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# Composition I

Gary H. Wilson Dr.  
*Collin College*

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**COLLIN COLLEGE**  
**COURSE SYLLABUS**

<b>Course Information</b>
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**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.

<b>Course Credit Hours:</b>	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. (Teamwork, Communication Skills)
  2. Develop ideas with appropriate support and attribution. (Communication Skills)
  3. Write in a style appropriate to audience and purpose. (Communication Skills)
  4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  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. (Personal Responsibility)

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

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

**Americans with Disabilities 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.

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<b>Instructor Information</b>
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**Instructor's Name:** Dr. Gary H. Wilson

**Office Number:** LH-169 (Lawler Hall), Frisco Campus

**Office Hours:** Mon.-9:00 AM – 11:00 AM; Tues.-3:00 PM – 4:00 PM; Wed.-9 AM – 11:00 AM; Thurs.-3:00 PM – 4:00 PM

**Phone Number:** 469-365-1818 (with voice mail)

**Email:** GWilson@collin.edu

**Class Information:**

**Section Number:** Engl 1301.F06 **CRN:** 10715 **Meeting Times:** 3:15 PM –4:30 PM, Monday and Wednesday

**Meeting Location:** H 121 (1<sup>st</sup> Floor of Heritage Hall)

**Course Resources: Required Texts\*:**

- Daniel Anderson. *Write Now*, 1st ed. ISBN: 9780132415477
- Epstein, Richard L. *The Pocket Guide to Critical Thinking*, 4th ed. ISBN: 9780981550770
- Hacker, Diane. *A Pocket Style Manual-2016 MLA Updated*, 7th ed. ISBN: 9781319083526

- \* Check with the Frisco Campus Barnes and Noble Bookstore for current ISBN numbers, since these can change. ISBN numbers are subject to change by the book publisher. The textbooks can be purchased and rented new and used in both print and, in some cases, electronic (PDF) formats.

**Supplies:** USB memory flash drive to archive your essay drafts and to share your assignments for peer reviews.

## Student Support Resources

Tutoring services are available free of charge to all currently enrolled students.

**College Writing Centers: In-person appointments** at one of the College's on-campus Writing Centers (Frisco, SCC, or CPC campuses) can be made by accessing this link and clicking on one of the campuses:

<http://www.collin.edu/studentresources/writingcenter/index.html> .

Appointment hours vary at the different Writing Center campus locations. The Collin Online Writing Centers can be accessed at a link at its main web address:

<http://www.collin.edu/studentresources/writingcenter/index.html> .

FRISCO Writing Center's Fall 2018 writing and critical thinking workshops are held in the locations on the campus and are free and open to all students. Click on the "Free Fall Workshops" link on the main Writing Center web page for a fall schedule:

<http://www.collin.edu/studentresources/writingcenter/index.html> .

### Library:

- **In-person:** Ask for help from a Reference Librarian.
- **Online:** Students can access hundreds of peer-reviewed scholarly research media and peer-reviewed scholarly journals about works of literature at the Collin Library's website.

**Student Tutoring:** Upon request, students can be assigned to one of the following tutoring services, *when available*:

- small group tutoring
- online tutoring
- When group or online tutoring is not available, students are given the private tutor list. (**Private tutoring services, however, must be paid by the student.**)
- Students can request tutoring services electronically or submit a tutor request form in order to receive detailed information about the available tutoring services. The form is available on Collin's website and in the following offices: CPC–room D117, FRISCO–room F109, and SCC–room D140.

**\*\*\*Online tutoring services** can be accessed by clicking on the following web link:  
<https://www.collin.edu/studentresources/tutoring/>

### **Student Technical Support**

*What if you experience technical problems with Canvas or connecting to the College's website? If you encounter technical problems with Canvas or linking to Cougar Web, there are three options for assistance:*

- Call 972-377-1777 to contact the Collin College Canvas Help Desk.
- Email the Student Technical Support center at [sts@collin.edu](mailto:sts@collin.edu)
- You may also access the Online Student Support Center (eLC) at <http://online.collin.edu/>

The College's Instructional Technology (IT) division routinely maintains its computer system services. Such scheduled periodic maintenance events will temporarily close access to Canvas or to the College's file server (an hour or two in the early hours of usually a Sunday morning). These times will be announced several weeks ahead of the scheduled maintenance downtime through Cougar Mail and also posted on Cougar Web.

### **COURSE MANAGEMENT: STUDENT RESPONSIBILITIES**

*>>Read the following sections dealing with class attendance, assignment evaluation, and mandatory attendance requirements carefully. If you have any questions, see me in class.<<*

**\*\*\*Attendance is mandatory in this class and it is essential to doing well.**

*Attendance is taken at each scheduled class meeting.*

Review carefully the following:

- Students who leave class early without prior authorization and communication with me regarding their situation are **counted absent for that class**. Since the *Collin Student Handbook* defines **tardiness as disruptive behavior**, *students who are habitually late to class will be asked to meet with me to discuss their situation; these conferences are not optional.*

*For purposes of this class, tardiness is defined as being either late to class or leaving the class early without authorized reasons. Refer to the Student Code of Conduct, Section 7-2.4, Other Offenses, item B (Disruption) and item C (Conduct), for more information.*

- **VERY IMPORTANT--ATTENDANCE:** When students incur five (5) unexcused absences in this class, they are required (mandatory) to meet with me in my office during office hours to discuss their situations.
- **UNEXCUSED ABSENCES AND COURSE WITHDRAWAL:** \*When students incur 6 or more unexcused absences without any explanatory communication with me regarding their unexcused absences, I will not accept nor grade any further work submitted by these absentee students for the remainder of the semester. (The Associate Dean endorses this requirement).

**\*\*\*\*You cannot just submit work while not attending class and expect to pass this course. Students cannot submit their work online to Canvas while not attending class and receive credit for these assignments. So, heed this warning. \*\*\*\*\***

- This course actively encourages peer involvement through Team Based Learning (TBL) as essential elements of the learning process.
- If you are ill or experiencing recurring personal difficulties and feel that you cannot attend this class on a regular basis, **you should officially withdraw before the withdrawal deadline noted on the calendar shown in this syllabus and also posted on Cougar Web**. Meet with your academic advisor and counselor in all situations regarding excessive absence-related problems.
- **In all cases, read your *Student Handbook* regarding class attendance and official withdrawals pertaining to your classes.** Students are *personally responsible for withdrawing* from the class before the official withdrawal date

deadline noted on the college calendar. Instructors cannot withdraw students from their classes nor authorize withdrawal requests that are late. Students must personally initiate the withdrawal process, as noted in the *Collin Student Handbook*.

- **Job-related issues (travel, work schedule changes, or overtime) *do not* qualify as excusable reasons for tardiness or class absences.**
- *If you must be absent, you should email me via Cougar Mail **before** the absence.*
- **AUTHORIZED LATE ASSIGNMENT SUBMISSIONS:** *In the case of excused absences (documented illness or family emergency), students must provide appropriate written documentation (such as a doctor's note) to their professors (email notifications will not qualify for this purpose). This medical illness or family emergency documentation, when approved, authorizes students to have more time to complete their assignments. Work not submitted due to unexcused absences cannot be "made up." \*Only assignments that are officially excused can be made up*
- **A WORD TO THE WISE:** Not attending the class for any reasons can negatively impair your overall grade and your team-based learning with your peers in this class.

#### METHOD OF ASSIGNMENTS EVALUATION AND ASSIGNMENT CATEGORIES:

- **Your grade for this class is based on completing the assignments described below:**
  - **Graded assignments for this course are categorized as:**
    - Three out-of-class essays (with a Works Cited page)
    - One research essay (with a Works Cited page).
    - Team-based learning (TBL) activities for which you are given individual grades.
    - Instructions for each out-of-class writing assignment are posted in Canvas with sufficient lead-times so you will have enough time to plan and complete your assignments.
    - **Note:** All submitted essays will require students to engage **in at least one form of revision** before submitting the essay for a grade.
- *Following are the **three accepted forms of revision** for this course:*

- \* **Writing conferences with the instructor:** these can either be face-to-face during scheduled office hours or through a virtual conference where we are viewing the essay draft in Google Docs and talking about it at the same time during a scheduled office conference period. (only 10 points can be applied to a specific essay regardless of the number of times we conference in-person or via Google Docs and telephone).
- \* **Tutorial sessions in the College's Writing Center** (either in-person or online) – earns 10 points for essays only (only 10 points can be applied to a specific essay regardless of the number of times you visit the Writing Center.)
- \* **Face-to-face or online peer review** session with a classmate in this class. (Points are not earned for peer reviews – but they really do help students improve their writing skills when done correctly).
- \* **Online peer reviews** can be conducted using Google Docs–depending upon which approach works best for you and your peer review partner.
- \* All revision activities must occur *before the writing assignment is submitted* and must be documented on the last page of the essay in the lower left corner (e.g. Writing Conference with Dr. Wilson 9-11-18 or Peer Review with Jamie Smith 9-09-18).
- **READ CAREFULLY:** Essays that are submitted without undergoing a documented form of revision (as specified above) will receive **an automatic 5 points deduction from the final assignment grade**.
- \*\*\**Instructions for all assignments can be found in Modules in Canvas.*
- Current scholarly research validates that careful revision (using one or more of the methods indicated above) enhances students' writing skills and can elevate writing assignment grades.

**Evaluation of course assignments (e.g., essays, weekly reading questions, and Team-Based Learning activities)**

- I grade your assignments based on a percentage grade, a letter grade, and a points earned grade. Cumulatively, there are 1,000 points a



student could earn overall in this course. Assignments are weighted based on their content and complexity.

- For example: A grade of 93% for an assignment that is weighted 75 points means the student has earned 70 points out of 75 points or the letter grade of A on that particular assignment.
- *When I evaluate your assignments, I use written and audio commentaries for feedback.* On a consistent basis, I base each assignment evaluation on the grading criteria documented in a standardized writing assignment rubric with web links to web pages that have punctuation, style, and MLA formatting examples. This rubric is found in the “Important Information Module” in Canvas. The audio commentaries are downloaded directly in your grade book in Canvas and require you to listen to them using your computer’s speaker or ear buds.
- **Your grade book tool in Canvas** will be used to record and maintain a cumulative total of your points earned on all assignments.
- **Instructor Grading Turnaround Times:**
  - I endeavor to have all multiple-page essay assignments evaluated within 3 scheduled class periods **following their submission dates**.
- Shorter in-class writing exercises, labs, and other TBL activities are routinely graded with 2-3 class periods after they are submitted.
- **\*\*\*\*\*Expedited Grading\*\*\*\*\*:** I will be happy to grade your essays on the day they are submitted or the next day before the turnaround times shown above if you make an appointment with me for a writing conference during my scheduled office hours.
- Students who would like accelerated grading should contact me for a writing conference appointment in my office.

The following table illustrates the standardized percentage and letter grade scale used on all your assignments in this course.

896 points (89.5%) and above =	“A” (Excellent)
795.56 points to 895 points =	“B” (Very Good)
695.56 points to 795 points =	“C” (Effective Competency)
596.56 points to 695 points =	“D” (Deficient)
504 points and below =	“F” (Failure)

- *\*Unexcused late assignments* are automatically reduced one letter grade (10 points) for each *calendar day* they are not submitted (**5 points are deducted for each 12-hour period**). **After five days of not submitting an assignment**, students earn a “0” (no points) for the assignment
- If you know that you will miss a scheduled class due to work or other requirements, be sure to complete and *submit any assignments due before the class*. If you miss a class for an approved scheduled extracurricular activity (athletic event, etc.), you should also have your high school counselor, activities event director, and/or athletic coach email me before the event to validate this absence (no phone calls please).
- **Also, contact me via Cougar Mail before your absence occurs to inform me of your situation.**
- **READ CAREFULLY:** If your high school observes a vacation day and this event falls on a scheduled class day at the College, you must attend your scheduled Collin College class or be counted absent. I am aware that currently the Thanksgiving Vacation in Frisco ISD does not coincide with the Wednesday through Sunday vacation period at Collin College. Read the key dates on the events calendar in this syllabus. Contact your high school counselor or the Collin Dual Credit Office if you have any questions about vacation attendance requirements.
- *\*A standard essay evaluation rubric* is used to provide guidelines and document all grading criteria for all essays. This rubric will help focus your writing efforts so that you can more fully understand the criteria that you must learn and apply in your essays to attain a certain level of competency.
  - You should consistently use this standardized writing evaluation rubric as the basic guidelines when revising your own essays or engaging in peer reviews with a member of this class.

- In this first-year college writing course, you are evaluated *based on the following areas*:
  - attending class
  - completing in-class Team-Based Learning (TBL) assignments
  - completing out-of-class essays and labs
  - participating in instructor writing conferences during in-class writing workshops
  - revising your essays through a variety of methods, and
  - completing the following assignments shown in the table below.

**Bonus Points for Writing Revision Activities:** Bonus points for instructor writing conferences and documented Writing Center tutorials are given and can positively enhance a student's individual point totals for a specific essay assignment, as well as overall individual point totals.

- Students who participate in a documented in-person writing tutorial at the Writing Center or engage in a writing conference with me **before the due date of an essay** will earn a total of **10 bonus points** added to their grade for the specific essay submitted (a Writing Center tutorial and a writing conference with me cannot be combined to earn additional points. While you can engage in several writing conferences with me and with me regarding a particular essay, you can only earn a total of 10 bonus points added to the final grade of that essay assignment.
- Students who attend a Writing Center Workshop scheduled on any of the College's main campuses will earn 10 bonus points for attendance at **each event**. **Proper documentation must be provided to validate attendance.**
- Students can elect to participate in an **optional service learning project** that is endorsed by the College's **Service Learning Program** guidelines on its college website. This project will be explained in detail during the first week of class and the Service Learning Program will be discussed periodically.

## Graded Assignment Categories and Point Weights

<u>Category</u>	<u>Points</u>	<u>Category Total</u>
Essay 1.....	80.....	80
Essay 2.....	100.....	100
Essay 3.....	120.....	120
Essay 4.....	140.....	140
		<b>Subtotal:.....440 Points</b>
<b>Team-Based</b>		
<b>Learning (Discovery Groups)</b>		
Exercises (10 Graded).....	25 ea. ....	250
		<b>Subtotal:.....250 Points</b>
Labs (16).....	15 ea. ....	240
		<b>Subtotal:.....240 Points</b>
In-class Final Exam.....	70 .....	70
		<b>Subtotal:.....70 Points</b>
		<hr/> <b>TOTAL: ..... 1,000 Points</b> <hr/>

## Optional Bonus Points Activities\*

**1. Attendance at Writing Center-sponsored Workshops ..... 10 pts each**

- Schedule for one-hour workshops presented by various instructors on all campuses found on Writing Center's web page.

**2. Attendance at special student events and presentations..... 10 pts each**

\*Includes, but not limited to, the following:

- Dignity Initiative Events and Presentations
- Veterans' Day Observances on all campuses
- Auteur Film Series on all campuses
- Banned Books Celebrations on Frisco campus
- Cultural and Travel Presentations
- Special Speakers and other . . .

**3. Service Learning Project..... Up to 75 pts**

- Requires 8 hours of documented service with one or more civic or charitable organizations (other than a church). Link to Service Learning web page on Cougar Web for more info.
- Requires 2-page reflection essay on what you learned.

**4. Three-page critical essay of a literary work** (short story, play, or film) and author with Works Cited page (cannot be on a work that was assigned on syllabus) ..... Up to 50 pts

**5. Multi-media essay (3-minutes)** that critiques an author and his or her literary work (story, novel, film)..... Up to 50 pts

\*Students should contact Dr. Wilson if they plan on doing the Service Learning Project or the critical essays.

**\*NOTE: All optional bonus points activities listed above are due on or before Dec. 1, 2018. Check with Dr. Wilson should you have any questions.**

**Academic Etiquette and Class Behavior:** Our common goal is to create a vibrant collaborative learning environment that will benefit everyone. Any type of disruptive behaviors (e.g., talking while the instructor or others are talking, texting during class, using cell phones or other digital devices during class, profanity, and any violations noted in the Collin *Student Handbook* will not be tolerated.

- **\*\*\*Turn off cell or digital devices before the class begins.** Texting and similar “digital distractions” are considered disruptive behavior. If you have a situation where you must call or text someone, leave the classroom momentarily to do so. If I see anyone texting or talking on their cell phone in class, I will ask them to turn it off for the entire period.
- Remove ear buds before you enter the class.
- No web surfing before or after class using the class workstations, unless you are accessing and using the Canvas courseware or databases directly related to their course work.
- You may use your notebook or tablets in class to take notes. However, you must use your workstation computer when completing a quiz or in-class assignment.
- The classroom is not a cafeteria, so **DO NOT BRING FOOD OR EAT ANYTHING IN CLASS.** If you are hungry and need to eat, do so outside the classroom. We cannot learn if we are not all focused on the task before us.

**For many students, college is truly a once-in-a-lifetime opportunity.** Many students at Collin College make substantial personal financial and family-time sacrifices and commitments to attend classes while working full or part-time. Don’t waste their time, your time, or this opportunity. **Attitude is everything.**

- **I use technology to help students improve their academic writing.**

- The Canvas courseware provides meaningful tools that help student-writers prewrite, compose, and revise their written assignments.
- I also teach critical reading and thinking skills in this course since research demonstrates that these two attributes are prerequisites for effective writing and doing well in all your college courses.
- Teaching and learning should always be a two-way process that involves students and instructors and students collaboratively learning from their classmates.
- I challenge my students to feel that they are embarking on an important journey which will provide a solid foundation for their thinking and writing in future college classes and in their chosen professions.

### **Instructor Writing Conferences**

- All writing conferences will either be conducted **in-person** in my office **or through Google Docs and a “live” telephone chat** during my scheduled office hours in LH-169 (Lawler Hall) on the Preston Ridge Campus.
  - Writing conferences afford students meaningful opportunities to discuss any aspects of the course as well as their writing assignments. To facilitate a discussion of a writing assignment or essay draft, you should bring your work saved on a USB memory device (flash drive).
  - You should directly schedule the conference with me via Cougar Mail. Writing conferences are scheduled on a first-available basis. Writing conferences will always be conducted in my office and will last no more than 20 minutes to enable others to participate in conferences.
  - Current research shows that one-on-one writing conferences help students improve their writing skills during a college semester. Such sessions create a workshop forum wherein student writing concerns can be efficiently identified with individualized improvement strategies.

**Instructor Email Contact and Response Times:** I try to respond to all student emails within 3 hours. Obviously, on some days I will be in the classroom teaching for several continuous hours and cannot check my emails during that time. I start checking my Cougar Mail early in the morning and through the day into the

evening. If you send an email late in the evening (after 10 PM), you should expect that you will not receive reply until I check my email first thing on the following morning.

### **Learning Success Keys:**

- Come to class prepared to learn and you will!
- This is not a class to socialize or engage in non-productive conversations with others. **Do your socializing before and after class.**
- *Those who repeatedly disrupt the class through their non-productive or negative behaviors will be asked to leave the class for the full period.*  
\*\*\*Repeat offenders can be suspended from attending class and also have their names forwarded through appropriate official channels for further intervention if deemed necessary.
- Appreciate that every class meeting period is important – so emailing or calling to inquire “did I miss anything important when I was out” is a rhetorical question!

**Telephone Contact:** If you wish to telephone me, my office telephone in my office is 469.365.1818. The phone system does automatically identify your calling number, as is the case with our smart phones. So, if you leave a voice mail, be sure to mention your call-back number. I try to return all voice mails left before 5 PM within the same day. If you leave a voice mail after 5 PM, you should expect a return call from me early the following day.

**\*My preferred method of contact with students is through Cougar Mail.** *After the first week of class, you should be regularly using your Cougar Mail account to contact me. Our Cougar Email system is designed to be effective against cyber hacking, viruses, and phishing.*

- \*Do not email me during the actual class period in which you are present; if you have a question or issue ask me right then in class. **During the class period, I am not checking emails.**

### **Reporting Emergency Situations and Suspected Crime:**

- *Report violent or suspicious behaviors immediately to the FRISCO Campus Police.*
  - Dial 5555 from any on-campus telephone



- Dial **972-578-5555** from any off-campus phone
- Frisco Campus Police office (non-emergency): **972-377-1795**
- Report all health and fire emergencies by dialing **911**.

### **Reporting Misplaced, Stolen, or Lost Items:**

- Keep your personal belonging near or with you at all times.
- When loss or suspected theft occurs, immediately telephone Student Life: **972-377-1788**. Located in Alumni Hall - A-185 on the Frisco campus.
- Car keys found outside or inside the classroom should be immediately turned over to the campus police office located in Lawler Hall.

**To be successful in this class**, *you should first maintain a positive attitude that you are here to learn.*

- Regardless of your past academic experiences in college or high school, by keeping a positive attitude about this course, you will learn and succeed.
- Since this class is instructed entirely in a workstation classroom, you should possess proficiencies in computer keyboarding and using MS Word, know how to upload and download documents, and also how to navigate the Canvas courseware.
- **Free** tutorials are provided for computer software and for Canvas through the Frisco eCollin Learning Center, located in Legacy Hall.
- You can telephone the eCollin Learning Center on the Frisco Campus at 972-377-1777, or link to their support page:  
<http://www.collin.edu/academics/ecollin/>.

### **Students' Privacy Protection/Grades Confidentiality**

In accordance with the provisions of the federal law known as the **Family Educational Rights and Privacy Act (FERPA)**, matters involving students' records and grades will not be openly disclosed nor discussed. If students wish to discuss their grades with me, they can do so by scheduling a conference during my office hours. **\*Grades or grading matters will not be sent or commented upon through emails since emails can be inadvertently forwarded to third-parties.** Students

should refrain from openly discussing their grades with others inside or outside the classroom in order to protect their privacy.

You should carefully read the FERPA guidelines that are posted on the Dual Credit page of Cougar Web. Since FERPA is an enacted federal law designed for your privacy protection, communication and knowledge of grades and student information to any person other than yourself is not permitted. To enable parents to review your grades, you must have submitted authorizing documentation to the Dual Credit Office. Read the FERPA guidelines and comply fully with their requirements in order to protect your privacy.

- \* *Consult pertinent sections of this syllabus on an on-going basis to review information about course policies, resources, and your responsibilities.*

Best Wishes for a Great Semester!

## FALL SEMESTER 2018 IMPORTANT DATES

(Put in your smart device calendar tool)

**Aug. 27.....Fall Classes Begin on all  
Campuses**

**Sept. 3.....Labor Day Holiday (All  
College Campuses Closed)**

**Sept. 11..... Fall Census Date**


**Oct. 19.....Fall Last Day to Withdraw**





**Nov. 21-25.....Thanksgiving Holiday  
(Campuses Closed)**

**\*This date does not  
coincide with the Frisco  
ISD holiday period**

**Dec. 10-16.....Fall Final Exams Week**

<p>CLASS M-W MEETINGS AND ASSIGNMENT COMPLETION DATES</p>	<p><b>WEEKLY ASSIGNMENTS SCHEDULE–FALL 2018</b></p> <p><b>ENGLISH 1301.F06 CRN 10715</b>  <b>FALL 2018 SEMESTER: AUG 27–DEC 16, 2018</b>  <b>CLASS MEETS REGULARLY ON MONDAYS &amp; WEDNESDAYS</b>  <b>3:15 PM – 4:30 PM</b>  <b>H 121 (1<sup>ST</sup> FLOOR OF HERITAGE HALL)</b></p> <p>-----  <b>INSTRUCTOR: DR. GARY WILSON</b>  <a href="mailto:GWILSON@COLLIN.EDU">GWILSON@COLLIN.EDU</a>  <b>OFFICE: LAWLER HALL RM 169, FRISCO CAMPUS</b></p>
<p><b>M: 8-27</b></p>	<p><b>Lesson Focus:</b> <i>First Day of Class</i></p> <ol style="list-style-type: none"> <li>1. Student responsibilities and course requirements; familiarization with workstation environment, course syllabus, Weekly Assignments Schedule, mandatory attendance, and Canvas menus and tools.</li> <li>2. Purchase or rent your textbooks without delay!</li> </ol> <p><b>Reading Assignment:</b> Course syllabus (during class)</p> <ol style="list-style-type: none"> <li>1. Discuss course syllabus and Student Learning Objectives (SLOs).</li> <li>2. Review the standardized essay evaluation rubric as a guideline for student writing and essay evaluation.</li> <li>3. Discuss collaborative Team Based Learning (TBL) Discovery Groups with peers and its vital importance in the writing classroom.</li> <li>4. Create Discovery Groups for TBL (each group is comprised of 4-5 students).</li> <li>6. Overview of Canvas courseware–basic navigation routines</li> </ol>
<p><b>W: 8-29</b></p>	<p><b>Lesson Focus:</b></p> <ol style="list-style-type: none"> <li>1. Overview of the key aspects of academic essay organization.</li> <li>2. Focused discussion on the fundamental aspects of essay organization and the operative terms “usage,” “grammar,” “mechanics,” and “revision.”</li> </ol> <p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Control-click this web link and read the web page and all links on the web page: <a href="https://owl.english.purdue.edu/owl/owlprint/724/">https://owl.english.purdue.edu/owl/owlprint/724/</a></li> <li>2. Read the “Sample Student Essay” found in the Module files folder in Canvas. Pay close attention to essay formatting according to MLA standards for margins, pagination (insert page no.), in-text citing, and Works Cited page bibliographic entries.</li> </ol> <p><b>In-class Activity for TBL Discovery Groups:</b></p>



	<p>Prepare summary of what each group considers key elements of the assigned readings due and discuss within your Discovery Group and in open class discussions. See instructions for your Discovery Group work in this week's Module in Canvas.</p>
<b>M: 9-03</b>	<p>&lt;&lt;&lt;No class held: College Campuses Closed: Labor Day Holiday&gt;&gt;&gt;</p>
<b>W: 9-05</b>	<p><b>Lesson Focus:</b></p> <ol style="list-style-type: none"> <li>1. Understand the content and purpose of the persuasive essay.</li> <li>2. Discuss the elements and appeals of rhetoric.</li> <li>3. What is an argument?—understanding the structure of effective and ineffective arguments.</li> <li>4. <b>In-class Activity for TBL Discovery Groups:</b> Group exercise regarding examples of arguments and persuasive communications:</li> </ol> <ol style="list-style-type: none"> <li>1. Control-click and read this web link and all internal links on the website: <a href="https://owl.english.purdue.edu/owl/resource/588/04/">https://owl.english.purdue.edu/owl/resource/588/04/</a></li> <li>2. <i>Write Now</i> (WN), chapter one.</li> <li>3. <a href="http://www.youtube.com/watch?v=mIESu4yXco4&amp;hd=1">http://www.youtube.com/watch?v=mIESu4yXco4&amp;hd=1</a> .</li> <li>4. Open and read the PDF presentation document here:    Persuasive Techniques.pdf</li> <li>5. <i>The Pocket Guide to Critical Thinking</i> (PGCT): read chapters 1, 2, and 3.</li> </ol> <p><b>In-class Activity for TBL Discovery Groups:</b></p> <ol style="list-style-type: none"> <li>6. Focus on the rhetorical appeals as elements of evidence and support in the persuasive essay.</li> <li>7. Discuss chapters 1 and 2 in PGCT in your Discovery group. (Bring your PGCT text to class). See instructions for your Discovery Group work in this week's Module in Canvas.</li> </ol> <p>3. Discuss the parts of arguments (claims). Reach a consensus answer on this key question: What makes an effective argument? Take notes of this group discussion.</p>



	<p><b>Individual Writing Assignment:</b></p> <p><b>Lab #1 due and submitted in Canvas before class begins.</b> (Instructions for Labs and all written assignments are in the weekly Modules in Canvas).</p> <p>&gt;&gt;NOTE: <b>Essay #1 assigned.</b> See all assignment instructions in Canvas modules. Discuss with your Discovery Group members.</p>
<b>M: 9-10</b>	<p><b>Lesson Focus:</b></p> <p>1. Focus on the writing process and its phases: invention (prewriting), composing (drafting), revising, editing/proofreading.</p> <p><b>Reading Assignment:</b></p> <p>1. WN, Chapt. Two.</p> <p>2. <b>Open and read this Power Point PDF document): "Writing to Persuade"</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <a href="#">Writing to Persuade.pdf</a> </div> <div style="text-align: center;">   <a href="#">Writing to Persuade.pdf</a> </div> </div> <hr/> <p>3. Open and read this web page and all its links:  <a href="https://owl.english.purdue.edu/owl/resource/673/1/">https://owl.english.purdue.edu/owl/resource/673/1/</a></p> <p><b>Individual Written Assignment:</b></p> <p><b>&gt;&gt;&gt;Lab #2 Due today&lt;&lt;&lt;</b> (see Canvas Assignments for all lab instructions and uploading your document to Canvas).</p> <p><b>In-class Activity for TBL Discovery Groups:</b></p> <p>1. Invention Exercise (Open and read "The Invention Wheel" heuristic</p> <div style="text-align: center;">   <a href="#">The Invention Wheel for Prewriting Discovery.pdf</a> </div> <p>here:</p> <p>2. Writing Exercise (in-class-not graded)—freewriting on a topic that you would like to use in your Essay # 1 to persuade (see weekly module in Canvas for assignment instructions). <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p>
<b>W: 9-12</b>	<p><b>Lesson Focus:</b></p> <p>1. Focus on writing effective thesis statements for the persuasive essay.</p> <p><b>Reading Assignment:</b></p> <p>1. WN Chapters 3 and 18.</p> <p>2. Open and read this excellent overview in PDF format about the attributes of an effective thesis statement in a persuasive essay:</p> <div style="text-align: center;">   <a href="#">Three Key Concepts to Writing a Thesis Statement.pdf</a> </div>

	<p>3. Also open and read this web link to Purdue OWL regarding guidance for writing strong thesis statements:  <a href="https://owl.english.purdue.edu/owl/resource/588/01/">https://owl.english.purdue.edu/owl/resource/588/01/</a></p> <p><b>Written Assignment:</b></p> <p>1. Review thesis statements and discuss why they are effective or not effective based on the criteria in the assigned readings. <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p>
<b>M: 9-17</b>	<p><b>Lesson Focus:</b></p> <p>1. Focus on prewriting (invention): writing effective essay outlines</p> <p><b>Reading Assignment:</b></p> <p>1. Click on and view this Youtube presentation on MS Word Outline View features:  <a href="https://www.youtube.com/watch?v=R-QL9HFRI08">https://www.youtube.com/watch?v=R-QL9HFRI08</a></p> <p><b>Written Assignment:</b></p> <p><b>1. BRING YOUR OWN MS WORD OUTLINE OF YOUR ESSAY #1 TOPIC AREA TO CLASS IN ELECTRONIC FORMAT</b></p> <p><b>In-class TBL Discovery Group:</b></p> <p>1. Focus on key aspects of outlining as inherent part of the prewriting (invention) process.</p> <p>2. Focus on these areas in your MS Word outline: your thesis statement, your topic sentence, and initial support paragraph evidence (support as categorized under the heading of one or more of the rhetorical appeals: ethos, pathos, logos, and Kairos). <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p>
<b>W: 9:19</b>	<p><b>Lesson Focus:</b></p> <p>1. Revision: focusing on revising the expository persuasive essay.</p> <p>2. Revising for higher and lower order concerns in an academic essay.</p> <p><b>Reading Assignment:</b></p> <p>1. <a href="http://www.youtube.com/watch?v=0dB6M4N5Hu8&amp;hd=1">http://www.youtube.com/watch?v=0dB6M4N5Hu8&amp;hd=1</a></p> <p>2. An important chapter in this PDF on how to convert your essay outline to a draft essay:</p> <div data-bbox="669 1528 732 1587" data-label="Image"> </div> <p>Converting An Outline to an Essay Chapt 6.pdf</p> <p>3. Power Point module entitled "Higher and Lower Order Strategies in Essay Revision" (document is located in "Writer Resources" sub-folder in the Contents folder of Canvas)</p> <p><b>Written Assignment:</b></p> <p>1. Bring to class your draft copy of Essay 1 (persuasive essay)—have electronic copy or printed copy available for instructor and peer reviews.</p>

	<p>2. &gt;&gt;&gt; Essay #1 final version submitted to Canvas as a MS Word document in Canvas. Read assignment instructions in Canvas Module&lt;&lt;&lt;</p> <p>3. &gt;&gt;&gt; Lab #3&lt;&lt;&lt; Revision method validated for Essay 1 (see Canvas Assignments for instructions).</p> <p><u>In-class TBL Discovery Group:</u></p> <p>1. Instructor and peer critiques of the draft of Essay #1:</p> <ol style="list-style-type: none"> <li>Focus on thesis statement</li> <li>Topic sentences</li> <li>Diction</li> <li>Adequacy of support sentences for each support paragraph</li> </ol> <p>See instructions for your Discovery Group work in this week's Module in Canvas.</p> <p><b>NOTE: Assign Essay #2 (see "Assigned Essays" Menu Tool in Canvas for all assignment instructions.</b></p>
<b>M: 9-24</b>	<p><u>Lesson Focus:</u></p> <p>1. Accurately analyzing arguments: focusing on understanding the claims, evidence (support and rhetorical appeals) of arguments and how to critique these elements as used by an author in a written argumentative text.</p> <p><u>Reading Assignment:</u></p> <p>1. WN, "Meltdown . . ." (author: Bill McKibben), 92-95; and 96-106.</p> <p><u>Written Assignment:</u></p> <p>1. Essay #1 final version submitted to Assignments in Canvas.</p> <p>2. &gt;&gt;&gt; BRING ESSAY #1 to CLASS IN ELECTRONIC FORMAT FOR REVIEWS BY PROF. WILSON AND PEERS.</p> <p><u>In-class TBL Discovery Group:</u></p> <p>1. Discuss McKibben's claims (contentions) and evidence (support) in his article on global climate change. See instructions for your Discovery Group work in this week's Module in Canvas.</p>
<b>W: 9-26</b>	<p><u>Lesson Focus:</u></p> <p>1. Analyzing arguments: focusing on understanding the elements of arguments and how these elements are applied by an author in a written argumentative text, such as a published article.</p> <p><u>Reading Assignment:</u></p> <p>1. Review McKibben's article in WN, pp. 92-95; and read WN, 10-114.</p> <p>2. Read the following PDF document on counter-argumentation and be able to apply its strategies in counter-arguing the author's claims in his article on global climate change.</p> <p>3. Discuss McKibben's use of counter-arguments in his hi article and how he uses the rhetorical appeals of logos, pathos, ethos, and kairos.</p>



	 <p>Why Counter-Argue.pdf</p> <p><b><u>Written Assignment:</u></b></p> <p>1. &lt;&lt; <b>Lab #4 due before class</b> &lt;&lt; <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b> Watch this Youtube video on the building blocks of arguments and write a 250-word paragraph reflective essay that summarizes and argues what you learned:  <a href="https://www.youtube.com/watch?v=DmKGMOFON0g">https://www.youtube.com/watch?v=DmKGMOFON0g</a></p>
<b>M: 10-01</b>	<p><b><u>Lesson Focus:</u></b></p> <p>1. Continue focusing on arguments and counter-argumentation (refutation).</p> <p><b><u>Reading Assignment:</u></b></p> <p>1. Open and read this Power Point document:  <a href="http://www.slideshare.net/mauryeliz/refuting-an-argument-or-counter-argument">http://www.slideshare.net/mauryeliz/refuting-an-argument-or-counter-argument</a></p> <p>2. WN, 216-220 (Student position argument example).</p> <p>3. WN, 100-103 ("People Still Read . . .")</p> <p><b><u>Written Assignment:</u></b></p> <p>2. &gt;&gt;&gt; Group Essay: to be completed in your Discovery Group and submitted individually &lt;&lt;&lt; : identifying counter-arguments in assigned essays</p> <p><b><u>In-class TBL Discovery Group:</u></b></p> <p>1. Discuss the two essays in the assigned readings, focusing on their main and sub-claims on the topic of student loans; assess the accuracy and credibility of their claims, their use of persuasive fallacies, and what might be effective counter-arguments. <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p>
<b>W: 10-03</b>	<p><b><u>Lesson Focus:</u></b></p> <p>1. Focus on invention strategies ("The Invention Wheel," freewriting, and outlining) for assigned Essay #2.</p>  <p>The Invention Wheel for Prewriting Discovery.pdf</p> <p><b><u>Reading Assignment:</u></b></p> <p>1. Review assignment instructions, select writing prompt, and bring initial (rough) outline to class.</p>

	<p>2. Power Point module entitled "Higher and Lower Order Strategies in Essay Revision" (document is located in "Writer Resources" sub-folder in the Contents folder of Canvas)</p> <p><b>Written Assignment:</b></p> <p>1. &gt;&gt;&gt;Lab #6 &amp; #7&lt;&lt;&lt; (see Canvas Assignments for instructions).</p> <p><b>In-class TBL Discovery Group:</b></p> <p>1. Review and discuss with Dr. Wilson your initial outline for Essay #2 based on your selection of writing prompt described in assignment instructions–posted in the appropriate Module in Canvas. See instructions for your Discovery Group work in this week's Module in Canvas.</p>
<b>M: 10-08</b>	<p><b>Lesson Focus:</b></p> <p>1. Focus on converting prewriting artifacts (outline and other inventional forms) to the initial draft of your Essay #2.</p> <p><b>Reading Assignment:</b></p> <p>1. Review this important PDF file on converting prewriting artifacts to the organizational components of your essay drafts:</p> <p></p> <p>Converting An Outline to an Essay Chapt 6.pdf</p> <p><b>Written Assignment:</b></p> <p>1. &gt;&gt;&gt;Lab #8 &amp; #9&lt;&lt;&lt; (see Canvas Assignments for instructions).</p> <p><b>In-class TBL Discovery Group:</b></p> <p>1. Instructor and peer-critiques of outline and/or draft of Essay 2 in class. Bring your draft to class in electronic and/or print formats. See instructions for your Discovery Group work in this week's Module in Canvas.</p>
<b>W: 10-10</b>	<p><b>Lesson Focus:</b></p> <p>1. Instructor and peer critiques of your draft of Essay #2 during class, with focus areas on thesis statements, topic sentences in support paragraphs, evidence, argumentation, and effective conclusory paragraphs.</p> <p><b>Reading Assignment:</b></p> <p>1. Open the following PDF document for an effective overview of the revision process:</p> <p></p> <p>Revision Checklist.pdf</p> <p><b>Written Assignment:</b></p>

	<p>1. <b>25-Minute Essay #3</b></p> <p>2. &gt;&gt;&gt; Essay #2 due in final format no later than 11:45 PM, Thursday, Oct. 15th.&lt;&lt;&lt;</p> <p><b><u>In-class TBL Discovery Group:</u></b></p> <p>1. Instructor and peer critiques of Essay #2 during class (all class members must participate to receive credit). <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p> <p><b>NOTE: Essay #3 is assigned in Canvas.</b></p>
<b>M: 10-15</b>	<p><b><u>Lesson Focus:</u></b></p> <p>1. Focus on a rhetorical critique of a short film, using the rhetorical appeals, and the literary critical lenses of symbolism, imagery, plot, characterization, cinematic techniques, structure, and dialogue.</p> <p><b><u>Reading Assignment:</u></b></p> <p>1. Read WN, Chapt. 11 (film reviews sections).</p> <p>1. Review WN, Chapt 7.</p> <p>2. Online video to view regarding rhetorical analysis:  <a href="http://www.youtube.com/watch?v=s84EDd8jFgw&amp;hd=1">http://www.youtube.com/watch?v=s84EDd8jFgw&amp;hd=1</a></p> <p>3. An excellent document that explains cinematic, literary, and analytical approaches and terms with linked samples of essays on film:</p> <p><b><u>In-class TBL Discovery Group:</u></b></p> <p>1. Review short film options for Essay #3</p> <p><b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p>
<b>W: 10-17</b>	<p><b><u>Lesson Focus:</u></b></p> <p>1. Continue to focus on a rhetorical critique of a short film, using the rhetorical appeals, and the literary lenses of symbolism, imagery, plot, characterization, cinematic techniques, and dialogue.</p> <p><b><u>Reading Assignment:</u></b></p> <p>1. Review the short film and writing topic option <b>you selected for Essay #3.</b></p> <p>2. Review this link on film critique strategies:  <a href="http://www.cod.edu/people/faculty/pruter/film/">http://www.cod.edu/people/faculty/pruter/film/</a></p> <p><b><u>Written Assignment:</u></b></p> <p>1. &gt;&gt;&gt; <b>LAB #10 &amp; #11</b> (*See instructions in Canvas)</p> <p><b><u>In-class TBL Discovery Group:</u></b></p> <p>1. In class, we will assign film presentations for Discovery Groups for group presentations.</p> <p><b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p>

	2. Review assignment instructions for assigned Essay #3.
<b>M: 10-22</b>	<p><b><u>Lesson Focus:</u></b></p> <ol style="list-style-type: none"> <li>1. Focus on prewriting artifacts ("invention wheel," free writing (summarization), and outlining for Essay #3.</li> <li>2. Focus on using the suggested inventional approaches with the writing assignment topic prompts.</li> </ol> <p><b><u>Reading Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. "The Invention Wheel" heuristic (filed under "Writers Resources" in the Contents folder of Canvas).</li> </ol> <p><b><u>TBL Discovery Group Activity/Written Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. Individual writing assignment at your workstations after peer discussions in your Discovery Group (based on your own individual short films) <b><u>In-class TBL Discovery Group:</u></b></li> </ol> <p><b><u>See instructions in this week's Module in Canvas.</u></b></p>
<b>W: 10-24</b>	<p><b><u>Lesson Focus:</u></b></p> <ol style="list-style-type: none"> <li>1. Focus on higher order and lower order concerns in the revision process of Essay #3. <b><u>Bring your prewriting artifacts for Essay #3</u></b> (outline and/or initial draft(s) of Essay #3.</li> </ol> <p><b><u>Reading Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. Power Point module entitled "Higher and Lower Order Strategies in Essay Revision" (document is located in "Writer Resources" sub-folder in the Contents folder of Canvas)</li> </ol> <p><b><u>Written Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. Initial draft of Essay #3 submitted for in-class critiques.</li> <li>2. <b><u>&lt;&lt;&lt;Lab #12&gt;&gt;&gt;</u></b> (refer to "Labs 1-16" in the Assignments panel of Canvas for all instructions).</li> </ol> <p><b><u>In-class TBL Discovery Group:</u></b></p> <ol style="list-style-type: none"> <li>1. Instructor and peer reviews of Essay #3 (bring your essay to class in electronic format).</li> <li>2. <b><u>In-class TBL Discovery Group:</u></b></li> </ol> <p><b><u>See instructions in this week's Module in Canvas.</u></b></p>

<b>M: 10-29</b>	<p><b><u>Lesson Focus:</u></b></p> <ol style="list-style-type: none"> <li>1. Focus on revising final draft of Essay #3.</li> <li>2. Instructor and peer reviews in-class of Essay #3.</li> </ol> <p><b><u>Reading Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. Power Point module entitled "Higher and Lower Order Strategies in Essay Revision" (document is located in "Writer Resources" sub-folder in the Contents folder of Canvas)</li> </ol> <p><b><u>Written Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Bring your draft of Essay #3 to class</b> for instructor writing conferences and peer reviews.</li> </ol> <p><b><u>In-class TBL Discovery Group:</u></b></p> <p><b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p>
<b>W: 10-31</b>	<p><b><u>Lesson Focus:</u></b></p> <ol style="list-style-type: none"> <li>1. Revision of Essay #3: instructor writing conferences and peer reviews of Essay #3.</li> </ol> <p><b><u>Reading Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. Revise and proofread final draft of Essay #3.</li> </ol> <p><b><u>Written Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Bring final draft of Essay #3 to class</b> in electronic and printed format for instructor writing conference and peer reviews.</li> <li>2. <b>&lt;&lt;&lt;Essay #3 due&gt;&gt;&gt; Upload to Canvas as a MS Word document no later than 11:45 PM on due date specified in Canvas.</b></li> </ol> <p><b><u>In-class TBL Discovery Group:</u></b></p> <ol style="list-style-type: none"> <li>1. Instructor writing conferences and peer reviews of Essay #3 (*Bring final draft of Essay #3 to class for instructor writing conferences and peer reviews).</li> </ol> <p><b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p> <p><b>NOTE: Essay #4 Assignment Instructions in Canvas.</b></p>

<b>M: 11-05</b>	<p><b><u>Lesson Focus:</u></b> 1. Introduction to the academic research process.</p> <p><b><u>Reading Assignment:</u></b> 1. WN, Chapt. 15. 2. Review PRC Library databases (instructions in "Research Module" sub-folder in the Contents folder of Canvas)</p> <p><b><u>Written Assignment:</u></b> In-class writing exercise as specified in the instructions in Canvas.</p> <p><b><u>In-class TBL Discovery Group:</u></b> In-class essay written individually at work stations after peer discussions. 2. Discussion of the research steps in finding and assessing credible secondary sources for use in academic research. See instructions for your Discovery Group work in this week's Module in Canvas.</p>
<b>W: 11-07</b>	<p><b><u>Lesson Focus:</u></b> 1. Introduction to the academic research process and the academic research essay.</p> <p><b><u>Reading Assignment:</u></b> 1. WN, Chapt. 10.</p> <p><b><u>Written Assignment:</u></b> 1. &lt;&lt;&lt;Lab #13&gt;&gt;&gt; (see instructions in "Labs 1-16" in Assignments of Canvas).</p> <p><b><u>In-class TBL Discovery Group:</u></b> 1. Group work (assigned in Canvas) about the research process and its use in a persuasive research essay. 2. Class discussion about assignment instructions for Essay #4 (persuasive research essay). See instructions for your Discovery Group work in this week's Module in Canvas.</p>
<b>M: 11-12</b>	<p><b><u>Lesson Focus:</u></b> 1. The academic research process and the academic research essay.</p> <p><b><u>Reading Assignment:</u></b> 1. WN, Chapt. 10.</p> <p><b><u>Written Assignment:</u></b> 1. (in-class, 25 min.): covers prior assigned readings on the research process (WN, chapters 10 and 15; and class notes on the research essay and academic research process).</p> <p><b><u>In-class TBL Discovery Group:</u></b></p>

	<p>1. Class discussion about the <b>research process</b> and its use in a persuasive research essay. Discuss readings in your Discovery Group and then write your essay over assigned readings. Instructions for assignment posted in Canvas. <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></p>
<b>W: 11-14</b>	<p><b>Lesson Focus:</b></p> <ol style="list-style-type: none"> <li>1. The academic research process and the academic research essay.</li> <li>2. Focus on prewriting artifacts ("invention wheel," free writing (summarization), and outlining for Essay #4.</li> <li>2. Focus on using the suggested inventional approaches with the writing assignment topic prompts.</li> </ol> <p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Review WN, Chapters 10 and 15.</li> <li>2. "The Invention Wheel" filed in "Writer's Resources" sub-folder in the Contents folder of Canvas.</li> </ol> <p><b>Written Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>&lt;&lt;&lt;Lab #14&gt;&gt;&gt;: (See instructions Assignments in Canvas).</b></li> </ol> <p><b>In-class TBL Discovery Group:</b></p> <ol style="list-style-type: none"> <li>1. Class discussion about adapting evidence (secondary sources) in the research essay outline. <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></li> </ol>
<b>M: 11-19</b>	<p><b>Lesson Focus:</b></p> <ol style="list-style-type: none"> <li>1. Focus on prewriting artifacts ("invention wheel," free writing (summarization), and outlining for Essay #4.</li> <li>2. Focus on using the suggested inventional approaches with the writing assignment topic prompts.</li> </ol> <p><b>Reading Assignment:</b></p> <ol style="list-style-type: none"> <li>1. "The Invention Wheel" heuristic (filed under "Writers Resources" in the Contents folder of Canvas).</li> <li>2. Review WN, Chapters 10 and 15.</li> </ol> <p><b>Written Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>&lt;&lt;&lt;Lab #15&gt;&gt;&gt;: (See in Canvas).</b></li> </ol> <p><b>In-class TBL Discovery Group:</b></p> <ol style="list-style-type: none"> <li>1. Bring your draft Essay #4 outline (research essay outline) to class in electronic and/or printed format for instructor conferences and peer reviews. <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></li> </ol>

<b>11-21-25</b>	<p style="text-align: center;"><b>&lt; &lt; &lt; No Classes Held: College Closed: Thanksgiving Holiday &gt; &gt; &gt;</b></p>
<b>M: 11-26</b>	<p><u>Lesson Focus:</u></p> <ol style="list-style-type: none"> <li>1. Focus on prewriting artifacts ("invention wheel," free writing (summarization), and outlining for Essay #4.</li> <li>2. Focus on using the suggested inventional approaches with the writing assignment topic prompts.</li> </ol> <p><u>Reading Assignment:</u></p> <ol style="list-style-type: none"> <li>1. "The Invention Wheel" heuristic (filed under "Writers Resources" in the Contents folder of Canvas).</li> <li>2. Review WN, Chapters 10 and 15.</li> </ol> <p><u>Written Assignment:</u></p> <ol style="list-style-type: none"> <li>1. Bring your completed draft of your outline for your research essay to class for a research workshop (sources to support your outline's topic sentences).</li> </ol> <p><u>In-class TBL Discovery Group:</u></p> <ol style="list-style-type: none"> <li>1. Class discussion about your prewriting artifact (outline) and its adoption of your research evidence. <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></li> </ol>
<b>W: 11-28</b>	<p><u>Lesson Focus:</u></p> <ol style="list-style-type: none"> <li>1. In-class workshop on completing the acquiring of ALL of your research sources from the electronic databases.</li> </ol> <p><u>Reading Assignment:</u></p> <ol style="list-style-type: none"> <li>1. "The Invention Wheel" heuristic (instructional model)</li> <li>2. Review WN, Chapters 10 and 15.</li> </ol> <p><u>Written Assignment:</u></p> <ol style="list-style-type: none"> <li>1. <b>&lt; &lt; &lt; Submit your completed</b> research sources for the workshop labs assigned in Canvas).</li> </ol> <p><u>In-class TBL Discovery Group:</u></p> <ol style="list-style-type: none"> <li>1. Instructor conferences with students about their individual research essay outlines. <b>See instructions for your Discovery Group work in this week's Module in Canvas.</b></li> </ol>
<b>M: 12-03</b>	<p><u>Lesson Focus:</u></p> <ol style="list-style-type: none"> <li>1. Revision of Essay #4: bring your initial or rough draft of your research essay for an in-class assignment.</li> </ol> <p><u>Reading Assignment:</u> none</p>



	<p><b><u>Written Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. Bring draft of Essay #4 to class: see instructions in Canvas Module for Week 15.</li> </ol> <p><b><u>In-class TBL Discovery Group:</u></b></p> <ol style="list-style-type: none"> <li>1. Bring your evaluated outline for Essay #4 to class in electronic and/or printed format for instructor and peer reviews. See instructions for your Discovery Group work in this week's Module in Canvas.</li> </ol>
<b>W: 12:05</b>	<p><b><u>Lesson Focus:</u></b></p> <ol style="list-style-type: none"> <li>1. Revision of Essay #4: instructor writing conferences and peer reviews of the draft of Essay #4.</li> </ol> <p><b><u>Reading Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. Review WN, Chapt. 10</li> <li>2. Review the following embedded PDF on assimilating your research essay outline into the initial draft of your essay:</li> </ol> <div data-bbox="672 846 732 905" data-label="Image"> </div> <p>Converting An Outline to an Essay Chapt 6.pdf</p> <p><b><u>Writing Assignments:</u></b></p> <ol style="list-style-type: none"> <li>1. In-class TBL Discovery Group Exercise: See instructions in Modules in Canvas.</li> <li>2. &lt;&lt;&lt;Lab #16 (last lab in the course)&gt;&gt;&gt; due before class. See instructions in Modules in Canvas.</li> <li>3. Lab #16 Due (last lab in the course). See assignment instructions in Canvas.</li> </ol> <p><b><u>Written Assignment:</u></b></p> <ol style="list-style-type: none"> <li>1. &lt;&lt;&lt;Submit your final version of Essay #4 by 11:45 PM in Assignments in Canvas.&gt;&gt;&gt;</li> </ol>
<b>W: 12-12</b> <b>1 PM–3 PM</b> (Note duration of exam period)	<p><b>&lt;&lt;&lt;In-class Final Exam&gt;&gt;&gt;</b></p> <ol style="list-style-type: none"> <li>1. See instructions in Assignment in Canvas for instructions pertaining to the final exam essay.</li> <li>2. NOTE: the final exam is a two-hour class period, so plan your work and study schedule accordingly. The exam will convene in L 212.</li> </ol> <p>&gt;&gt;&gt;Open and read the College Final Exam Schedule file below&lt;&lt;&lt;</p>



College%20Final%20  
Exam%20Schedule%2

**\* Instructions for out of class writing assignments (assigned essays and some labs) and in-class writing assignments associated with your TBL Discovery Group are ALWAYS posted in the appropriate week's Module in Canvas with sufficient lead time before the assignment is due. All written assignments are submitted in Canvas—there are no written assignments that will be printed and submitted in class.**

\*Reading and writing assignments must be completed by the dates noted on this syllabus **before** the class begins.

*>>> You should bring the appropriate texts that we are using on assigned readings to every class meeting.<<<*

**IMPORTANT:** Changes to the following schedule of reading, writing, and in-class assignments may be made to enhance the students' learning process. **Any such changes will be announced in class and also made in the document and reposted in Canvas.** Changes to correct mistakes (typos, incorrect dates, etc.) may also be made to improve clarity.

Classes officially canceled by the College due to inclement weather may affect this schedule and require adjustments and changes to assignment due dates and class meeting dates.

This schedule is posted online in the first week's Module folder in Canvas. The specific assignment details of labs, essays, and in-class writing exercises will be posted in Canvas in the Assignments section. Written labs should be completed outside of the class period and submitted **before class begins on the day they are due.** In-class written assignments and out-of-class essays are due on the class period indicated.

Direct any questions to me immediately if you have questions about your assignments and due dates.

