

Texas A&M International University

First Year Writing Program

ENGL 1301-Section #: College Composition I

Time and Location:

T 10:30-11:45 Pellegrino Hall 221--LAB

R 10:30-11:45 Bob Bullock 224

Instructor: First and Last name

E-Mail Address: username@tamiu.edu

Office Phone: (956) 326-XXXX

Office: Pellegrino Hall XXXX

**Office Hours: (Full time Faculty: 6 hours over 4 days)
(Adjunct: 1 hour per course)**

and by appointment

What is needed for this course:

*Students will use the same texts for ENGL 1301 and 1302, which include:

1. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 6th ed. Boston: Bedford/St. Martin's, 2012. Print. 1-4576-0239-3
2. Johnson-Sheehan, Richard and Charles Paine. *Writing Today*. 2nd ed. Boston: Pearson, 2013. Print. 0-205-21008-2
3. Neuleib, Janice, Kathleen Shine Cain, and Stephen Ruffus, eds. *The Mercury Reader: Texas A&M International University's Writing Program Reader*. Boston: Pearson, 2012. Print. (Has a purple cover.) 1-256-55516-9
4. *MyCompLab* access. (Student access code comes packaged with the ENGL 1301/1302 bundle but is also sold separately on the web. Ask your instructor for more information.)
5. All students must obtain a TAMIU e-mail address and have it set as the "preferred e-mail," as required by the Registrar.
6. Access to a computer and the internet outside of class.

These requirements are sold separately:

7. **Journal: Composition Theme Book or Single (ONLY) Subject Notebook.**
8. Jump-drive.

Recommended, but Optional:

9. A portable American-English dictionary.

***Note: This course is "paperless" which means that assignments will be submitted electronically.**

Program Outcome: Upon successful completion of course in the Writing Program, students will be able to produce a portfolio of selected writings culled from their coursework that demonstrates writing effectiveness in five (5) areas: Focus, Organization/Development, Style/Sentence Structure, Grammar/Mechanics, and Research. **Additionally, students will be able to read, write, and think critically, work collaboratively in groups, and practice ethical decision making.**

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. **write reflectively about texts or ideas, connecting choices, actions, and consequences to ethical decision making;**
2. know and apply several invention, drafting, revision, and editing strategies;
3. evaluate, thereby identify, appropriate sources;
4. **incorporate appropriate sources effectively and ethically into their own texts;**

5. compose texts that effectively employ the features of a given genre;
6. **work collaboratively with others on team-oriented writing projects**; and
7. compose texts that effectively address purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical and **visual style**, correct use of Standard American Academic English (SAAE), and ethically appropriate use of research.)

Core-Curriculum Learning Outcomes (CCLOs):

1. **Critical Thinking Skills**: includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLOs # 1, 2, 3, 4, 5, 7)
2. **Communication Skills**: includes effective written, oral, and visual communication. (SLOs #1, 2, 3, 4, 5, 6, 7)
3. **Teamwork**: includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (SLO #6)
4. **Personal Responsibility**: includes the ability to connect choices, actions, and consequences to ethical decision making. (SLO #1, 6, 7)

Important Dates:

Mid-point of the Semester: **DATE**

Last Day to Drop a Course or to Withdraw from the University: **DATE**

Last Class Day: **DATE**

Final Exam: **Section XXX: DATE**

Writing Requirements and Grade Values: The following will allow students to have a basis for how grades will be calculated in this course.

1. Diagnostic Essay – (650 words; ≈ 2 ½ pgs.)
2. 10 % – Memoir Project (700 words; ≈ 3 pgs.) MLA format
3. 15 % – Review Project, with 1 secondary source (800 words; ≈ 4 pgs.) MLA format
4. 15 % – Commentary Project, with 1 secondary source (700 words; ≈ 3 pgs.) APA format
5. 15 % -- Argument Project, with at least 2 secondary sources (1000 words; ≈ 4 ½ pgs.) APA format
6. 10 % – Journal
7. 10 % – Writing Center (2 visits)
8. 15 % – *MyCompLab* (5% for Exercises; 10% for Post-Test)
9. **10 % -- Oral Presentations**
10. Final Exam Presentation
11. Submission of e-portfolio with Reflective Letter

*The instructor reserves the right to add/modify reading/writing assignments as needed.

****If a student fails to turn in one of the major writing assignments, does not complete the required journal entries or MCL exercises, does not complete peer-review/writing workshop activities, fails to earn at least a cumulative C on coursework, fails to submit an e-portfolio with a reflective letter, or fails to attend and participate in the final exam period, all of which constitute the requirements for this course, it will be impossible for him/her to pass this course.****

Required Coursework: This course operates from a perspective that writing is a process. This includes generating ideas, drafting, peer-reviewing, and editing, all of which lead to a final product that is evaluated by the instructor. The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. Therefore, there are several components to this course:

- **Electronic Portfolio:** All writing assignments should be kept, including prewriting activities, drafts, and evaluated essays. **In order to pass this course, students must have a complete e-portfolio at the end of the semester, and it must include all completed, graded writing assignments listed under “Writing Assignments and Grade Values,” plus any pre-writing, drafting, and rewriting required during the writing process of the essays (except where noted in the syllabus).** Students will prepare their portfolio for evaluation by completing a short “Portfolio Reflective Letter” about their progress over the course.
- **Journal:** This is a collection of writing assignments **(kept in either a Composition Theme book, a 1-subject notebook, or an electronic journal depending upon the instructor’s preference)** that ask students either to make observations about or reflect on an assigned topic or reading, analyze assigned readings for effective argument strategies or research, make connections to other readings, or engage in the process of writing (prewriting, sketching, and drafting). The purpose of the Journal is to allow space for students to explore ideas, practice composing strategies, and have free range in expression. The journal will be evaluated, and will be counted toward the final course grade, by the instructor based upon **his/her established parameters.**
- **Projects:** Students are required to complete four (4) major writing projects that include a number of exercises that are a part of “writing as a process.” **That is, in addition to the reading and writing assignments designated on the course schedule, students are expected to complete any in-class assignments (e.g. pre-writing activities, in-class drafting, grammar exercises) and to participate in peer-reviews, group work, and oral presentations.** Students are required to compose drafts that will be peer-reviewed and/or commented on by the instructor, to revise those drafts based upon those comments, to correct grammatical and syntactical errors, and to submit final products that will be evaluated.
 - **All drafts** must be done in order for students to have a final draft graded.
 - **No “recycled” essays**—essays written in other classes, in other sections of this course, at other institutions, or in Learning Communities—are permitted unless and until the instructor(s) provide(s) consent.
 - **Revising** means that students will not only change the grammatical and usage errors, but they will develop their paper by adding more examples, removing poor examples, or unnecessary sentences, or the student might supply a more focused thesis, clearer topic sentences, or better organization throughout the assigned piece of writing.
 - **All final drafts** must be typed or word-processed. Students using a Macintosh computer should save their work as a “Word 95/6.0” document to ensure computer lab compatibility.

- Students will use MLA or APA formatting, and the format will be determined by assignment. *Writing Today, A Pocket Style Manual*, and *MyCompLab* provide both MLA and APA guidelines.
- TurnItIn: This is web-based anti-plagiarism software that all students must incorporate into their submission process for all essays.
 - Working drafts (all drafts that are composed prior to final essay submission) must include all necessary and appropriate citations for source material.
 - Work that is not submitted to *TurnItIn* will not be accepted for grading. The instructor will evaluate the report generated by the software to determine if there are any plagiarism infractions.
- MyCompLab (MCL): This is web-based software where students will complete grammar, mechanics, usage, citation exercises, and any other activities deemed appropriate by the instructor. All MCL exercises must be completed in order to meet the requirements for passing this course.
 - Students will complete a Pre-Test (a “Comprehensive Grammar Diagnostic”), and at the end of the semester, students will take a Post-Test (another “Comprehensive Grammar Diagnostic”) that will assess students’ progress in learning grammar, mechanics, usage, and citations.
- Exams: Because the emphasis of this course is placed on the production of a number of pieces of writing that demonstrates writing effectiveness, there will be no “exams” in the traditional sense. However, there is a required final exam/oral presentation, and instructors may use pop quizzes to evaluate students’ progress.
- The Writing Center: All students must attend the Writing Center (Coward Hall, 2nd floor) at least TWICE during the semester, for a minimum of 30 minutes, to seek writing consultation on one of the assigned writings in this course. Students will receive credit once they have submitted a “writing center” attendance form to the instructor.

Evaluation: The most important consideration for all essays is content; however, grammar and usage are also important because 1) a person’s literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will work on proofreading and editing skills. Errors will affect final paper grades.

- Final Grades: All essays will be evaluated using a rubric, and students’ writing will earn a grade based upon the usual A, B, C, D, or F scale; however, **students must pass this course with a “C” or higher; “D” is NOT a passing grade.** A cumulative “D” “average” will result in an “F” for the course.
- The instructor will grade *holistically*. This means that a student’s *total progress* in the course is analyzed when final grades are assessed. Therefore, doing badly on one

assignment does not guarantee a low grade for the course, nor does doing excellent on one assignment guarantee a high grade for the course.

● **Late Papers:** Regardless of the assignment, deadlines are deadlines. (It is better to turn-in an assignment late than not at all, for a missing assignment at the end of the semester will result in failure to complete the course requirements.) Since most of the writing in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found. A student may request an extension by communicating with the instructor, in person or via e-mail, AT LEAST 48 hours in advance, but the granting of an extension is dependent upon the circumstances. If an essay is turned in late without prior negotiation, the essay will be lowered a letter grade for each weekday's delay, and a student has up to three (3) days (including weekends) to present the late work.

Attendance and Tardiness: Students are expected to attend classes on-time and in their entirety. If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time or remaining in the class for its duration, the student should communicate with the instructor so that a solution to the problem can be found.

Tardiness: If a student is more than 10 minutes late to class or if a student leaves class early, this will count toward attendance. Three (3) "tardies" and/or leaving early equal one (1) absence.

Absences: If students have excessive, unexcused absences from class, they will fail this course. "Excessive unexcused absences" are determined as follows: four (4) or more in a MW or TR course, five (5) or more in a MWF course, and three (3) or more in a MTWR summer course.

If students have missed the respective number of classes before the final date of withdrawing from courses, then they must initiate their own withdrawal from the course in the Registrar's Office to avoid earning an "F" in the course. Instructors do not drop students. NOTE: By Texas law, students may not withdraw from (or receive a "W" in) more than 6 total courses unless they qualify for certain exemptions to the law.

All absences are considered unexcused until and unless the student persuades the instructor that the absence merits being excused. Instructors may require documentation. Acceptable excuses include, but are not limited to:

1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student's immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student's presence;
5. Religious holy days;
6. Required participation in military duties;

7. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
8. Doctor visits that can not be rescheduled or that require travel.

If a student misses class, it is the student's responsibility to meet with the instructor to discuss anything that was missed. If a student misses class when an assignment is due, the student must still submit the work (see "Late Papers" policy above).

Attendance Policy for Students Involved in University Events: Often students who participate in sporting events, musical programs, or other university sanctioned activities miss class more than the required number of absences allowed for other students. These students must produce written documentation prior to leaving class for such events. All assignments are still due on the dates assigned in the syllabus. Students with documented "excused" absences due to university sanctioned events must notify and negotiate due dates for any other writing assignments done in-class. This policy is in effect to maintain equity among students.

Classroom Etiquette: The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class. Also,

1. Turn off ALL cell phones, i-Pods, and other MP3 players.
2. Do not access the web for entertainment or private use during class.
3. Arrive to class on time.
4. Do not speak while others are speaking.
5. No children allowed.
6. Food and drink are not permitted in the computer labs – bottled water only.

Early Alert: The "Early Alert" system allows faculty members to notify the Advising and Mentoring Center when students miss an excessive number of classes or assignments, exhibit unusual or disruptive behavior, or are failing to meet the course requirements. Students should know that this system is in place to help them through difficulties and is a confidential means of communication between the faculty member, the student, and the advisors.

Copyright Restrictions: The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement, and civil and criminal penalties may be assessed, including civil penalties for damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials under strict conditions. You may not copy most, much less all, of a work, but you

may copy a limited portion of a work, such as an article from a journal or a chapter from a book. These copies must be for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are both violating the law.

Students with Disabilities: Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. The University will adhere to all applicable federal, state, and local laws and regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is a student's responsibility to register with the Director of Student Counseling and to contact the instructor in a timely fashion to arrange for suitable accommodations. For more information, contact:

Student Counseling and Disability Services for Students

Location: University Success Center 138

Office Hours: 8:00 am-5:00 pm M-F

Phone #: (956) 326-2230

<http://www.tamui.edu/wellness/disability.shtml>

Plagiarism and Cheating Policy: Plagiarism is the presentation of someone else's work as your own. **1)** When you borrow someone else's facts, ideas, or opinions and put them entirely in your own words, you must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism. **2)** When you also borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism. **3)** When you present someone else's paper or exam (stolen, borrowed, or bought) as your own, you have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2010, sixth edition of the *Manual of The American Psychological Association* (APA):

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. *Each* time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (pp. 15-16)

Students should consult the Writing Center or a recommended guide to documentation and research such as the *Manual of the APA* or the *MLA Handbook for Writers of Research Papers* for guidance on

proper documentation. If students still have doubts concerning proper documentation, they should seek advice from their instructor prior to submitting any draft or final product.

Use of Work in Two or More Courses: Students may not submit work completed in one course for a grade in a second course unless they receive explicit permission to do so by the instructor of the second course.

Penalties for Plagiarism: Should a faculty member discover that a student has committed plagiarism, the student will receive a grade of “F” in that course, and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, has the right to give freshmen and sophomore students a “zero” for the assignment and to allow them to revise the assignment up to a grade of “F” (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade. This option is not available to juniors, seniors, or graduate students, who can not reasonably claim ignorance of documentation rules as an excuse.

Caution: Students must be very careful what they upload to TurnItIn or send to their professor for evaluation. Whatever students upload for evaluation will be evaluated based upon the protocols of academic honesty. In other words, students must practice citing correctly and accurately on all writings in all stages in the writing process. If a submission is plagiarized, the student will be held responsible. The excuse that “it was only a draft” will not be accepted.

Caution: Also, students should not share their electronic files with others. If a student does so, the student is responsible for the possible consequences. If Student A voluntarily (or involuntarily) provides Student B access to his or her files, and Student B accepts (or takes) a file, submits the file with a change of name while Student A also submits (or previously submitted) the file for evaluation, both students are responsible for plagiarism. It is impossible for instructors to know with certainty who wrote the paper and who stole it or if there was collusion between Student A and Student B.

Penalties for Cheating: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student will receive a “zero” for the assignment and not be allowed to make the assignment up. The incident must be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”

Student Right of Appeal: Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student. The *Student Handbook* provides details.

UConnect, TAMIU E-Mail, and Dusty Alert: Personal Announcements sent to students through TAMIU’s UConnect Portal and TAMIU E-mail are the official means of communicating course and university business with students and faculty – not the U.S. Mail and not other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, or

dean is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for Dusty Alert (see www.tamtu.edu). Dusty Alert is an instant cell phone text-messaging system allowing the university to communicate immediately with the university community if there is an on-campus emergency, something of immediate danger, or a campus closing.

Incompletes: The College policy for “Incompletes” discourages them. They are appropriate, however, when the following requirements are met:

- ▶ The student cannot complete the class because of a severe illness to self or immediate family member at the very end of the semester (after the date for withdrawal from class) or because of a traumatic event in the student’s life (e.g., death of or serious injury or illness to an immediate family member) at the end of the semester, AND
- ▶ The student is passing the class at the time he or she can not complete the semester, AND
- ▶ The student has completed either 85-90% of the course requirements or is missing only major assignments due after the final date for withdrawal from class and after the onset of the illness or traumatic event (e.g., assignments such as the final exam for the course or a research paper), AND
- ▶ The faculty member must have the approval of the department chair before giving an Incomplete.

Student Responsibility for Dropping a Course: It is the responsibility of the STUDENT to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course.

Independent Study Course: Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals: Faculty are authorized to change final grades only when they have committed a computational error, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process. Details are available in the *Student Handbook* and the *Faculty Handbook*.

Final Note: As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. This community’s goal is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at TAMU but without names so that the student, as the writer, remains anonymous. Also, on occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities.

Note on Course Schedule for English 1301: The following is a tentative schedule of activities and due dates for this course, which means that some adjustments may be made to it depending upon class progress. Any changes that are made will be given well in advance in class.

Writing Today= WT; *Mercury Reader*= MR; *A Pocket Style Manual*=PSM

Week 1-2: Introduction; Diagnostic; Reading and Writing Critically

Week 3-4: Invention; Memoir

Week 5-7: Organization/Development; Review

Week 8-11: Style/Sentence Structure; Commentary

Week 12-15: Researching; Argument

Week 16: e-Portfolio and Preparation for Final Exam Presentation

Week 1: Course Introduction/Diagnostic

Day 1: Introduction to course and distribution of syllabus

◆ **MyCompLab Registration**

Day 2: **Diagnostic Essay** – in class

Week 2: Diagnostic/Reading and Writing Critically

★ *MyCompLab*: Comprehensive Grammar Diagnostic (pre-test)

Day 1: WT: Ch. 1: Writing and Genres

MR: Mortimer Adler, “How to Mark a Book” and Instructor’s Choice

Day 2: WT: Ch. 2: Topic, Angle, Purpose; Ch. 3: Readers, Contexts, and Rhetorical Situations

Week 3: Invention

Day 1: WT: Ch. 14: Inventing Ideas and Prewriting

MR: Stephen King, “What Writing Is” and Instructor’s Choice

Day 2: WT: Ch. 4: Memoirs; Ch. 33: Model Memoirs, Instructor’s choice

Week 4: Memoir

✔ *MyCompLab*: Follow study plan

Day 1: **Memoir** – Draft #1 due, Writer’s Workshop

PSM: Clarity, Ch.1: Tighten Wordy Sentences; Ch. 4. Add Needed Words

Day 2: **Memoir** – Final Draft due

PSM: Ch. 14: Repair Sentence Fragments; Ch. 15: Revise Run-on Sentences

► Submission of Essay #1 – **Memoir** to *TurnItIn* drop box in ANGEL

Week 5: Analyzing Websites

✔ *MyCompLab*: Follow study plan

Day 1: WT: Ch. 24 (p. 470-471), Ch. 25 (p. 481-482)

PSM: Ch. 27c: “Assessing Web sources with special care”

Part I: “Analyzing Websites Critically” – handout

Day 2: Part II: “Analyzing Websites Critically” – handout

Week 6: Organization and Development

✔ *MyCompLab*: Follow study plan

Day 1: WT: Ch. 6: Reviews; Ch. 35: Model Reviews, Instructor's Choice

MR: William Stafford, "Writing" and Instructor's Choice

Day 2: WT: Ch. 15: Organizing and Drafting

PSM: Ch. 28: Managing Information; Avoiding Plagiarism

Week 7: Review (Evaluative Criteria)

✔ *MyCompLab*: Follow study plan

Day 1: **Review** -- Draft #1 Due, Writer's Workshop

PSM: Re-read Ch. 28: Managing Information; Avoiding Plagiarism

Day 2: **Review** -- Final Draft due

▶ Submission of Essay #2 -- **Review** to TurnItIn drop box in ANGEL

Week 8: Style**Mid-term / Progress Reports**

✔ *MyCompLab*: Follow study plan

Day 1: WT: Ch. 16: Choosing a Style

MR: Anne Lamott, "Shitty First Drafts" and Instructor's Choice

Day 2: WT: Ch. 9: Commentaries; Ch. 38: Model Commentaries, Instructor's Choice

Insert Chapter 32, "Presenting Your Work." ???**Week 9: Researching for Commentaries**

✔ *MyCompLab*: Follow study plan

Day 1: PSM: Ch. 25: Posing a Research Question

Day 2: WT: Ch. 25: Finding Sources and Collecting Information

PSM: Ch. 26: Finding Appropriate Sources

Insert Chapter 32, "Presenting Your Work." ???**Week 10: Commentaries**

✔ *MyCompLab*: Follow study plan

Day 1: WT: Ch. 26: Quoting, Paraphrasing, and Citing Sources

Discussion of Logic and Logical Fallacies

Day 2: **Commentary** -- Draft #1 Due, Writer's Workshop

Week 11: Commentaries

✔ *MyCompLab*: Follow study plan

Day 1: WT: Ch. 22: Using Argumentative Strategies

PSM: Ch. 9: Find an Appropriate Voice

Discussion of Rhetorical Strategies for Commentaries

Day 2: **Commentary** -- Final Draft Due

▶ Submission of Essay #3 -- **Commentary** to TurnItIn drop box in ANGEL

Week 12: Researching for Arguments**Faculty Evaluations**

✔ *MyCompLab*: Follow study plan

Day 1: WT: Ch. 10: Arguments; Ch. 39: Model Arguments, Instructor's Choice

Day 2: **Debate**

Week 13: Argument

✔ *MyCompLab*: Follow study plan

Day 1: **Debate**

Day 2: **Argument** – Draft #1 Due, Writer's Workshop

WT: Ch. 18: Revising and Editing

MR: Donald M. Murray, "The Maker's Eye: Revising your Own Manuscripts" and Instructor's choice

Week 14: Argument

✔ *MyCompLab*: Follow study plan

Day 1: WT: Ch. 19: Drafting Introductions and Conclusions

MR: Lewis Thomas, "Notes on Punctuation" and Instructor's Choice

Debate

Day 2: **Argument** – Draft #2 Due, Writer's Workshop

Week 15: Argument

⊗ *MyCompLab*: Post-test (Comprehensive Grammar Diagnostic II)

Day 1: **Argument** – Final Draft Due

▶ Submission of Essay #4: **Argument** to TurnItIn drop box in ANGEL

Day 2: Reflection Letter for e-portfolio; e-Portfolio handout

Week 16: Preparing for Final Exam

Day 1 (Last Class Day): Preparing for the final exam

▶ Submission of e-Portfolios with Reflection Letter