

Spring 2012

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ENGLISH 1010, Introduction to Writing—Online Course, section 40
Credit Hours: 3

Course Prerequisites--minimum student preparation: LIB 1010 (can be taken concurrently); AND English placement score 19 or higher OR ENGL 0990 (Grade C or higher and if ENGL 0995 required, Grade C or higher); AND Reading placement score 17 or higher OR ENGL 1470 (Grade C or higher).

Overall English Department Mission Statement: The English Department at Dixie State College 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 essays.

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. Prerequisite: LIB 1010 (can be taken concurrently); AND English placement score 19 or higher OR ENGL 0990 (Grade C or higher and if ENGL 0995 required, Grade C or higher); AND Reading placement score 17 or higher OR ENGL 1470 (Grade C or higher). FA, SP, S

This particular course is an online course. As in all online courses, you'll be required to work on your assignments yourself. Though you will be able to pace yourself to some extent, you must abide by the due dates as stated on the syllabus. To be successful in this course, you need to be motivated and self-directed. If these qualities describe you, you will be successful in this class! You'll also enjoy it and learn a lot.

Course Goals:

- A knowledge of the rules of grammar, punctuation and usage.
- An understanding of effective stages within the writing process.
- An understanding of the modes of writing.

Course Learning Outcomes:

Upon completing this course, students who are engaged in this class will have improved their ability to:

- Write more clearly.
- Write more correctly (in terms of academic rules of effective writing).
- [For a more detailed list of the course’s objectives, please see our program’s complete course description for English 1010. In that document, you will find a much longer list that is in the syllabi of every English 1010 instructor.]

Methods of Assessment:

Formative Assessment Methods

Preparation Checks: Students will periodically show their completion of the stages of the writing process.

In-Class Writing: Students will be asked to write at least one in-class essay, partly to learn about strategies of on-the-spot writing, and partly to verify that their out-of-class writing is indeed their own.

Summative Assessment Methods

Essays: Students in this course will:

Write a minimum of 4 essays, totaling at least 4,500 words:

- 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 sources.
- No more than one of which will be a narrative essay.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

Minimum Technical Skills: Ability to use Microsoft Word and compose emails, create attachments, respond to threads on discussion boards, and use Internet search engines. You should also be able to log onto the library website and its databases. Though not required at the beginning of the course, you will have to learn to use Canvas, the web interface we’ll be using for this class.

Computer Needs: Review the [computer specifications](http://www.dixie.edu/online/specs.html) web page, and make sure you update your multimedia drivers and [check your web browser](#) (<http://www.dixie.edu/online/specs.html>).

Required Course Materials:

- Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. Eleventh Edition. Boston: Bedford/ St. Martin’s, 2010. Print.
- Access to Canvas.
- Microsoft Word.
- Possibly a printer and a binder to keep all your papers, handouts, assignments etc. in order.

Semester Grade:

Assessment Tests:	20 points
Quizzes:	50 points
Comments on Readings	30 points
Discussions and Homework:	60 points
Grammar tests	80 points

Four formal essays:	
• Narration	100 points
• Cause and Effect	150 points
• Argument-Research	250 points
• Comparison/ Contrast Paper	100 points
Mid-term exam:	60 points
Final Exam:	100 points

	1000 points

How to Meet the Learning Objectives:

Due Dates: All assignments are due by **midnight** on either **Mondays or Wednesdays**, as indicated on the syllabus.

Class Participation: Participate in discussions, peer reviews, and weekly discussions regularly. Express your questions, concerns, or comments in the folder called “**Weekly Discussion Forum,**” and other students and I will respond to your comments as soon as possible. These postings are not mandatory but supposed to provide further assistance.

Grammar Tests: You will find the grammar tests in the “Quizzes” tool on Canvas. These tests are scheduled on specific dates and last an hour. Once the date has passed or the hour expired, you won’t be able to submit your test.

Homework: Homework assignments consist of inventing, brainstorming, and drafting notes, peer critiques, peer work, and comments on readings. I do not accept late homework. Post your homework on the due date in the appropriate folder on Canvas. Because some assignments require work with a peer, I will assign peers to you with whom you must work closely to be successful. **Comments on Readings:** Comment on particular readings **three times** this semester with comments 2-3 paragraphs long. Readings are listed on the syllabus, and you may choose which reading assignment you would like to respond to from this list. Further instructions on the syllabus.

Reading Quizzes: We will have ten reading quizzes throughout the semester. Quizzes cannot be made up. Quizzes are scheduled on certain dates and last an hour. Once the date has passed or the hour expired, you won’t be able to submit your quiz.

Papers and Drafts: Get an early start. Papers are due by 12pm, midnight, on the indicated date. Anticipate problems with the computer, the Internet connection, or Canvas. Every draft *must* be a complete essay. Papers not completed and posted on the due date will be penalized by one letter grade for each successive late day (not per class meeting). ***Please be aware that you are expected to complete your writing assignments in Word and submit them in rich text file format, as I must be able to access the writing assignments.*** I will not badger students about turning in the assignment in the correct format but will simply send a response to your paper post on Canvas and give the assignment a temporary zero. You’ll have **two days** to resubmit the assignment without a grade penalty, but if you do this more than once, I will be forced to start assigning a grade penalty.

Exams: Exams test your ability to retain knowledge acquired in class. To prepare for the exams, it is essential to do the assigned readings, participate in all discussions, complete all your homework, take notes conscientiously in the course of the semester, and review your notes regularly. You will take the exams in the / a testing center. For security purposes, exam dates are non-negotiable, and ***exams cannot be taken before or after the last day they are open on Canvas.***

Further Notes: It is important to adhere to the course schedule. Students are entitled to a reasonable expectation that the course is in a stable and complete condition at the beginning of the semester. However, I reserve the right to change assignments depending on class needs. I will notify you through announcements and Canvas mail if I do so. Of course, technology does fail. We will work around technical problems. Don't ever panic.

Grading Scale: A+ 100-97; A 96-93; A- 92-90; B+ 89-87; B 86-83, B- 82-80; C+ 79-77; C 76-73, C- 72-70; D+ 69-67; D 66-63, D- 62-60; F 59-0.

What it takes to get a good grade in the course:

- read actively instead of passively;
- post your work on time;
- craft well-written essays;
- prepare for your exams;
- prepare presentations;
- repeatedly review class notes;
- clarify questions early: do not hesitate to ask me;
- participate in class discussions.

Active Reading: Read when you're most awake! Read with a pencil in hand to underline important passages and interesting wording (diction) and to write down questions (in a notebook or on the margin) you might have.

Academic Honesty: Cheating in any form (plagiarism, etc.) is a serious offense and will result in automatic failure of the assignment. Plagiarism is the undocumented use of another person's ideas and/ or words, whether they come from a published source (books, magazines, the Internet etc.) or from someone else's paper. If you're unsure or have any questions, talk with me before the assignment is due. See <http://www.dixie.edu/reg/student-rights.html>, section "Academic Performance Responsibilities" for more information.

Attendance: You are obligated to participate in online discussions regularly and on time. All activity on Canvas will be graded, and any missed assignment affects your class grade. See also <http://www.dixie.edu/humanres/policy/sec5/523.html>.

If you stop attending class, it is your responsibility to drop the class before that semester's drop deadline.

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>.

Turn-Around Times: I usually return marked papers within a week to give you enough time to work on second drafts. I will respond to your emails as soon as I have an answer to your questions—usually within 24 hours. However, I do not spend much time on the computer on Fridays or Saturdays, as that is family time.

What I Expect of You: Do your assignments. You're expected to log on at least twice a week. Your class time is calculated as about 9 hours / week. The time you spend on your assignments may, however, vary from week to week, particularly when you have papers due.

Etiquette:

Email Etiquette: Address your audience! Write the name at the beginning of the email, just as you would when writing a real letter: “Dear Dr. Wrede” or “Hello Dr. Wrede,” for example. I will then also respond by addressing you directly: “Hello Christy” or “Dear Christy.” Also conclude your email by stating your name: “Best, Tom”: or “Sincerely, Tom.” As old-fashioned as this may sound, your boss or superior in the “real world” of work also won’t appreciate it when addressed simply with “Hey!” or not at all. It sets a wrong tone, and especially when you have a request, you don’t want to irritate your audience.

Behavioral Expectations: Respect your classmates’ desire to learn and express themselves, as we will respect your contributions. Any kind of discussion that is not related to course materials is unacceptable. When emailing and discussing topics on Canvas, be considerate and do not use offensive or disparaging language. Post assignments on time so your classmates can respond to them—if required—within a given amount of time as stated on the syllabus. See <http://www.dixie.edu/humanres/policy/sec3/334.html>.

Protocol for Discussion Forums: Write in complete sentences. Do not write in all caps (AS THAT MEANS YOU ARE SHOUTING.) Use capital letters to begin sentences. Break into paragraph chunks to assist others in reading. Be very polite. Words often sound much harsher online than they would in person. **No flaming:** Students who “flame” (name-calling, harassing posts, etc.) others will be banned from the discussion forums and may be dropped from the class.

The Tone of Online Communication: Please be aware that communication online often sounds harsher than it does face to face. Please be extremely polite when communicating with me and with your classmates. If someone responds negatively to one of your discussion posts, please do not escalate the conflict. Instead, write to me, and I will read the post to see if it was inappropriate. You can attempt to clarify your position but sometimes ignoring negativity works better. However, if you feel attacked, please let me know immediately.

Students who attack others online will not be tolerated in the class. Please be polite and professional. This is not a public forum but a virtual classroom, and the same standards of behavior should be upheld as if we all sat down in a classroom together.

Communication:

Dmail: Important class and college information will be sent to your Dmail 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. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to 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.

Canvas: We will use Canvas for our communication and to post papers, to take tests and exams, to post homework assignments, and to comment on students’ work. Make sure to convert all WORD for Windows documents to RTF (rich text format). Wordpad is not a word processing program and should not be used. Please AVOID typing in the assignment window. You cannot format them, and I cannot make comments on them.

How best to contact me in urgent situations: Please send a message to me directly at wrede@dixie.edu regarding questions and/or problems. I do read all Canvas discussions, but not daily. So, Discussion Forums, or even the Canvas email feature, are not the best place to ask specific questions and expect a timely response. For a timely response, send me a message at wrede@dixie.edu or give me a call during my office hours. I answer email daily during the week, most often in the morning. *I am not online 24 hours a day.* However, I do understand how frustrating it can be when you cannot get an answer to a question or problem right away, and I am very conscientious about checking the status of my online classes. Just remember, there usually is no problem so serious that it must be resolved right away. Leave me a message, and I WILL contact you as soon as I am able.

Important Semester Dates, Spring 12: See <http://new.dixie.edu/reg/?page=spring2012>.

Student Resources

Several college resources are available to help you succeed. Check out the links on www.dixie.edu for each one to get more information.

Technical Support: You will find technical support at <http://new.dixie.edu/academicoutreach/index.php>. This website also features important information on computer specifications, logging onto Canvas, and where to find help.

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 Browning Building. Call 652-7743 for hours and information. http://new.dixie.edu/english/dsc_writing_center.php

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

Tutoring Center: If you need help understanding the content of your courses, go to the Tutoring Center located in the Browning Learning Center, Room 105. There is a schedule of what courses have tutors at what times outside the door. You can also visit them online at <http://dsc.dixie.edu/tutoring/>.

Testing Center: You are assigned to take a test in the Testing Center. You can get information on their website at <http://new.dixie.edu/testing/>. Note that the Testing Center is in the process of moving off campus toward the north side of campus, the North Plaza.

Library - <http://library.dixie.edu>.

Computer Lab - <http://new.dixie.edu/helpdesk/> <http://new.dixie.edu/reg/faculty/?page=Syllabus>

Disability Accommodations: If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. Our office is located in the Student Services Center, Room #201 of the Edith Whitehead Building.

Course syllabus is tentative, flexible, and subject to change based on class needs.
Readings will be discussed on date indicated.

Note: Assignments are due at midnight on the day indicated on the syllabus; use word for windows and convert to rtf.

Week 1: 01/09/12 -01/13/12: Introduction

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due ¹
M	Student self-introduction during the first week of classes syllabus, course requirements: click on Canvas class homepage, then “self-introduction.”	Academic honesty: Read http://www.dixie.edu/reg/student-rights.html , section “Academic Performance Responsibilities.” You will be quizzed on it.	Self-Introduction (homework 1): To introduce yourself, go to the front page of Canvas . Click on “Self-Introduction,” then again on “self-introduction” and “add new entry.”	<ul style="list-style-type: none"> • Assessment Test: complete the assessment test by Friday, Jan. 13. • Diagnostic Essay: Complete the diagnostic test by Friday, Jan. 13.
W		Read <i>Patterns for College Writing: A Rhetorical Reader and Guide</i> , pp.1-37 (Reading to Write, Invention)	<ul style="list-style-type: none"> • Complete quiz 1 by today. To find your quiz, click on “Quizzes” and then “Quiz 1.” • Post your questions or comments in the weekly discussion forum.² 	<ul style="list-style-type: none"> • Familiarize yourself with the modules in Canvas. In these modules (narration, cause-and-effect, argument, and comparison-and-contrast), you find basically all assignments, handouts, and exercises listed.

Week 2: 01/16- 01/20—Narration: Invention, Planning, Outlining

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	Handout ³ (HO): <u>paper assignment</u> for narration + strategies for personal narratives	Read <i>Patterns</i> , pp. 81-96 (Narration) Carefully read student essay 89-92;	<ul style="list-style-type: none"> • Reading quiz 2. 	<ul style="list-style-type: none"> • Homework 2: Work on essay one—post your invention, brainstorming and outlining notes in the folder “Narration, Preliminary Work.”⁴ You can find the folder in Canvas. Click on “Modules,” then search for the narration folder, and click on “Narration, preliminary work.”
W	<u>1. Grammar</u> : run-on sentences-- <u>HO</u> : “Punctuation Errors”	Read 88 (avoiding run-on sentences).	<ul style="list-style-type: none"> • Reading quiz 3. • <u>First grammar test</u>. • weekly discussion forum. 	Work on essays: Post in Canvas in the folder “Narration, Preliminary Work.”

¹ Assignments are due by the end of the day indicated on the syllabus.

² Express your questions, concerns, or comments on the “**Weekly Discussion Forum**,” and other students and I will respond to your comments. Postings are not mandatory and supposed to provide further assistance.

³ Download and read handouts along with other assigned readings.

⁴ Post your pre-writing work here, and I will be able to see how you’re getting on. Though I won’t comment on your postings every day, I will make sure that you’re on the right track. If you have any specific questions about the paper and your ideas, send me an email directly (wrede@dixie.edu).

Week 3: 01/23 – 01/27

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M		Read story p. 97-101(Cisneros)	<u>Comments on Readings 1:</u> Remark on one aspect of the readings you found most thought-provoking and/ or helpful for your own story: content, plot, structure, imagery and figurative language, tone, setting, dialogue, character etc. Post in Canvas discussion board “comments on readings,” to which you can find a link on the home page. ⁵	<ul style="list-style-type: none"> Homework 3: Work on essays—post your first three paragraphs in Canvas in the folder “Narration, Paragraphs.”
W		Read pp. 126-134 (Orwell)	<u>Comments on Readings 2:</u> Remark on one aspect of the readings you found most thought-provoking and/ or helpful for your own story: content, plot, structure, imagery and figurative language, tone, setting, dialogue, character etc. Post in Canvas “comments on readings.”	

Week 4: 01/30 – 02/03—Drafting and Revising, Editing and Proofreading

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	<u>2.</u> <u>Style:</u> Sentence variety (p. 75-76, 85)	Read <i>Patterns</i> , pp. 51-66 (drafting and revising) <ul style="list-style-type: none"> review and use <u>transitions</u> in your paper draft p. 43 	<ul style="list-style-type: none"> <u>Second grammar test.</u> 	<ul style="list-style-type: none"> First formal draft of paper one (2-3 pages)⁶
W	<u>3.</u> <u>Style:</u> Sentence concision	Read <i>Patterns</i> , pp. 67-79 (editing and proofreading) Read p. 75 (awkward phrasing, sentence concision, sentence variation)	<ul style="list-style-type: none"> <u>Third grammar test.</u> Reading quiz 4. Weekly discussion forum. 	

⁵ Three times this semester, you should complete this exercise. Write 2-3 paragraphs. Instead of posting a new discussion topic every time you do, post your comments as a thread—a response—to other students’ observations.

⁶ Post your papers in Canvas: click on “Modules,” find the appropriate module (in this case “Narration”), and click on the appropriate discussion (in this case “Narrative Paper, first draft”). The first draft of each paper is worth ten percent of the overall paper grade.

Week 5: 02/06 – 02/10--Cause and Effect

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	HO: <u>Paper Assignment for a cause-and-effect essay</u>	Read <i>Patterns</i> , pp. 321-337 (Cause and Effect)	<ul style="list-style-type: none"> Reading quiz 5. <u>Peer critiques</u> of paper one (homework 4). Two peers are assigned to you. Each paper should be commented on by <u>two peers</u> from the class, based on the questions on p. 93-94. Emphasize one element that must be improved upon. Post peer critiques in Canvas, Narration module, "Peer Reviews paper 1."	<ul style="list-style-type: none"> Homework 5: Work on causal essays-- brainstorm paper topics, and develop a paper outline with a thesis. <u>Follow template</u> A → B → C. Post in Canvas: "causal paper, preliminary work."
W	<u>4. Grammar</u> : Modifiers—avoiding dangling and misplaced modifiers	Read <i>Patterns</i> , pp. 37-50 (Arrangement) and causal essay structure: reread p. 329-331 Read 152-153 (avoiding dangling and misplaced modifiers)	<ul style="list-style-type: none"> <u>Fourth grammar test</u>. Reading quiz 6. Weekly discussion forum. 	Work on causal essays: reconsider your causal chain and your paper structure: Are causes and effects (and possibly solutions) clearly outlined? Are they clearly dependent on each other? Are you separating them in individual paragraphs? Are you providing examples for each?

Week 6: 02/13 – 02/17

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	HO: Writer, Text, Audience; "Paper Structure"			<ul style="list-style-type: none"> Final draft of paper one—post in narration module, folder "Narrative Paper, final draft": Homework 6: At the end of your paper, on a separate page, list two or three most important changes you have made to your draft.
W		Read <i>Patterns</i> , pp. 357-362 (Hasselstrom); essay structure: reread p. 329-331 Reread student essay p. 333-336.	<u>Comments on Readings 3</u> : Remark on one aspect of the readings you found most thought-provoking and/ or helpful for your own essay: content, structure, language, style, etc. Post in Canvas "comments on readings." <ul style="list-style-type: none"> Weekly discussion forum. 	<ul style="list-style-type: none"> Work on essay two: write intro with thesis, body paragraphs, and conclusion.

Week 7: 02/20 – 02/24--Arguing Positions: Research Paper

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	HO: <u>Paper assignment for an argument</u> (which includes paper topics)	Read pp. 547-574 (Argumentation)	<ul style="list-style-type: none"> Reading quiz 7. 	<ul style="list-style-type: none"> First formal draft of paper two (4-5 pages).

	HO: logical fallacies (see book p. 559-562)			
W	HO: appeals to logos, pathos, ethos HO: "paper outline worksheet"		<ul style="list-style-type: none"> • Reading quiz 8 (on pp. 547-574). • Homework 8: Peer critiques of paper two. Two peers are assigned to you. Base your comments on the questions on p. 337. Emphasize one element that must especially be improved. Post peer critiques in Canvas, Cause-and-Effect module, "Peer Reviews paper 2." • Weekly discussion forum 	<ul style="list-style-type: none"> • Homework 7: Work on your research essay: <u>Brainstorm</u> a topic for paper three and create an <u>outline</u> with a thesis. Consider how you will deal with the opposing viewpoint. Post in Canvas—argument, preliminary draft.

Week 8: 02/27 – 03/02—Research Strategies

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M		Read p. 629-637 (Karen De Coster and Brad Edmonds)	<u>Comments on Readings 4</u> : Remark on one aspect of the readings you found most thought-provoking and/ or helpful for your own essay: content, structure, language, style, etc. Post in Canvas "comments on readings."	<ul style="list-style-type: none"> • Work on your essays. Consider especially your counterarguments: What are they? How will you refute them? Where did you place them (first body paragraph)?
W			<ul style="list-style-type: none"> • Weekly discussion forum. 	<ul style="list-style-type: none"> • Mid-term exam. The exam is available at the Testing Center on <u>Wednesday</u> and <u>Thursday</u> between opening and closing time.

Week 9: 03/05 – 03/09

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	<u>Research strategies</u> : HO: Source Evaluation	Read pp. 757-761 (library and Internet research, evaluating sources)		<ul style="list-style-type: none"> • Work on your essay: find sources.
W		Read pp. 761-788 (paraphrasing, summarizing, synthesizing, documenting, and citing sources)	<ul style="list-style-type: none"> • Reading quiz 9. • Weekly discussion forum. 	<ul style="list-style-type: none"> • Final draft of paper two (4-5 pages). • Homework 9: At the end of your paper, on a separate sheet, list two or three most important changes you have made to your draft.

Week 10: 03/12 – 03/16

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	Spring break			
W	Spring break			

Week 11: 03/19 – 03/23

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	5. <u>Grammar</u> : coordination and subordination	Reread: Editing your essay pp. 331-333, 564-567 (coordination and subordination)	<ul style="list-style-type: none"> <u>Fifth grammar test.</u> 	<ul style="list-style-type: none"> Homework 10: Work on your research essay--post your list of sources on Canvas and indicate why you think they will be useful for your paper. List your sources using correct MLA documentation format.
W		Read 638-647 (Liza Featherstone); Reread student essay pp. 782-788 for citations. Reread pp. 567-570 for model argument essay: Pay special attention to the incorporation and documentation of sources. Be aware, though, that his is not an argument essay.	<p><u>Comments on Readings 5</u>: Remark on one aspect of the readings you found most thought-provoking and/ or helpful for your own essay: content, structure, language, style, etc. Post in Canvas “comments on readings.”</p> <ul style="list-style-type: none"> Weekly discussion forum 	<ul style="list-style-type: none"> Work on your research essay: Consider how you will incorporate your research: Choose quotes and passages to paraphrase or summarize. Use in-text citations. Write an intro with a thesis and your body paragraphs with research. Cite your sources using MLA style.

Week 12: 03/26 – 03/30--Comparison and Contrast

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	<u>HO: Paper assignment for comparison and contrast essay</u>	Read pp. 383-389 (Comparison and Contrast)		<ul style="list-style-type: none"> First draft of paper three due (4-5 pages, not counting the “works cited” page). Homework 11: Begin working on the group paper: together with two peers (assigned to you), decide on a paper topic, compare brainstorming notes, and develop an <u>outline</u>. Distribute labor for this paper. Post your notes on Canvas: Comparison-and-Contrast paper, “Brainstorming, outline, intro, body paragraphs.”
W		Read pp. 389-404 (revising, editing a c/c essay; sample c/c essays)	<ul style="list-style-type: none"> <u>Homework 12: Peer critiques of paper three</u>: you will be assigned a peer critique group. Use questions on pp. 572 for the critiques. Stress ONE aspect that needs special attention. Post peer critiques in Canvas, Argument module, “Peer Reviews paper 3.” 	<ul style="list-style-type: none"> Work on essay four. Pay particular attention to your essay structure. Post your notes on Canvas: Comparison-and-Contrast paper, “Brainstorming, outline, intro, body paragraphs.”

			<ul style="list-style-type: none"> • Weekly discussion forum. 	
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Week 13: 04/02 – 04/06

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M		Read pp. 411-415 (Bharati Mukherjee) Read pp.564-567 (revising the argument essay)	Comments on Readings <u>6</u> Remark on one aspect of the readings you found most thought-provoking and/ or helpful for your own essay: content, structure, language, style, etc. Post in Canvas “comments on readings.”	<ul style="list-style-type: none"> • First draft of group paper due (2-3 pages).
W			<ul style="list-style-type: none"> • Reading quiz 10. • <u>Homework 13: Peer critiques of paper four:</u>⁷ you will be assigned a peer critique group. Use questions on pp. 402 for the critiques. Stress ONE aspect that needs special attention. Post peer critiques in Canvas, Comparison-and-Contrast module, “Peer Reviews paper 4.” • Weekly discussion forum. 	<ul style="list-style-type: none"> • Work on final draft of the research essay.

Week 14: 04/09 – 04/13

Date	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	<u>6.</u> Grammar: Parallelism	Read p. 70-71, 390 (parallelism)	<ul style="list-style-type: none"> • <u>Sixth grammar test.</u> • Weekly discussion forum. 	<ul style="list-style-type: none"> • Final draft of paper three (5 pages, not counting the works cited page). • Homework 14: At the end of your paper, on a separate sheet, list two or three most important changes you have made to your draft.
W	<u>7.</u> Grammar: Using a Colon to introduce categories	Read p. p. 453, 73 (colons); reread student essay pp. 782-788 for citations. Reread pp. 567-570 for model argument essay: Pay special attention to how the student incorporates and documents (in “works cited” list) his sources. Be aware, though, that his is not an argument essay.	<ul style="list-style-type: none"> • <u>Seventh grammar test.</u> 	<ul style="list-style-type: none"> • Work on group paper.

⁷ You do not as a group have to agree on your critiques..

Week 15: 04/16 – 04/20

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M	8. <u>Grammar:</u> unnecessary shifts	Read 268, 67-69 (unnecessary shifts); read student essay p. 392-396	<ul style="list-style-type: none"> <u>Eighth grammar test.</u> 	<ul style="list-style-type: none"> Final draft of group paper four (2-3 pages).
W		Read p. 70, 152; commas in a series p. 72, 205.	<ul style="list-style-type: none"> Weekly discussion forum. 	<ul style="list-style-type: none"> Homework 15: Fill out peer evaluation worksheet for paper 4 and send to me directly, either through Canvas email or my personal email.

Week 16: 04/23 – 04/27--Review

Day	Content and Handouts	Readings	Discussions and exercises due today	Work on papers and papers due
M			Review grammar: post your questions about the final exam in Canvas, Module “Exams,” “questions about the final.”	
W	Review		Final review: post and answer questions you have on Canvas.	<ul style="list-style-type: none"> Assessment (post-) test: complete the test (in “assessments”) by Friday, April 27.

Mid-Term Exams: Wednesday, Feb. 29, and Thursday, March 1, by the time the Testing Center closes.

Final Exams: Monday, April 30, and Tuesday, May 1, by the time the Testing Center closes.

Plan to take your mid-term and your final on one of these days. I cannot change the dates for you. Please see class policies.