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Composition II

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**COLLIN COLLEGE
COURSE SYLLABUS**

COURSE INFORMATION

Course Number: ENGL 1302

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Placement Assessments: ENGL 1301

Student Learning Outcomes: Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

Additional Collin Outcome: Upon successful completion of this course, students should be able to do the following:

6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: The last day to withdraw is March 22.

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

Americans with Disabilities Act Statement: American with Disability Act Statement: 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 educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC - D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

PROFESSOR INFORMATION

Professor's Name: Dr. Alaya Swann

Office Number: U-153, in the University Building on Frisco / Preston Ridge Campus

Office Hours:

- Monday, 12:15-2:15pm
- Tuesday, 11:45am-12:45pm
- Wednesday, 12:15-2:15pm
- Thursday, 11:45am-12:45pm
- and by appointment

Office hours, or help sessions, are the times I am specifically available to help students in my office.

Please come visit me with any questions or concerns – I am always happy to talk to you or help you with any stage of your writing for the class! I do recommend that you email me ahead of time to schedule an appointment during busy times of the semester, so that I can make sure I'm free to meet with you. If these times do not work for you, please email me and I will try to find other times that will work for both of us.

Phone Number: (469) 365-1840

Email: aswann@collin.edu

Email is my preferred method of contact – please email with any questions, comments, or concerns. I will generally respond to emails within 24 hours, though it may take a little longer on weekends. I will only respond to emails sent from CougarMail or within Canvas, not from outside email addresses.

Please remember to use full email etiquette in all emails to me, including replies and emails containing attachments. That includes a clear subject line, an appropriate greeting, a clear and detailed description of your question, request, or message, and a clear signature including your full name and class section. I will not open attachments without a full, clear explanation in the body of the email of what the attachment is and why you are sending it to me. Additionally, please be aware that I will only discuss grades in person, not via email.

Class Information:

Section Number: ENGL 1302 P17, CRN ?????

Meeting Times: TR 8:30-9:45am

Meeting Location: L212

Course Resources:

- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say, I Say*, 4th edition, with readings. Norton, 2018.

Minimum Technological Requirements:

- Students need to have access to, and be able to use, Cougarmail and Canvas
- Students need to know how to use Google docs to store and transfer work
- Students need to have access to, and be able to use, a word processor that can save documents as .doc or .docx files (such as Word). If you use another word processor such as Pages, Google

Docs, or Open Office, you must download/save your files as .doc, .docx, or pdf files before you submit them

- Students need to know how to upload and download files and attachments

GRADING METHOD

The class is graded on a point scale, with a total of 1000 points for the semester. The breakdown of individual point values is as follows:

- Essay #1 (rhetorical analysis): 100 points
- Essay #2 Annotated Bibliography: 50 points
- Essay #2 (argument of fact): 100 points
- Essay #3 (local proposal argument): 100 points
- Essay #4 (proposal argument): 150 points
- Portfolio: 100 points
- Final Reflection: 50 points
- Discussion Board posts: 100 points (10 per post/response)
- Labs: 120 points (15 per lab)
- Participation/Attendance: 130 points*

*The participation grade includes punctual attendance, regular and active participation in class activities and quizzes, preparedness for class, rough drafts and other process work, worksheets, and other in-class and homework assignments and activities.

Course Grading Scale (out of 1000 points total)

A	900-1000+ points
B	800-899* points
C	700-799* points
D	600-699* points
F	0-599* points

*Please note that I do not round grades up.

COURSE ASSIGNMENTS AND GRADING

- **Formatting, Citation, and Other Requirements:** All work for the class must be typed in 2016 (8th ed.) MLA formatting and must use 2016 MLA citation rules. Your work should use standard American grammar, spelling, and punctuation; it should be carefully proofread. All assignments must be completed independently unless otherwise noted in the instructions. All work must be written *for this class*; do not submit recycled papers written for another class.
- **Submitting Work:** Your work must be submitted through the appropriate submission link in Canvas on time and in the correct file format (.doc, .docx, or pdf). Work that is not submitted in the correct file format and in the correct submission link on Canvas will not count as submitted

on time. All drafts must be **complete** and meet all word count and research requirements. MLA Works Cited entries *do not count* toward the minimum word count. Some assignments may require submission online and in hard copy; if so, you need to have a printed copy ready to go at the start of class. If Canvas is not working correctly, you need to email me an attachment in the correct file format with a full emailed explanation before the deadline, and then you'll need to submit it on Canvas as soon as possible as well. Emails without the attached file do not demonstrate you completed the material on time.

- **Grading:** Essays and the annotated bibliography will be graded according to the grading rubrics available on Canvas for each assignment. All other course assignments will be graded according to completeness and thoroughness, demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, and clarity of writing. Rough drafts, discussion board posts, and portfolio entries that meet all requirements, follow all directions (including in-class directions), are submitted on time and in full, and are clearly written will earn full points.

Assignment Types

- **Essays:** You will write four major essays, and an annotated bibliography, throughout the course. All essays are argumentative, but each has differing requirements; please follow the assignment sheet for each essay carefully.
- **Portfolio:** The portfolio will be a Google doc comprised of worksheets, assignments, and activities you complete throughout the course. Make sure you save all work throughout the course in your portfolio; a running list of the portfolio assignments you should have will be available in my template through Canvas throughout the course. Students need to be on time to class and stay the full class period in order to fully participate in portfolio activities. Some portfolio assignments may be made up if you are absent or late, but any assignment that starts with the word “group” cannot be made up, as it has at least one peer-dependent component.
- **Final Reflection:** Your final reflection is a short reflective essay that you will complete during the final exam period for the course. You will receive the prompt during that time, and you will be able to use all previous course materials (including your own drafts, my feedback, peer feedback, and portfolio activities) to complete a thorough, detailed, thoughtful self-reflection on your work in the course.
- **Discussion Posts:** Discussion posts will be assigned as homework and will relate to the current essay assignment. For discussion board posts, you must complete one post and one response to a peer to receive credit for each post; full instructions for length and content will be at the top of each discussion post.
- **Rough Drafts, and Other Homework:** There will be some assignments that are not included in your portfolio, such as rough drafts and peer review workshops. If the daily schedule requires submission both in hard copy and online, the work must be submitted in both places to receive full credit.
- **Lab Assignments:** You will complete 8 lab activities outside of class time for the lab portion of this class, and you will write a write-up of each activity. Please see the instructions for the lab

component and follow all guidelines carefully. Grammar and surface-level elements do form a significant part of your grade for these assignments. However, lab submissions that receive partial credit may be revised and resubmitted any time before the final deadline; I strongly encourage students to submit labs early so that they have time to use my feedback to work each lab submission up to full credit. All lab submissions, including revisions, any additional proof (such as the required confirmation from Writing Center tutoring), and extra credit labs, are due by 11:59 pm on Thursday, May 2.

- **Daily Participation Grade:** this grade is determined by your active preparation and engagement in class activities. Students will generally receive all points for each day if they are in class on time, prepared for class, and participate fully in class activities. Students may lose points for absences, tardiness, disruptive behavior, use of cell phones or other technology without permission during class, lack of engagement in class activities, failure to be prepared for class, failure to have required materials, failure to complete required readings or other preparation for class, or otherwise not adequately participating or engaging.
- **Late Submission Policy:** The late policy depends on the type of assignment. No late work of any kind will be accepted after the start of the final exam for the course.
 - **Essays and Annotated Bibliography:** If a final draft of an essay or the annotated bibliography is submitted after the deadline, it will be considered late. This includes if an assignment is submitted in the wrong location or in an incorrect file format. The late penalty is 10% per 24 hours (5% for the first 12 hours after the due date). In some cases, I may be willing to extend deadlines for essays or the annotated bibliography. This is done on a case-by-case basis; please communicate with me as early and as completely as possible if you feel you have unusually difficult circumstances so that we can discuss a potential extension. No late essay submissions will be accepted after the start of the final exam period for this course.
 - **Portfolio:** Portfolio entries without the word “group” at the beginning may be made up or completed any time until the full portfolio is submitted. Portfolio entries starting with the word “group” cannot be made up if the student misses class (or the portion of the class with that activity). The full portfolio will be due by the start of the final exam period for the course; no late portfolio submissions will be accepted.
 - **Final Reflection:** the final reflection must be completed in the classroom during the final exam period; late submissions will not be accepted. For documented illness or emergency, students must contact me immediately to discuss potential options.
 - **Discussion Board Posts, Drafts, Etc:** Late submissions of rough drafts, discussion board posts, and other homework related to specific essays may receive up to half credit if they are submitted before the end of the unit (that is, when the final draft of that paper is due). No late submissions after the end of the unit will be accepted.
 - **Labs:** All lab submissions, including revisions and extra credit labs, as well as any proof required (such as a stamp or email from the Writing Center) are due by 11:59 pm on Thursday, May 2. **No late lab submissions will be accepted** for any reason. Please get them done early to prevent any last-minute emergencies from interfering with your grade.

- **Standards for Instructor Response:** The turn-around time for homework, quizzes, and other small assignments will generally be within 3-4 days, and grades will be recorded on Canvas. The turn-around time for major papers will generally be within 7-8 days, and students will be able to access feedback and grades on Canvas.
- **Extra Credit:** There are limited opportunities for extra credit in this class. You may complete up to 4 extra lab activities (beyond the required 8) for up to 15 points per lab. The requirements for these labs are the same as the regular labs, and you will submit your write-ups the same way. The due date is the same as other labs, by 11:59 pm on Thursday, May 2; there will be no late labs accepted after that time.
- **Scholastic Dishonesty and Plagiarism:** Please see section 7-2.2 of the *Collin Student Handbook* for definitions of scholastic dishonesty and plagiarism and information on Collin's policies. Plagiarism includes (but is not limited to) errors such as missing quotation marks around a quote, missing or incorrect citations, missing Works Cited pages, taking credit for someone else's idea or words, colluding with other people on individual assignments, etc. All cases of academic dishonesty will be reported to the Dean of Students' office for investigation. Students found responsible for academic dishonesty will receive a penalty ranging from a zero on the essay to an F in the course, depending on the instructor's interpretation of the severity of the incident.

ATTENDANCE AND OTHER POLICIES

- **Inclusivity:** Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are respected and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group. In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.
- **Attendance:** Attendance is vital in this class, as much of what we do is based on process, engagement with peers, and discussion. You should come to class prepared to discuss the assigned readings. *You cannot get credit for an in-class activity if you are not in class.* This includes if you are sick or have another emergency; this is why I offer the extra credit opportunities and why I recommend getting contact information for a peer so that you can stay caught up on course content. Additionally, I will cover material during class that is not in the readings but will be required in your essays and assignments; you will still be held accountable for course concepts even if you are absent from class when we go over them.
- **If you are absent, you should still be prepared for the next class that you attend.** Get contact information for classmates to make sure you stay caught up. Homework assignments are always available in the syllabus; if you ask me what the homework is, I will refer you to the syllabus.

- **Religious Holidays:** Please notify me beforehand about any class days you will miss for religious holidays so that I can plan accordingly. Please refer to the current *Collin College Student Handbook* for more information.
- **Tardiness and Leaving Class Early:** Tardiness is frequently disruptive to other students and to the teacher; please be prompt and prepared for every class. You will be marked tardy if you arrive after I take roll at the start of each class (usually within the first few minutes); each tardy will be equivalent to $\frac{1}{4}$ of an absence in terms of daily participation points. If you need to leave class early, please let me know before class whenever possible, and leave as quietly as you can. If an emergency arises and you do leave without letting me know before class, please send an email afterward as a courtesy to me.
- **Civility:** Over the course of the term, we will likely discuss sensitive matters and explore differing viewpoints. Please be considerate and respectful towards everyone throughout the course in both discussion and writing. Audience awareness and respect are key components of successful composition and academic/professional communication.
- **Disruptive Behavior:** Behavior that detracts from the positive learning environment of the classroom will not be tolerated (Please reference Section 7 Student Code of Conduct, Sub-section 1.2 Disorderly Conduct in the current *Collin College Student Handbook*).

TECHNOLOGY

- **Computer and printer problems are not valid excuses for late or missing work;** make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like dropbox, OneDrive, or Google docs) to make sure you don't lose it if anything happens to the computer or internet connection.
- **Technical Help:** Please complete work early to give yourself extra time in case of technical problems. Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/aboutus/helpdesk.html>
- **Cell phones:** Please have all cell phones and other electronic devices on vibrate during class time. If you are expecting an emergency call, please step outside the classroom to take your call. If you think there may be an educational reason to use your cell phone, please ask me whether it's ok to take it out. Use of a cell phone without permission may result in loss of participation points.
- **Laptops and tablets:** You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions so that you can participate more fully in those discussions. Use of a laptop for non-class activities may result in loss of participation points.
- **Other technology:** Make sure you have your headphones/ear buds put away during class discussions. Even if you don't have music on, wearing them can be distracting to those around you. You may listen to music during individual in-class quiet work periods, if you have the volume low and if you are aware enough of your surroundings to hear any announcements.

SOBI

Collin College’s Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the “Student” tab, scroll down to the section entitled, “Safety and Wellness” and then click on “Refer information of concern (SOBI)”. Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found [here](https://www.collin.edu/studentresources/SOBI/) (<https://www.collin.edu/studentresources/SOBI/>).

COMPOSITION COURSE LAB COMPONENT

The lab component is an integral part of this composition course. Over the course of the term, the student will be required to complete a minimum combination of eight (8) selections from the list that immediately follows in this section; each lab is worth 2 units, for a total of 16 required units of labwork. The lab work is NOT the same as the weekly coursework. It is, instead, designed as additional writing-focused activities that will further improve the student’s writing, analytical, and critical thinking skills.

Lab activities fall into three major categories: writing activities, critical thinking activities, and professional activities. Each type has its own form of write-up; writing activities and professional activities require a detailed reflection, while critical-thinking activities require rhetorical analysis.

Students must complete at least one of each type. Otherwise, students may complete any combination of the options listed below.

After completing each lab activity, students will then write a Lab Write-up in correct 2016 MLA formatting, containing either a 150-word Detailed Reflection or a 150-word Rhetorical Analysis, as noted below, for each completed lab activity. Instructions for the Detailed Reflection and Rhetorical Analysis are contained in the Canvas module for Labs. After you have completed the required 8 labs, you may complete up to an additional 4 (four) labs for extra credit, if desired. Please track all completed labs on the Lab Completion Sheet, which you will submit at the end of the course.

Composition Course Lab Options:

Writing Lab Activities: Turn in an electronic Lab Write-up containing a Detailed Reflection.

- **Conference with professor** – must be of substance (assistance with an assignment, topic selection, or research). Can be completed multiple times.

- **Writing Center session** with a tutor. Please note that you will need to give me a physical, stamped copy of your paper or have the Writing Center email me to confirm your session if you complete this activity. Can be completed multiple times.
- **Writing Center Workshop** (see schedule at <http://www.collin.edu/studentresources/writingcenter/index.html>). Can be completed multiple times (but make sure you attend different workshops each time).

Critical Thinking Lab Activities: Turn in an electronic Lab Write-up containing a Rhetorical Analysis.

- **Campus Speaker/Campus Event** (see schedule at <http://calendar.collin.edu>). Any event designed with an educational purpose will work for this (such as a lecture, workshop, roundtable, art exhibit, film screening, theater/dance/music performance, etc). Can be completed multiple times for different events.
- **Civic/cultural event in the community** (pre-approved by professor). These can include cultural events such as museum visits, live theater or dance, or other educational/cultural events, but you must ask me *in advance* about each outside activity you want to use for lab credit.
- **Pre-approved video or podcast** (contained in the folder under the ‘Labs’ section of Canvas). You may only analyze the videos/podcasts contained in the Lab section on Canvas. Each video may only be analyzed once.

Professional Lab Activities: Turn in an electronic Lab Write-Up Containing a Detailed Reflection.

- **Career/Counseling Center Workshop:** attend one of the Career or Counseling Center workshops on campus. Can be completed multiple times (but make sure you attend different workshops each time).
- **Career Center:** visit the career center (<http://www.collin.edu/studentresources/career/index.html>) for a consultation or assessment, or for help with your resume or other job materials. You will need to get a signature or other proof of attendance and email or give it to me. This can only be completed once.
- **Memo:** use the instructions here: https://www.scribendi.com/advice/how_to_write_a_memo.en.html to create a sample memo in which you write to co-workers to ask them to change behavior on some issue in the workplace. You will need to pay attention to tone and audience awareness carefully in order to avoid offending your coworkers; make sure you focus on benefits to your audience. This can only be completed once.

All lab components (both physical and electronic, including proof of attendance at workshops or tutoring sessions and any revisions and extra credit labwork) must be submitted before the absolute final deadline, which is 11:59 pm on Thursday, May 2. **no late labs will be accepted after that point.** You will also need to submit a Lab Completion Sheet detailing all completed labs.

DAILY SCHEDULE

This schedule may be subject to change; if I make any adjustments, I will announce them in class and through Canvas beforehand. Be aware that all assigned readings may be tested through unannounced quizzes in class.

DATES	WEEK 1 MEETING DETAILS
Tuesday, January 22	<p>In class:</p> <ul style="list-style-type: none"> ● Introductions. Syllabus review. Introduction to Canvas. Audience awareness activity. <p>Homework</p> <ul style="list-style-type: none"> ● Sign the “Syllabus Student Agreement” . ● Read <i>They Say, I Say</i> pp. 1-18. ● Discussion #1: introductions, argument and audience analysis.
Thursday, January 24	<p>In class:</p> <ul style="list-style-type: none"> ● Introduction to Essay #1 and news sources. Portfolio: editorials vs other articles. Intro to rhetorical appeals. <p>Homework</p> <ul style="list-style-type: none"> ● Read one of the options in <i>They Say, I Say</i> (pp. 500-504 on internet use; pp. 576-582 on the mommy wars) ● Complete the worksheet on rhetorical appeals.
DATES	WEEK 2 MEETING DETAILS
Tuesday, January 29	<p>In class:</p> <ul style="list-style-type: none"> ● Sample evaluation of rhetoric (Obama speech pp. 296-313 or essay pp. 500-504 on internet use). More on MLA and practice with Works Cited entries. MLA citation worksheet. <p>Homework:</p> <ul style="list-style-type: none"> ● Read <i>They Say, I Say</i> pp. 30-42 on summarizing. ● Discussion #2: look for articles and choose two different options. Write clear summaries and correct Works Cited entries for each.
Thursday, January 31	<p>In class:</p> <ul style="list-style-type: none"> ● Review readings. Review summaries. Review worksheet. Discuss rhetorical appeals and examples. Model rhetorical analysis of essay pp. 647-650 on fast food. Topic approval and Works Cited entry review/approval. Review summaries. Discuss fallacies; fallacy worksheet. Find fallacies in the articles from the textbook we’ve already reviewed. Go over chart. <p>Homework</p> <ul style="list-style-type: none"> ● Read <i>They Say, I Say</i> pp. 19-29. ● Complete rhetorical analysis worksheet/chart.
DATES	WEEK 3 MEETING DETAILS

<p>Tuesday, February 5</p>	<p>In class:</p> <ul style="list-style-type: none"> ● Check chart. Signal phrases and in-text citations worksheet. Review chart to include correct signal phrases and in-text citations. Discuss essay structure and outlining. Paragraph structure. Portfolio: Practice constructing paragraphs in groups – this can double as a sample lab if we want. <p>Homework</p> <ul style="list-style-type: none"> ● Read <i>They Say, I Say</i> pp.43-53 on quoting. ● Discussion #3: body paragraph.
<p>Thursday, February 7</p>	<p>In class:</p> <ul style="list-style-type: none"> ● Review body paragraph structure. Review analysis. Go over rhetorical analysis essay structure. Review paper structure, thesis, and topic sentences. Portfolio: transitions activity. <p>Homework</p> <ul style="list-style-type: none"> ● Write rough draft of Essay #1. Submit on Canvas and bring a printed copy to class.
<p>DATES</p>	<p>WEEK 4 MEETING DETAILS</p>
<p>Tuesday, February 12</p>	<p>In class:</p> <ul style="list-style-type: none"> ● Revising vs. editing. Self review with colors. Peer Review essay #1. <p>Homework</p> <ul style="list-style-type: none"> ● Read <i>They Say, I Say</i> pp. 101-116 on transitions. ● Discussion #4: Essay #1 revisions.
<p>Thursday, February 14</p>	<p>In class:</p> <ul style="list-style-type: none"> ● In-class work time. Then editing reminders: fragments and comma splices. Portfolio on grammar/editing. <p>Homework</p> <ul style="list-style-type: none"> ● Final, polished draft of Essay #1 due on Canvas.
<p>DATES</p>	<p>WEEK 5 MEETING DETAILS</p>
<p>Tuesday, February 19</p>	<p>In class:</p> <ul style="list-style-type: none"> ● Essay #1 reflection. Discuss how to use rhetorical appeals in own writing. Introduction to Essay #2. Intro to Annotated Bibliography. Student model. Review sample argument of fact pp. 599-604 on AI's issues. Look through websites together. Brainstorming for Essay #2. Discuss homework and models. Introduction to academic databases. Introduction to library research. Reminders about signal phrases and citations, including credibility of source worksheet. Look at sample argument of fact together pp. 336-343 on misconceptions about liberal arts.

	<p>Homework</p> <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 162-165 on entering class discussions. • Discussion #5: Argument of fact model pp. 286-295 (on tax system) and response.
Thursday, February 21	<p>In class:</p> <ul style="list-style-type: none"> • I will be away from school at a conference; you will complete an alternate online assignment this day. See Canvas for details. <p>Homework</p> <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 91-100 on why it matters. • Topic selection and research. Include a statement of why it matters.
DATES	WEEK 6 MEETING DETAILS
Tuesday, February 26	<p>In class:</p> <ul style="list-style-type: none"> • Approve topics and sources. Review turning data into sentences and paragraphs. Critical reading activity. Critical reading and annotation activity. Review annotation construction; model annotations. Demo annotation process. In-class work time for research and source integration. Discuss sample proposal argument structure, evidence, hooks, thesis/topic statements, etc <p>Homework</p> <ul style="list-style-type: none"> • Discussion #6: First Annotation.
Thursday, February 28	<p>In class:</p> <ul style="list-style-type: none"> • Review annotations and source selection. Practice integrating source material. MLA reminders. In-class work time for annotated bibliography. Reminders about labs. <p>Homework</p> <ul style="list-style-type: none"> • Complete Annotated Bibliography.
DATES	WEEK 7 MEETING DETAILS
Tuesday, March 5	<p>In class:</p> <ul style="list-style-type: none"> • Annotation to essay activity with quote selection and organization. Review source synthesis and body paragraph structure. Read sample argument of fact together pp. 390-397 on over-focusing on elite colleges. Group portfolio: paragraph construction including data sentences. <p>Homework</p> <ul style="list-style-type: none"> • Synthesis paragraph activity.

Thursday, March 7	<p>In class:</p> <ul style="list-style-type: none"> Portfolio: Introductions activity. Reminders about essay organization, thesis construction, and citation. Thesis, topic sentence, and transition workshop with outline practice. <p>Homework</p> <ul style="list-style-type: none"> Complete rough draft of Essay #2 due on Canvas. Also, bring a Google doc version to class.
DATES	WEEK 8 MEETING DETAILS
March 11-15	No class: Spring Break!
DATES	WEEK 9 MEETING DETAILS
Tuesday, March 19	<p>In class:</p> <ul style="list-style-type: none"> Self review. Peer review workshop. <p>Homework</p> <ul style="list-style-type: none"> Discussion #7: Essay #2 revisions.
Thursday, March 21	<p>In class:</p> <ul style="list-style-type: none"> MLA review. Citation and signal phrase review. Proofreading with Control F. <p>Homework</p> <ul style="list-style-type: none"> Polished, final draft of Essay #2 due on Canvas.
DATES	WEEK 10 MEETING DETAILS
Tuesday, March 26	<p>In class:</p> <ul style="list-style-type: none"> Essay #2 reflection. Introduction to Essay #3. Group proposal activity. Student model. <p>Homework</p> <ul style="list-style-type: none"> Read <i>They Say, I Say</i> pp. 67-76 on signaling differences from sources. Essay #3 brainstorming.
Thursday, March 28	<p>In class:</p> <ul style="list-style-type: none"> Topic peer review/brainstorming activity. Research methodology. Model essay. Review primary vs. secondary sources. Discuss primary source collection methods (survey, interview, etc). Discuss internet searches and source credibility. <p>Homework</p> <ul style="list-style-type: none"> Read <i>They Say, I Say</i> pp. 480-499 to interrogate Google searches. Essay #3 source collection worksheet.

DATES	WEEK 11 MEETING DETAILS
Tuesday, April 2	<p>In class:</p> <ul style="list-style-type: none"> ● Check sources. Discuss reading. Reminders about research and primary sources. Audience awareness reminders. Proposal Argument Worksheet. Go over survey and interview question creation. Interview subject approval. Review counterarguments. Discuss essay and paragraph structure. <p>Homework</p> <ul style="list-style-type: none"> ● Read <i>They Say, I Say</i> pp. 77-90 on counterarguments. ● Discussion #8: Survey/interview creation.
Thursday, April 4	<p>In class:</p> <ul style="list-style-type: none"> ● Review/correct surveys. Time to administer surveys in class. Review integration and citation of primary source material. Work on outline and/or synthesis paragraph in class. Model essay and reminders about research, citation, and signal phrases. Review counterarguments. Integrating counterarguments activity in class. <p>Homework</p> <ul style="list-style-type: none"> ● Complete your rough draft and submit on Canvas. Also bring a Google doc version to class.
DATES	WEEK 12 MEETING DETAILS
Tuesday, April 9	<p>In class:</p> <ul style="list-style-type: none"> ● Self review. Groups for peer review. Peer review in class. Peer review group discussions. <p>Homework</p> <ul style="list-style-type: none"> ● Read <i>They Say, I Say</i> pp. 141-146 on revision. ● Discussion #9: Essay #3 revisions.
Tuesday, April 11	<p>In class:</p> <ul style="list-style-type: none"> ● Reverse outline. Essay assignment reminders. Review grammar and italics/quotation marks. <p>Homework</p> <ul style="list-style-type: none"> ● Final, polished draft of Essay #3 due on Canvas.
DATES	WEEK 13 MEETING DETAILS
Tuesday, April 16	<p>In class:</p> <ul style="list-style-type: none"> ● Essay #3 reflection. Introduction to Essay #4. Discuss First Amendment in class. Brainstorm potential topics. Reminders about sources, rhetorical appeals, genre, and audience awareness. Brainstorming activity example

	<p>using library space. Reminders about library research and internet research.</p> <p>Homework</p> <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 53-66 on responding to others' writing. • Essay #4 topic proposal.
Thursday, April 18	<p>In class:</p> <ul style="list-style-type: none"> • Topic approval. Research reminders. Introduction to Annotated Bibliography Assignment. Types of sources and reminders about developing your own voice. Source integration, citation, and structure reminders. Student model. <p>Homework</p> <ul style="list-style-type: none"> • Work on labs and Essay #4. Sunday, April 21, at 11:59pm is the due date for any labs on which you want to receive feedback. Labs submitted after that time will be accepted until the final due date on May 2, but they will not receive feedback.
DATES	WEEK 14 MEETING DETAILS
Tuesday, April 23	<p>In class:</p> <ul style="list-style-type: none"> • Review topics and source selection. Reminders on source integration. Synthesis paragraph in class. <p>Homework</p> <ul style="list-style-type: none"> • Work on Essay #4.
Thursday, April 25	<p>In class:</p> <ul style="list-style-type: none"> • Reminders about essay structure source integration, etc. In-class time to work. <p>Homework:</p> <ul style="list-style-type: none"> • Rough draft of Essay #4 due on Canvas by next Monday.
DATES	WEEK 15 MEETING DETAILS
Tuesday, April 30	<p>In class:</p> <ul style="list-style-type: none"> • Self review and peer review workshop.. <p>Homework</p> <ul style="list-style-type: none"> • Discussion #10: Essay #4 revisions
Thursday, May 2	<p>In class:</p> <ul style="list-style-type: none"> • Grammar reminders. Citation and organization reminders. <p>Homework</p> <ul style="list-style-type: none"> • All labs due by 11:59pm on Thursday, May 2, at the latest. No late labs accepted for any reason!

	<ul style="list-style-type: none"> ● Essay #4 Revised Draft on Canvas. This should be *as complete and excellent as possible.*
DATES	WEEK 16 MEETING DETAILS
Tuesday, May 7	<p>In class:</p> <ul style="list-style-type: none"> ● Lab completion sheet in class. Writing/editing workshop. <p>Homework</p> <ul style="list-style-type: none"> ● Final, carefully proofread draft due on Canvas.
Thursday, May 9	<p>In class:</p> <ul style="list-style-type: none"> ● Reflection on Essay #4. Reminders about portfolio. Course wrap up. <p>Homework</p> <ul style="list-style-type: none"> ● Complete any missing or incomplete entries in your portfolio (unless the entries are labeled “group” and you were absent that day) and double check formatting. The completed portfolio is due before the final exam period for the class.
DATES	WEEK 17 MEETING DETAILS
Thursday, May 16, 8:30am to 10:30am	<p>Final Exam:</p> <ul style="list-style-type: none"> ● Complete final reflection during your final exam period.