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## Composition II

Lisa Kirby

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## COURSE SYLLABUS

COURSE INFORMATION
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**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.

**Course Credit Hours:** 3  
Lecture Hours: 3  
Lab Hour: 1

**Prerequisite:** ENGL 1301

**Student Learning Outcomes:**

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative research processes.
  2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
  3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
  4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
  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:
  1. Demonstrate personal responsibility through the ethical use of intellectual property.

**Withdrawal Policy:**

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

**Repeat Policy:**

Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Fall 2016 Registration Guide for more information.

**Collin College Academic Policies:**

See the current *Collin Student Handbook*.

**Americans with Disabilities Act:**

In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability.

If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)

**Note:** Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office. It is the student's responsibility to contact the ACCESS office and to notify professors of any accommodations. The office is located at the Spring Creek Campus (SCC) in Plano, at 972-881-5898 (voice).

INSTRUCTOR INFORMATION
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**Instructor's Name:** Dr. Lisa A. Kirby

**Office Number:** L209

**Office Hours:** Monday, 10:00 a.m.-1:00 p.m.  
 Tuesday, Thursday, 9:00-10:00 a.m.  
 Wednesday, 10:00-11:00 (online)  
 and by appointment

**Phone Number:** 972-548-6756

**Email:** LKirby@collin.edu

**Class Information:**

**Section Number:** S40

**Meeting Times:** Tuesday, Thursday, 1:00-2:15

**Meeting Location:** L203

**Course Resources:** The following textbook is required for this course. The Collin College bookstore is managed by Barnes and Noble; students can find more information about their textbooks and the bookstore at <http://collin.bncollege.com>. I also recommend students purchase or have access to a grammar handbook.

- Lunsford, Andrea, John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument with Readings*. 7<sup>th</sup> ed. ISBN: 978-1-319-08574-2.

**Supplies:** The following supplies are required for ENGL 1302:

- Binder or folder to keep course materials organized; and
- Spiral or composition notebook for ENGL 1302 writing and class notes.

**Attendance Policy:**

Each student is expected to attend class regularly and participate, and students' success in this class is directly tied to attendance. We will be conducting some sort of writing or class activity every day that counts towards students' final grades. As such, being absent, tardy, or leaving early adversely affects the final grade. After two weeks of unexcused absences (four absences in a TR class), I will assign a grade of zero for any assignment submitted until the student meets with me to discuss the absences and sign an attendance contract. Since

illness, car trouble, and other issues are likely at some point during the semester, students are urged to consider carefully their absences.

If students are going to be absent, it is their responsibility to contact and discuss with me any missed work. Students are responsible for all work missed due to absences and must turn in the work on the given due date, unless prior arrangements have been made.

In accordance with Section 51.911 of the Texas Education Code, the college will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days and the form for notification of absence from each class under this provision are available from the Admissions and Records Office.

### **Late Enrollment:**

Per Collin College policy, students are now able to enroll in a course until Friday, January 25. Should a student enroll in this course late, he/she will still be held accountable for any absences accrued during the missed days of class and will not be able to make up any missed work for the missed days.

### **Method of Evaluation:**

Students are responsible for completing all reading, writing, and library assignments. In addition, any student given extra tutoring assignments will be expected to fulfill this task as part of the course requirements. The grading scale for this course is:

A = 90-100  
 B = 80-89  
 C = 70-79  
 D = 60-69  
 F = 59 and below

Any grade of 0.5 or above will automatically be rounded up; with grades that comes close (0.3 or 0.4), I will look at student absences. No other grades will be rounded up. In order to receive a grade for this course, students must complete all major writing assignments, which consist of Essays #1, #2, #3, and Project #4. Final grades will be determined as follows:

• Essay #1	10%
• Essay #2	20%
• Essay #3	25%
• Project #4	10%
• Annotated Bibliography	5%
• Peer Review	5%
• Discussion Board	10%
• Lab	5%
• Presentation: Project #4	5%
• <u>Class Participation</u>	<u>5%</u>
Total	100%

**Other Course Policies:**

**Office Hours and Communication:** My scheduled office hours (listed on page two) are intended as times when students can drop in to discuss their writing or other class issues. These office hours are intended as first come, first served, and no appointments will be made. Should you need to meet me at another time, or if you prefer to have a scheduled appointment, those will take place outside of my usual office hours. I highly recommend students take advantage of office hours and appointments to ask questions and even have me review drafts of essays, as well as an opportunity to earn lab credits.

Outside of office hours, the best way to contact me is through e-mail (also listed on page 2). Canvas is the college's primary form of communication, so please e-mail only through Canvas and set your notifications accordingly. I generally respond to e-mails within 24 hours, except on holidays and weekends, and often sooner. It is also a good idea to check your Cougar Mail account regularly.

**Student Code of Conduct/Scholastic Dishonesty:**

Please see the Student Handbook for further information.

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means.

Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

- 1. Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.
- 2. Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.
4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) shall receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place.

In ENGL 1302, all work submitted is expected to be **original** to the student and this class. Students should submit writing that is their own and should not submit writing they have submitted or will submit for another course. If a student is suspected of scholastic dishonesty, no grade will be given for the assignment until a judgment is rendered by the Dean of Student Development Office. At this time, if the student is found responsible, he or she will receive a grade of zero for the assignment.

**Make-Up and Late Work:** All assignments must be submitted to Canvas by class time on the day they are due, even if a student is going to be absent. While I do not accept late or make-up work on discussion boards, in-class writings, or informal writings, I will accept the major essays up to one week late, though there will be a penalty of one letter grade per day (including weekends). I do, however, realize that sometimes life gets in the way of our writing. Therefore, I am willing to grant each student one extension per semester, with no penalty. This extension only applies to Essays #1, #2, and #3. The request for this extension must be made via e-mail at least 24 hours prior to the assigned due date, and it will allow the student an extra 72 hours to work on the assignment. For example, if the essay is due at 1:00 p.m. on a Tuesday, the student would then have until 1:00 p.m. on Friday to submit the assignment through Canvas with no penalty. **No late work, either with an extension or without, will be accepted later than one week past the original due date.**

**Canvas/Turnitin:** We will be using Canvas in this course to organize course materials, provide class announcements, and submit writing assignments. Should we be forced to miss class due to unforeseen circumstances, such as weather, Canvas will be the space where students can look for announcements and updates. When an assignment is due via Canvas, it must be submitted on a specific date and time. While I will always notify students when something is due on Canvas, it is students' responsibility to access Canvas often. We will use Canvas for discussion boards, as well as to submit the major essays. All major essays will be submitted through Turnitin in Canvas. Students do not need a separate log in for Turnitin. Please note that, along with the grade, extensive comments are provided on all essays and can be viewed through Canvas. Students are **required** to view these comments

in Turnitin, so can they understand how they received the grade and for guidance on future assignments.

**Technology Use:** According to the Collin College Student Handbook, students are not permitted to engage “in the disruptive use of electronic or digital media or telecommunication devices during class, Collin College labs, and/or other learning environment” (7.2.3.S). During class time, please make sure your cell phones and other electronic devices are put away and on silent; using these devices during class will adversely impact the student’s class participation grade. Laptops and tablets are only allowed under certain circumstances with the professor’s permission.

If a student wishes to record portions of the class for study purposes, he or she must first gain permission from the professor. Even if approval is granted, students are not permitted to copy, post, or record any information, images, or content from this course or the classroom for redistribution to anyone, including to other media, on social media, etc., without express permission from the professor. If you have questions about this policy, please let me know.

**Behavior:** As the instructor for this course, I have full discretion over what behavior is considered appropriate/inappropriate for the classroom. Any behavior I deem to be inappropriate shall be addressed according to Collin College’s policies and procedures. While in class, students should focus on the course content and refrain from working on assignments for other classes, sleeping, texting, working on laptops/tablets, and engaging in other behaviors that are disruptive.

**Class Environment:** According to the Collin College Student Handbook, students are not permitted to engage “in the disruptive use of electronic or digital media or telecommunication devices during class, Collin College labs, and/or other learning environment” (7.2.3.S). During class time, please make sure your cell phones and other digital devices are put away and on silent. Laptops and tablets are only allowed under certain circumstances.

The guiding philosophy of this section of ENGL 1302 and its content is the idea that being educated and informed is our responsibility as citizens living in a democratic society; as Thomas Jefferson stated, “an educated citizenry is a vital requisite for our survival as a free people.” This course will therefore provide us opportunities to consider certain societal tenets—sustainability, technology, and real-world issues—and what constitutes an educated, informed citizen.

As such, we will work hard to both learn about and model good citizenship. Our class will be most successful if we work in an environment of respect, cooperation, and collaboration. I assume that students in my course want to be here and, as such, will contribute to the class by completing their assignments, participating in discussion and activities, and showing respect to their peers and me. I work hard for my students, and I expect the same in return. I will do everything I can to help students be successful in this course; however, I must also know that students are putting forth their full efforts. I look forward to a semester of hard work, interesting discussions, and good writing.

**Course Assignments:**

**Reading Assignments:** The reading assignments for this course are integral to your

understanding of this class, and it is not possible to “get by” in this class without doing the reading. Students should read with a pen or pencil, marking the text in a way that will help them when they go back to it (particularly when they go back to it as a writer). If they can’t bring themselves to write in the book, students should begin to develop a system using note cards or Post-it notes. The key is to be familiar with the reading and prepared to discuss it in class and apply it to writing assignments. Also, be aware that, unless specifically assigned, readings do not include completing exercises or activities in the textbook.

**Reading Assignments:** The reading assignments for this course are integral to your understanding of this class, and it is not possible to “get by” in this class without doing the reading. The textbook is required for this course, and students need to have access to it both for homework and in class. Students should read with a pen or pencil, marking the text in a way that will help them when they go back to it (particularly when they go back to it as a writer). If they can’t bring themselves to write in the book, students should begin to develop a system using note cards or Post-it notes. The key is to be familiar with the reading and prepared to discuss it in class and apply it to writing assignments. Also, be aware that, unless specifically assigned, readings do not include completing exercises or activities in the textbook. *Everything’s an Argument* is the primary textbook that we will be using this semester, and students should plan to bring it to class almost every day.

**Class Participation:** Class participation will take several forms in this course, including students sharing their writing, providing feedback to their peers, and participating in class discussion. Most of our class time will be spent discussing writing strategies and the assigned readings. Few writers work alone; they rely on friends and colleagues to listen to ideas, to read drafts, and to help with revision.

It is students’ responsibility to arrive in class prepared to discuss that day’s reading and writing assignments and participate in class discussion. I urge you to attend class regularly and take good notes throughout the semester. These will help you with the essay assignments. While from time to time I may volunteer them for certain questions, I rely on students to voice their own opinions and participate in class discussion. Portions of students’ grades (5%) are based on class participation. If students attend class regularly, participate in class discussion, and are engaged and good citizens of the classroom, they can expect to receive these points in full.

**Writing Projects:** Whether they take the form of in-class or out-of-class writings, I expect students to put forth effort and take each writing assignment seriously. We will be using the writing process in this class, which means that each essay will be taken through the prewriting, drafting, revising, and editing stages. Students should keep all stages of their writing in case I need to review them. To stay organized, students should purchase a folder or binder for course materials.

Since we are using the writing process in this class, there will be a great deal of emphasis on revision. I urge you to get feedback on your writing prior to submitting it. Students are welcome to come meet with me to review their drafts (I do not review them via e-mail) or go to the Writing Center. Since writers have so much time to work on their assignments prior to the due date, all revision should take place before submitting the final draft. No revision or rewriting will be allowed once the final draft has been submitted for a grade.

There will be four major writing projects for this class, which will ask students to think critically and respond to assigned prompts, and will count for 65% of the final grade. In addition to the feedback I provide about their writing, students will also receive assistance from their peers; as such, emphasis will be placed on the revision process. Students will be given several weeks to complete each essay, and emphasis will be placed on the revision process. I am also available to provide feedback on these writings prior to students turning in their final drafts. All essays should be typed, double spaced, in 12 pt. font, and with proper MLA formatting. The proper heading for all assignments is the following:

Cougar 1

Collin Cougar

ENGL 1302

Dr. Kirby

January 22, 2019

#### Title of Assignment

**Peer Review:** An important part of any writer's process is receiving feedback. There are two types of draft review that take place this course: Peer Review and Student Draft Review. For Peer Review, on an assigned date specified in the syllabus, students must bring in copies of their drafts to receive feedback from their peers. Students will exchange drafts, follow specific guidelines, and provide feedback on the drafts. Students who have their drafts on peer review day and complete thorough and thoughtful peer review will receive credit. Peer review counts for 5% of the overall course grade. More specific guidelines will be provided about what to review and evaluate.

Another component of peer review is Student Draft Review, when students will volunteer for a specific date throughout the semester for the entire class to review their drafts. This optional assignment will count for lab credit (more information to follow), and students will sign up on a first come, first served basis.

**Discussion Board:** During most weeks during the semester, students will be asked to respond to a prompt on the Canvas discussion board related to that week's reading assignments and class discussion. The dates for these postings are listed in the course calendar, they must be completed prior to class time, and no late postings will receive credit. This is an opportunity for students to respond informally to issues raised in class, as well as continue our discussions beyond the classroom. These writings will count for 10% of the final grade, and students will receive credit by responding fully to the assigned prompt and reading and commenting on at least one posting from a peer. I will also be reading and commenting on some of these postings, as well as using them as starting points for class discussion.

**Lab:** The lab component is an integral part of this writing course. Over the course of the semester, students will need to complete a combination of eight selections from the lab list that I will provide. This lab work is not the same as regular work in class or homework that

students must complete to stay on track in the class; it is instead designed to be additional writing-focused activities, which will help improve students' writing throughout the term. During the semester, students will need to track and provide evidence of completing these lab requirements outside of class on a sheet provided. More information will follow on what activities count for the lab component. This assignment counts for 5% of the course grade, and all eight labs must be completed to receive this credit. Please note that the labs are due before the end of the semester on Thursday, May 2.

**Final Exam/Presentation:** We will not have an official final exam for this class; however, we are required to meet during this period. We will use this time as an opportunity for students to present their work on Project #4 to the class. Attendance is mandatory.

**Extra Credit:** Throughout the course of the semester, there will a couple of opportunities for extra credit. Typically, students can earn extra credit through attending specific on-campus events and writing up a brief (one-page, double-spaced) reflection of what the event was about and what they learned. These reflections are due no later than one week after the event via e-mail. I will announce these opportunities (and not all campus events count—just the ones I announce) in class and also post them on Canvas. Generally, each event is worth one point of extra credit on the final grade in the class.

## Course Calendar:

Please be advised that the course calendar is subject to change. If revisions are needed, I will inform students in advance and in writing.

### Week 1: Introducing Argument

Tuesday, January 22

Overview of course

Discuss syllabus

Introduction to Canvas/Turnitin

Homework: Read Chapter 1, pages 3-27  
Complete Discussion Board #1

Thursday, January 24

#### Discussion Board #1 due

Discuss Chapter 1, "Everything Is an Argument"

Writer's Workshop: Annotating a Text

Homework: Read Chapter 2, pages 28-39  
Read Chapter 25, pages 600-01, and  
"Making a Visual Argument," pages  
641-51  
Complete Discussion Board #2

### Week 2: The Rhetorical Triangle

Tuesday, January 29

#### Discussion Board #2 due

Discuss Chapter 2, "Arguments Based on Emotion:  
Pathos"

Discuss "Making a Visual Argument"

Hand out guidelines for labs

Homework: Read Chapter 3, pages 40-49  
Read Mortenson, pages 653-55

Thursday, January 31

Discuss Chapter 3, "Arguments Based on Character:  
Ethos"

Discuss "A Diversified Farm. . ."

Introduction to rhetorical analysis

Hand out guidelines for Essay #1

Writer's Workshop: Rhetorical Analysis

Homework: Read Chapter 4, pages 51-70  
Read Kingsolver and Hopp, pages 620-28  
Complete Discussion Board #3

### Week 3: Sustainability and Food

Tuesday, February 5

#### Discussion Board #3 due

Discuss Chapter 4, "Arguments Based on Facts and  
Reason: Logos"

Discuss "'Springing Forward'..."

Writer's Workshop: Summaries and Paraphrases

Homework: Read Chapter 6, pages 87-117  
Complete Discussion Board #4  
Work on Essay #1

Thursday, February 7	<p><b>Discussion Board #4 due</b>          Discuss Chapter 6, "Rhetorical Analysis"          Discuss MLA documentation style          Writer's Workshop: Quote Attribution and Citation  <u>Homework:</u> Work on Essay #1</p>
<b>Week 4: Rhetorical Analysis</b>	
Tuesday, February 12	<p>Student Draft Review  <u>Homework:</u> Work on Essay #1</p>
Thursday, February 14	<p>Independent Work Day  <u>Homework:</u> Complete draft of Essay #1</p>
<b>Week 5: The Revision Process</b>	
Tuesday, February 19	<p><b>Peer Review: Essay #1</b>          Homework: Complete Essay #1</p>
Thursday, February 21	<p><b>Essay #1 due</b> (Canvas)          Watch <i>Frontline: Digital Nation</i>  <u>Homework:</u> Read Chapter 7, pages 121-50          Complete Discussion Board #5</p>
<b>Week 6: Structuring Arguments</b>	
Tuesday, February 26	<p><b>Discussion Board #5 due</b>          Finish <i>Frontline: Digital Nation</i>          Discuss Chapter 7, "Structuring Arguments"          Hand out guidelines for Essay #2</p>
Thursday, February 28	<p><b>Attend The Texas Center for Working-Class Studies          Conference (meet in Conference Center)</b>  <u>Homework:</u> Read Chapter 20, pages 46-53          Read Zwillich and Rudder, pages 763-69</p>
<b>Week 7: The Internet and Privacy</b>	
Tuesday, March 5	<p><b>Discuss library research (meet in L110)</b>          Discuss Chapter 20, "Using Sources"          Discuss "It's Not Ok Cupid"  <u>Homework:</u> Find sources for Essay #2</p>
Thursday, March 7	<p><b>Sources due for Essay #2</b>          Writer's Workshop: Source Synthesis</p>
<b>Week 8: Spring Break</b>	
Tuesday, March 12	<p>Spring Break: No Class</p>
Thursday, March 14	<p>Spring Break: No Class  <u>Homework:</u> Read Solove, pages 734-43          Read Orenstein (Canvas)          Complete Discussion Board #6</p>

**Week 9: The Revision Process**

Tuesday, March 19

**Discussion Board #6 due**

Discuss "The Nothing-to-Hide Argument"

Discuss Orenstein, "I Tweet, Therefore I Am"

Homework: Work on Essay #2

Thursday, March 21

Student Draft Review

Homework: Complete draft of Essay #2

Complete Discussion Board #7

Friday, March 22

**Last day to withdraw****Week 10: Choose Your Own Adventure**

Tuesday, March 26

**Discussion Board #7 due****Peer Review: Essay #2**Homework: Complete Essay #2

Thursday, March 28

**Essay #2 due** (Canvas)

Discuss "Choose Your Own Adventure"

Hand out guidelines for Essay #3

Homework: Read Chapter 17, pages 379-92

Complete Discussion Board #8

**Week 11: Academic Arguments**

Tuesday, April 2

**Discussion Board #8 due**

Discuss Chapter 17, "Academic Arguments"

Hand out guidelines for Essay #3

Homework: Prepare research proposal and source

Read Chapter 12, pages 272-30

Thursday, April 4

**Research proposal and first source due** (in class)**Discussion Board #9 due**

Discuss Chapter 12, "Proposals"

Homework: Complete Discussion Board #9

Prepare thesis statement and introduction

**Week 12: The Research Process**

Tuesday, April 9

**Discussion Board #9 due**

Writer's Workshop: Thesis Statements and Introductions

Homework: Work on Essay #3

Thursday, April 11

Work Day

Homework: Complete annotated bibliography**Week 13: The Revision Process**

Tuesday, April 16

**Annotated bibliography due** (Canvas)

Work on Essay #3

Homework: Work on Essay #3

Thursday, April 18

Student Draft Review

Homework: Complete draft of Essay #3

**Week 14: Radical Revision**

Tuesday, April 23

**Peer Review: Essay #3**

Homework: Complete Essay #3

Thursday, April 25

**Essay #3 due** (Canvas)

Hand out guidelines for Project #4

Discuss radical revision

Homework: Read Chapter 15, pages 344-59  
Complete plan Project #4

**Week 15: Re-envisioning Argument**

Tuesday, April 30

**Project Plan due** (in class)

Discuss Chapter 15, "Presenting Arguments"

Work on Project #4

Homework: Work on Project #4  
Complete Discussion Board #10  
Complete labs

Thursday, May 2

**Discussion Board #10 due**

**Labs due (due)**

Work Day for Project #4

Homework: Complete draft of Project #4

**Week 16: Concluding the Course**

Tuesday, May 7

**Peer Review: Project #4**

Homework: Finish Project #4

Thursday, May 9

**Project #4 due** (Canvas and in class)

Conclude the course

Homework: Prepare to present Project #4

**Week 17: Final Presentation**

Tuesday, May 14

**Final exam period, 1:00 – 3:00 p.m.**

**Presentations: Project #4**