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Composition I

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Collin College

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COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 1301

Course Title: Composition I

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

Course Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Student Learning Outcomes:

- **State-mandated outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative writing processes.
 2. Develop ideas with appropriate support and attribution.
 3. Write in a style appropriate to audience and purpose.
 4. Read, reflect, and respond critically to a variety of texts.
 5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property.

Withdrawal Policy: See the current *Collin Registration Guide* for the last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, **plagiarism**, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**
- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of "F" on the assignment to a grade of "F" for the course**

Americans with Disabilities Act:

Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is

the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Religious Holy Days: Please refer to the current *Collin Student Handbook*.

6.24 Repeating Courses

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course.

Registration holds will be placed on courses that have been attempted twice.

When a course is repeated:

1. Only one (1) course/grade will be counted in a student's GPA.
2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits (whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses. Student Handbook, p. 69

INSTRUCTOR INFORMATION

Instructor's Name: Sean Ferrier-Watson, Ph.D.

Office Number: D-120

Office Hours: MW 10:00-11:00AM; 2:20-3:20PM
TR 9-10:00AM
or by appointment

Phone Number: 972-516-5053

Email: sferrier-watson@collin.edu

Website: WebCT/Canvas and www.seanferrierwatson.wordpress.com

Class Information

Section Number: 1301.S1Y

Meeting Times: MW 11:00-11:50AM; F = Online

Meeting Location: G218

Minimum Technology Requirement: Computer with internet access and ability to send emails and login to our class website; it must also house appropriate writing software (i.e. compatible with Canvas and Microsoft Office Word).

Minimum Student Tech Skills: Students are expected to be familiar with typing papers on a keyboard, surfing the internet, and other basic computer literacies

Netiquette Expectations: Students are expected to send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends.

Course Resources

Textbooks:

Losh, Elizabeth, and Jonathan Alexander, ed. *Understanding Rhetoric: A Graphic Guide to Writing*, 2nd ed. Bedford, 2017. ISBN: 978-1-319-06260-6

Optional Texts:

MLA Handbook, 8th ed. Modern Language Association of America, 2016. ISBN: 978-1-60329-262-7.

Other Texts:

Anything published to our class's Blackboard account or website as marked on our weekly calendar.

Supplies

1. Three-ring binder for storing class work
2. Flash drive or other means (dropbox.com account, for example) of storing digital versions of essays and other written material you generate (always, always keep a backup of everything you turn in!)
3. A valid, working Collin College email address that you check everyday
4. Regular access to a computer and internet (additional readings may be available online)

Method of Evaluation

As an expert in my field, I reserve the right to gauge writing on any scale or method my profession and college deem acceptable. I will assign grades based on my best judgment as an experienced and qualified Professor of English.

Grade Scale:

A= 90 to 100

B= 80 to 89

C= 70 to 79

D= 60 to 69

F= 0 to 59

Participation/Attendance 5%

Participation may include class discussion, readiness for class, homework, attendance, or any other classroom activity. **Attendance** is *mandatory* and *vital* to your grade. You cannot hope to pass the class without attending regularly. If a student misses more than five classes, a deduction will be applied to the student's participation grade. If a student misses more than four weeks of class sessions, they can expect to fail for the semester. Attendance is an important part of your grade, so please do not underestimate the attendance policy. Absences are considered to be unauthorized unless officially sanctioned by the college. Students must present proof of the incident before an excuse will be issued. If, through a misfortune, a student should arrive after roll has been recorded, it is the student's responsibility to talk with me immediately after class in order to discuss changing the unauthorized absence to a tardy. If tardies are frequent, they can be counted as absences (three tardies equal one missed class). This policy also applies to leaving early unannounced. If a problem is serious enough to miss a significant amount of class, then the student should consider dropping the course or speaking with the college or appropriate dean.

Daily Writing Journal 10%

Daily journal entries are designed to help students engage the writing process on a daily basis. These response papers can be handwritten or typed and should always be legible. I encourage students to write about what they have learned in the previous class or respond to the reading for the day (I typically ask that students go beyond merely summarizing the reading or class discussion on these entries). These papers are due before the end of class every class day listed below. The average response paper should be roughly ½ to 1 page in length. They are graded credit or no credit, which will be indicated by a check or a zero. Late journal entries will not be accepted. The peer editing grade will be derived from the peer editing workshops taking place before a major essay assignment is due. This grade will constitute half of the grade for this category.

Weekly Discussions Online 10%

Students will be expected to make one post and at least two comments on a classmate's post every Friday (24 hour period or all of Friday) during the semester. These posts should be between 200 to 250 words and comments to classmates should be at least 30 words (you are expected to be courteous). I encourage students to write their posts with what we have learned from previous classes or readings in mind (specific questions and comments will be provided for each week in the power point lesson). The posts are typically graded credit or no credit, which will be indicated by a zero or numeric grade (some rare cases may receive less points). Late comments and posts will not be accepted under normal circumstances.

Peer Editing 10%

The peer editing grade will be derived from the peer editing workshops taking place before a major essay assignment is due. Peer editing is an in-class activity that involves heavy reflection and revision on rough drafts

of your essay assignments. In order to receive full credit on peer editing days, students must bring in written materials to work with and participate in group revision activities. If students fail to bring in the required materials, I may allow the student to assist others in the revision process for half or partial credit, but such circumstances will be decided on a case by case basis. Students consistently failing to participate or bring in materials might be counted absent or given no credit for the activity at all. If students miss all peer editing days, further penalties may follow on the participation and attendance grade. Students can also fail the class in such cases. Revision and group work is important to your grade and to the writing process.

Lab 10%

The lab component is an integral part of this writing class. Over the course of the semester, you will need to complete a combination of four selections from the list below. Lab work is not the same as regular daily coursework that you must complete to stay on track for the class; it is, instead, designed as an additional writing-focused activity to help you improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class on four occasions during the semester (the due dates for these are shown on the schedule below). **You will use the attached signature sheet to verify tutor sessions and events.** The lab grade can be earned by completing the following objectives before one of the due dates: complete a two page review of a movie or event you have attended (i.e. concert, football game, etc.), complete an in-person or online writing center session, or complete a Writing Center or library workshop. These are all completion assignments, meaning fulfilling the minimal requirements for the assignments will count as 100%. Completing online writing center sessions or attending workshops is easiest way to satisfy the requirement. The purpose of the lab component is to gain feedback about your writing and scholarship from outside our classroom. **If you complete an online writing center session or tutor-text, you must print off the confirmation slip and return it to me in order to receive credit.** Additional instructions and resources will follow. Here is a link to access the Online Writing Lab (OWL): <https://www.collin.edu/writingcenter/online.htm>.

Essay #1: Conceptualizing Your Writing Process 10%

Writing is often a tough and strenuous process for new college students, but most students become comfortable with the process after a little practice. The best way to start conceptualizing the way you write or to find your voice as an author is to think critically about your own writing process. For your first essay, consider the writing you have done in the past and discuss what frustrates you most about writing. Try to identify what you believe are the best and worst parts of your writing process. Try to answer the following questions in your essay: What is your favorite thing about writing? What do you hate most about writing? Do you have any strategies or techniques that are particularly helpful as you write? If you had your choice, what kinds of things would you like to write about in school? The essay should be 1,000 words, double spaced, in MLA format. You may rely on our readings and class discussions for resources for writing this paper. If you quote or use other sources, a works cited page and in-text citation will be required.

Essay #2: Rethinking Scholastic Dishonesty 10%

Plagiarism is a concept that often baffles first-year college students. If students have heard of the term before, they frequently believe it to mean only the word-for-word theft of another's ideas or simply the failure to place quotation marks around certain borrowed phrases. While these accounts can and do frequently represent acts of plagiarism, the term in academe has a much broader, more nuanced meaning. To help you better understand the concept of plagiarism within the academy, particularly as it applies to specific disciplines and their writing practices, I would like you to research a well-publicized or famous case of plagiarism and argue whether the accusation of plagiarism was justified given your understanding of the term. The essay will need to contain at least one 1, 200 words to earn full credit. The paper should try to consider the following questions: How is plagiarism defined in your case study? What do you consider plagiarism? Are the punishments for plagiarism

fair in the case you reviewed? You may rely on our readings and class discussions for resources for writing this paper. The paper must follow MLA formatting guidelines for student writers. You need to cite the case used in this paper in MLA and provide a works cited page. If you quote or use other sources, you will need to cite them as well.

Essay #3: Visual Rhetoric in Modern Advertising 15%

Rhetorical fallacies are falsehoods told to intentionally mislead or distract an audience from critical flaws or shortcomings in an argument, often masked as indisputable truths or legitimate and well-founded departures from the task at hand. Fallacies have a long history in the discussion and study of rhetoric, harkening back to the ancient Greeks and beyond, but they can also be found throughout modern times as well. We see fallacies employed in political debates, around the dinner table, in classrooms, and just about anywhere else where arguments are being made, but ethical scholars and savvy “interlocutors” try to avoid and unravel fallacies at all costs. This essay will call upon you to study the nature of modern fallacies through examining the way they are used in advertising, especially the way images are adapted to mislead or capture the attention of an audience. You will need to select an ad or series of ads and explain their use of rhetorical fallacies, particularly their use of visual rhetoric. Drawing from our class discussions and readings, your essay should try to answer the following questions: Who is the target audience of the ad? How do the ads you looked at attempt to persuade their target audience? What kinds of fallacies appear in the ad? Do you believe they are being used effectively? In other words, do you believe the ads actually con their target audiences? The completed assignment should be 1, 200 words in length, not including the works cited page. If sources are cited, a works cited page must appear.

Essay #4: Literacy Hero, Rebel, or Victim Narrative 15%

Using Bronwyn T. Williams’s “Heroes, Rebels, and Victims: Student Identities in Literacy Narratives” and other literacy scholars we have look at this semester as a lens, examine the way language, rhetoric and literacy have shaped *your* life and writing. Try to identify yourself under Williams’s theory of student writers and describe the experiences that led you to this conclusion. The paper can take the form of a personal narrative (story) or first-person essay and cover the following questions: What or who is the controlling agent(s) or “sponsor(s)” of your literacy practices? What events lead you to believe this? What in your writing do you feel has been positively or negatively shaped by these events and practices? Finally, how do you feel Williams and the other scholars we have studied have contributed to your understanding of your own reading and writing practices? The completed assignment should be 1,450 words, not including the required works cited page. You must cite at least one source for this essay.

Final Exam 5%

The final exam is an in-class essay exam. It will cover one or a combination of multiple topics we have explored this semester. Details about the final exam will be provided as the date of the exam nears.

Rewrite Policy

Revision is a major part of the writing process. As such, all major writing assignments, with the exception of the final writing assignment, may be rewritten once for full credit and submitted as a hardcopy. Please speak with me after assignments are returned to discuss rewriting for a higher grade. No comments are retuned for rewrites.

Late Policy

I will allow for late papers to be submitted to Canvas, but exams, participation grades, and other assignments cannot be made up under normal circumstances. If late work is submitted and accepted, I will deduct some points as a penalty, varying based on the amount of time over the due date. Penalties can become substantial

after two weeks after the deadline (i.e., 30% deduction or more). I expect all of my students to submit their work in a timely fashion. In most cases, I do not believe it is fair for some to receive extra time on an assignment while others submitted the assignment in a timely fashion. As such, I rarely grant exceptions to my late policy. If you know you are going to miss a day an exam will be given, please ask to schedule the exam or essay deadline early rather than asking to do it late. I will not apply penalties to students taking exams or submitting assignments early; however, I will decide what situations warrant an early exam or make up assignment. Late work is due by the last class day of the semester under normal circumstances. I will not take late work after this date unless extreme circumstances warrant such an extension (see Redemption Policy).

Late Enrollment Policy

To be fair to students who enrolled and attended class on the first week, any student who enrolls late or misses the first few days of class (or longer) will still be subject to our class policies and unable to make up assignments due during this interval. In rare circumstances, the student may petition under the Grade Redemption Policy for an exception, provided the situation would warrant a grade redemption contract under normal circumstances.

Email/Phone Policy

Email is the preferred method of contacting me outside of my office hours. With the exception of weekends, I will respond to emails within 48 hours. I rarely respond to weekend emails. The only email address I can respond to is your Collin College email account, so please make sure you are using this account when inquiring about private student matters (i.e. grades, attendance, etc). I also strongly suggest sending emails via your Canvas account. I will only answer my office phone during my office hours. I will not return student phone calls for privacy and security reasons.

Plagiarism Policy

Plagiarism and other forms of scholastic dishonesty are serious offenses and can result in hefty penalties. If a paper is suspected of plagiarism, it must be initially reported to the Dean of Student Development; however, as the instructor of the course, I am usually the arbiter of determining what offense are deemed plagiarism or scholastic dishonesty within my course and discipline. Students are typically referred to the Dean of Student Development in my class for substantially quoting a word-for-word source without using quotation marks, failing to identify the author or origin of the idea for paraphrased (summarized) text, and for submitting a document with over a 50% match on Turn-it-In for un-cited text. Students are responsible for properly citing sources within their papers, but exceptions to the policy might be made if evidence of unintentional plagiarism seems to exist (i.e. the professor or Dean determine such circumstances). If students plan to use writing from previous papers or assignments, they must first receive permission from me in writing and must reproduce enough revised or original work on the assignment to align themselves with the original work done by other students in the class; furthermore, if a student plans to expand or work on a project currently being done in another class, they must also receive written permission from that professor as well. Penalties for violating this policy are determined on a case-by-case basis and can range from penalties on the assignment to failure of the course. Students can even receive point deductions and other penalties for failure to engage in careful research conventions like citation and proper contextualization of source material. For more scholastic dishonesty procedures or plagiarism codes, please see the policy on the first page of this syllabus or the Collin Student Handbook.

Grading/Return Policy/Essay Integrity

My policy is generally to return major grades at least two weeks after the assignment has been submitted, not including assignments accepted after the deadline or works to be rewritten. On rare occasions, there may be an

exception to this return policy, but I will alert students immediately if such an occasion occurs. If you have not received an assignment by the two-week deadline, it is your responsibility to contact me with your concerns. It is sometimes the case that students have missed days when papers were returned or have missed an email indicating a change in the return date. A quick email or conversation with me can easily clarify the matter, so please don't hesitate to contact me with your concerns. With the exception of Essay #4, all major essays will have comments. If you don't see your comments, it is your responsibility to alert me to the problem immediately. Canvas comments have frequently failed to show due to minor glitches in the system—a quick email to me can usually resolve these problems. Note: students are responsible for learning how to retrieve their grades and comments from Canvas; I am not responsible for returning major grades by email or in person. Finally, all class essays and writings assignments are held up to academic expectations of appropriate research and argumentation.

Classroom Conduct

I expect all students to be respectful of me and their classmates while attending one of my class sessions. As such, students should act civilly in my class and abide by the behavioral rules stipulated by Collin College in their student handbook. Failure to do so might result in being asked to leave the room. Cell phones, laptop computers, and other devices, if not being used for the class, may count as a distraction and may be viewed as disrespectful to your classmates and myself. Anything deemed as an unnecessary distraction can also be grounds for dismissal. Please be considerate of others when attending one of my classes and refrain from making inappropriate comments or insulting speech. This policy of polite and appropriate discourse also applies to assignments and other forms of in-class writing. Failure to abide by these stipulations can impact an assignment grade.

Grade Redemption Policy

On rare occasions, students in breach of any of the above policies or grading criteria may request a second chance under the Grade Redemption Policy. Students may only qualify for this policy until mid-semester or on rare occasions longer. If I deem your situation worthy of redemption, I will ask you to draw up a contract agreeing to our terms of redemption. If you violate any part of this contract, I have the authority to declare the contract broken and assign you an F for the class. I also retain the right to declare the contract null-and-void at any point in the semester. This policy is NOT a right. Student contracts are only available at my discretion.

Hybrid Course Requirements

This course makes use of an online learning component provided by the Canvas platform, accessible by logging into CougarWeb with the ID and password provided by the college. Our Canvas section will house readings, handouts, gradebook(s), an assignment dropbox folder to submit essays, links to important websites and documents, and the class syllabus. You are required to visit this site before every class to access the schedule and check for important updates and announcements.

You will submit major essays and receive grades on them through this online platform and by using the assignment dropbox feature. Criteria for grading and regulating essays are the same as listed above. Assignments are due at 11:59PM on the day they are listed as due on the syllabus. The essay you submit is your official submission, meaning NO deletions or multiple uploads, so only submit it if it is ready for my viewing.

Late work may be subject to penalty. Students are also responsible for turning in assignments in an Office Word friendly format. If you encounter legitimate technical problems (error in the system) submitting on Canvas preventing you from making the deadline, you are responsible for contacting the help desk and copying the professor on the subsequent email chain as proof of the problem. Leniency will only be granted if a legitimate error has occurred. I do NOT consider being unfamiliar with Canvas a legitimate excuse. All students are

responsible for learning to operate their instructional material and find the means to access Canvas.

Note: the Canvas grade-book does NOT reflect your official grade for the class, but merely the average of your major essay grades—participation, attendance, the daily writing journal, and the portfolio grade will NOT be reflected in this grade-book.

Course Calendar:

Fall 2018

UR=*Understanding Rhetoric*

Online=Canvas

LC=Lab Credit Due (review options above)

August

Week 1

27— First Day! (face-to-face)

- Class Introduction
- Review of Syllabus & Class Schedule
- Assign Peer Groups
- Homework: upload two sentence bio to Canvas (submit by the end of second week)

29— Rhetorical Situation: Purpose, Audience, & Occasion (face-to-face)

- No reading scheduled....
- Peer Group Activity
- Submit Journal Entry #1: just write about your experience on the first day

31— Understanding Rhetoric: A Classical Approach (online)

- Rhetoric through the ages....
- “Why Rhetoric?” pp. 37-57 (UR)
- Using Ethos, Pathos, & Logos
- Discussion Board #1: just write about the reading assignment above

September

Week 2

3— **Labor Day Holiday**

- No Class!

5— Writing Intros That Matter (face-to-face)

- Writing introductions
- “Introduction: Spaces for Writing,” pp. 1-14 (UR)
- Group Activity
- Submit Journal Entry #2

7— Writing Memorable Conclusions (online)

- Writing conclusions power point
- Discussion Board #2

Week 3

10— Creating Titles With Style (face-to-face)

- Group Activity & Discussion
- Submit Journal Entry #3

12— Writing to Argue and Persuade (face-to-face)

- “Arguing Beyond Pro and Con,” pp. 153-169 (UR)
- Activity and Discussion
- Submit Journal Entry #4

14— Writing to Inform and Instruct (online)

- Activity and Discussion
- Discussion Board #3

Week 4

17— Reading Critically & Formatting and Submitting a College Paper (face-to-face)

- “Strategic Reading,” pp. 71-98
- Activity and Discussion
- How to get the paper ready
- What to do with comments in the revision process
- Submit Journal Entry #5
- **LC1: submit lab credit 25%**

19— Proofreading & Peer Review (face-to-face)

- “Proofreading: The Skill We Neglect to Teach” (online)
- “Rethinking Revision,” pp. 217-230
- Bring draft of essay to class
- Peer Review for Essay #1
- **Essay #1 Due** (submit to dropbox by 11:59PM tonight)

21— Understanding Plagiarism (online)

- “How to Fight College Cheating,” Lawrence M. Hinman (online)
- Discussion Board #4

Week 5

24— Understanding Plagiarism Cont. (face-to-face)

- “How to Fight College Cheating,” Lawrence M. Hinman (online)
- “The Rules of Attribution,” Deborah R. Gerhardt (online)
- “Copy This,” Carolyn Foster Segal (online)
- Submit Journal Entry #6

26— Understanding Plagiarism at Collin College (face-to-face)

- Scholastic Dishonesty and Plagiarism section from *Student Handbook* (online)
- “Colleges Need Honor Codes,” Burrell (online)
- Reviewing Example Case Studies
- Submit Journal Entry #7

28— Understanding Plagiarism Cont. (online)

- “The Truth about Plagiarism,” Richard A. Posner (online)
- “Anonymous Source Is Not the Same as Open,” Randall Stross (online)
- Power point presentation
- Discussion Board #5

October

Week 6

1— Using MLA and Citation (face-to-face)

- “Keeping the Story Straight,” pp. 220-225 (UR)
- Bring MLA handbook (if you have one)
- Discussion
- Journal Entry #8

3— Using Our Library Resources (face-to-face)

- “Tracking Down Sources”- “Coming Clean with Citation,” pp. 225-241 (UR)
- Discussion
- Journal Entry #9
- **LC2: submit lab credit 25%**

5— What is the Peer Review Process? (online)

- Online activity and power point
- Discussion Board #6

Week 7

8— Peer Review (face-to-face)

- Bring completed draft of Essay #2
- Be prepared to workshop with peer group
- **Essay #2 Due** (submit to dropbox by 11:59PM tonight)

10— Visual Literacy (face-to-face)

- Understanding visual rhetoric
- Scott McCloud excerpt and activity
- Submit Journal Entry #10

12— Common Fallacies (online)

- Fallacy as Rhetorical Device
- List of Common Fallacies (online)
- Power point presentation
- Discussion Board #7

Week 8

15— Plato's Cave & Ethical Issues Behind Deception in Rhetoric (face-to-face)

- "Allegory of The Cave," Plato (online)
- Watch video in class
- Discussion
- Submit Journal Entry #11

17— The Power of Subversion (face-to-face)

- Excerpt from *The Prince*, Niccolò Machiavelli (online)
- Submit Journal Entry #12

19— Visual Rhetoric & Contemporary Fallacies (online)

- "Exploring Visual Literacy," pp. 14-23 (UR)
- Contemporary advertising review
- Discussion Board #8

Week 9

22— Visual Argument (face-to-face)

- Discussion & Activity
- **LC3: submit lab credit 25%**
- Submit Journal Entry #13

24— Peer Review for Essay #3 (face-to-face)

- Bring completed draft of Essay #3
- Be prepared to workshop with peer group
- No Journal Entry Due
- **Essay #3 Due** (submit to dropbox by 11:59PM tonight)

26— Passive Voice & Second Person (online)

- No reading
- Discussion board & power point lesson
- Extra Credit Discussion Board #1

Week 10

29— Literacy Narrative Discussion (face-to-face)

- “Heroes, Rebels, and Victims: Student Identities in Literacy Narratives,” Bronwyn T. Williams (CV)
 - Submit Journal Entry #14
- 31— Literacy Practices (face-to-face)
- “Literacy Practices,” Barton & Hamilton (online)
 - Video in class
 - Group Activity
 - Submit Journal Entry #15
- 2— Literacy Sponsors (start early) (online)
- “Literacy Sponsors,” Deborah Brandt (online)
 - Discussion Board #9

November

Week 11

- 5— Literacy of a New Age (face-to-face)
- “Does Texting Affect Writing,” Michaela Cullington (online)
 - Submit Journal Entry #16
- 7— Amish Literacy Example (face-to-face)
- “Becoming Literate,” Andrea R. Fishman (online)
 - Group Activity
 - Submit Journal Entry #17
- 9— Literacy in Parts (online)
- “Literacy in Three Metaphors,” Sylvia Scribner (online)
 - Power point presentation
 - Discussion Board #10

Week 12

- 12— Literacy Rebels? (face-to-face)
- “Writing Identities,” pp. 119-138 (UR)
 - “Literacy Behind Bars” (online)
 - Submit Journal Entry #18
- 14— Literacy Rebels? (face-to-face)
- “Rebel Music,” Daniel Felsenfeld (online)
 - Discussion & Activity
 - Submit Journal Entry #19
- 16— Literacy Victims? (online)
- “Mother Tongue,” Amy Tan (online)
 - Power point presentation
 - Discussion Board #11

Week 13

- 19— Novel Approaches to Writing (face-to-face)
- “Telepathy,” Stephen King (online)
 - Submit Extra Credit Journal Entry #2
- 21— **Thanksgiving Holiday!**
- No Class.
- 23— **Thanksgiving Holiday!**
- No Online Class.

Week 14

- 26— Literacy Victims? (face-to-face)

- “*Se Habla Espanol*,” Tanya Maria Barrientos (online)
- Discussion & Activity
- Journal Entry #20

28— Literacy Victims? (face-to-face)

- “Proficiency” (online)
- Discussion & Activity
- Journal Entry #21

30— Rebel or Victim? (online)

- “Always Living in Spanish,” Marjorie Agosin (online)
- Power point presentation
- Discussion Board #12

December

Week 15

3— Literacy Narratives Explored & Brainstorming Ideas (face-to-face)

- “Translating Self and Difference through Literacy Narratives,” Mary Soliday (online)
- Group Activity
- **LC4: submit lab credit 25%**
- Submit Journal Entry #22

5— Peer Review (face-to-face)

- Bring completed draft of Essay #4
- Be prepared to workshop with peer group
- Extra Credit Journal Entry #2
- **Essay #4 Due** (submit to dropbox by 11:59PM tonight)

7— Brainstorming Ideas (online)

- Power point presentation and activity
- “Launching into the Future of Genres,” pp. 290-297 (UR)
- “Entering the Final Frontier with Publication,” pp. 301-311 (UR)
- Extra Credit Discussion Board #2

Week 16

12— **Final Exam:**

Wednesday, December 12th
SCC G218
@11-1PM