workshop draft by 11:59 PM on Monday, June 21. If you fail to do this, I consider you ill prepared. See workshop guidelines for more information.**

### Week 4

Tuesday—June 22

- Reading Due: *Writing Today* “Chapter 11: Position Papers” (221-230), *Writing Today* “Handbook: Dangling Modifiers and Misplaced Modifiers” (811-812)
- Assignments Due:
  - **Final Essay 2 package due (100 points)**
    - **Clip final Essay 2 package with large clip in this order:**
      - **Rubric**
      - **Best draft**
      - **Peer revisions with comments**
      - **Any freewriting and prewriting**
  - Prep-Check 3: Subject-Verb Agreement and Pronoun Agreement (10 points)
- In-class Discussions:
  - Essay 3: Research Essay assignment description
  - Dangling modifiers
- In-class Activity:

- Brainstorm ideas—narrow down to three
- Mock debate

Thursday—June 24

- Reading Due: *Writing Today* “Chapter 11: Position Papers” (232-233), *Writing Today* “Chapter 21: Using Basic Rhetorical Patterns” (412-421)
- Assignments Due:
  - Narrow idea to one and create a question you have about this topic
- In-class Discussions:
  - Quoting, Paraphrasing, and Summarizing (using borrowed information)
  - Description, Definition, and Classification
  - Misplaced modifiers
- In-class Activity:
  - Taboo
  - Refine research question

### Week 5

Tuesday—June 29 **TRAVEL TO COMPUTER LAB**

- Reading Due: *Writing Today* “Chapter 24: Starting Research” (450-458), *Writing Today* “Chapter 25: Finding Sources and Collecting Information” (460-475), *Writing Today* “Chapter 22: Using Argumentative Strategies” (423-436), *Writing Today* “Handbook: Semi-Colon and Colon” (830, 833-834)
- Assignments Due:
  - Prep-Check 4: Dangling and Misplaced Modifiers (10 points)
- In-class Discussions:
  - How to turn your question into a thesis statement
  - In-text citations
  - Works Cited
  - Semi-colon and colon
- In-class Activity:
  - Conduct research
  - Read examples as a class

***\*You must email me your workshop draft by 11:59 PM on Wednesday, June 30. If you fail to do this, I consider you ill prepared. See workshop guidelines for more information.***

Thursday—July 1 **WORKSHOP**

- Reading Due: *Writing Today* “Handbook: Apostrophe” (838-839)
- Assignments Due:
  - **Bring 3 completed copies of Essay 3** (*see workshop guidelines if you have questions*)
- In-class Discussions:
  - Apostrophe
- In-class Activity:
  - Workshop (20 points)

### Week 6

Tuesday—July 6

- Reading Due: *Writing Today* “Chapter 8: Literary Analyses” (131-142), *Writing Today* “Handbook: Style” (825-829)
- Assignments Due:
  - **Final Essay 3 package due (100 points)**
    - **Clip final Essay 3 package with large clip in this order:**

- **Rubric**
- **Best draft**
- **Peer revisions with comments**
- **Any freewriting and prewriting**
  - Prep-Check 5: Semi-Colon, Colon, and Apostrophe (10 points)
- In-class Discussions:
  - Essay 4: Lyric Analysis assignment description
  - Style
- In-class Activity:
  - Practice analyzing songs

Thursday—July 8

- Reading Due: *Writing Today* “Chapter 8: Literary Analyses” (143, 147), *Writing Today* “Handbook: Voice” (817)
- Assignments Due:
  - Choose the song you will use for this assignment—print our lyrics and bring to class
  - Bring a tentative thesis, intro, and conclusion
- In-class Discussions:
  - Passive/Active voice
- In-class Activity:
  - Finding meaning in a song
  - Read examples in small groups

***\*You must email me your workshop draft by 11:59 PM on Monday, July 12. If you fail to do this, I consider you ill prepared. See workshop guidelines for more information.***

Week 7

Tuesday—July 13 **WORKSHOP**

- Reading Due: *Writing Today* “Handbook: Dash, Quotation Marks, Other Marks, Capitalizations” (834-838), *Writing Today* “Chapter 32: Presenting Your Work” (573-584)
- Assignments Due:
  - Prep-Check 6: Style and Passive/Active Voice (10 points)
  - **Bring 3 completed copies of Essay 2** (*see workshop guidelines if you have questions*)
- In-class Discussions:
  - Oral Presentations
  - Other punctuation and mechanics
- In-class Activity:
  - Workshop (20 points)

Thursday—July 15

- Reading Due: *Writing Today* “Handbook: Abbreviation, Italics, Hyphens, Numbers” (838, 840-842)
- Assignments Due:
  - **Final Essay 4 package due (100 points)**
    - **Clip final Essay 4 package with large clip in this order:**
      - **Rubric**
      - **Best draft**
      - **Peer revisions with comments**
      - **Any freewriting and prewriting**
- In-class Discussions:
  - Other punctuation and mechanics
- In-class Activity:
  - **Begin Oral Presentations (50 points)**

Week 8

Tuesday—July 20

- Reading Due: *Writing Today* “Chapter 31: Succeeding on Essay Exams” (562-572)
- Assignments Due:
  - Prep-Check 7: Other Punctuation and Mechanics (10 points)
- In-class Discussions:
  - Final review
- In-class Activity:
  - **Finish Oral Presentations (50 points)**

Thursday—22 **FINAL EXAM**

- In-class Activity:
  - **Final Exam (100 points)**

**Final Note:** The above information represents a general course of events and assignments for the next 8 weeks. I reserve the right to change things as we go along and will announce any change in sufficient time in advance of any due date or other constraint.

## GRADING

Assignment	How many?	Individual Point Value	Total Point Value
Prep-checks	7	10	70
Essay 1	1	50	50
Essay 2	1	100	100
Essay 3	1	100	100
Essay 4	1	100	100
Final Exam	1	100	100
Dept. Pre-test	1	5	5
Dept. Post-test	1	10	10
Oral Presentation	1	50	50
Workshops	3	20	60
Class Participation	1	40	40
			<b>GRAND TOTAL: 785</b>

## GRADING SCALE

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

## STUDENT EVALUATION

*Please keep a record of your grades; you will need this if you ever need to refute your grade. To know your grade at any time during the semester just add up your total points and divide it by the total points possible at that time.*

Assignment	How many?	Point Value	Your Earned Points
Prep-checks	7	10	1: 2: 3: 4: 5: 6: 7:
Essay 1	1	50	
Essay 2	1	100	
Essay 3	1	100	
Essay 4	1	100	
Final Exam	1	100	
Dept. Pre-test	1	5	
Dept. Post-test	1	10	
Oral Presentation	1	50	
Workshops	3	20	1: 2: 3:
Class Participation	1	40	
			<b>Your GRAND TOTAL: _____</b>
			<b>Divide your total by 785</b>
			<b>YOUR PERCENTAGE:</b>
			<b>YOUR GRADE:</b>