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Composition II

Gary Wilson Dr.
Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

Course Information

Course Number: ENGL 1302

Course Title: Composition II

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

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. (Teamwork)
  2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
  3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
  4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
  5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  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.

Instructor Information

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.– 9:00 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 1302.P11 **CRN:** 10760 **Meeting Times:** 8:30 AM - 9:45 AM

Meeting Location: L 206 (2nd floor of the Library)

Course Required Texts:

- **Hacker, Diane.** ***A Pocket Style Manual. Edition: 8th***
  ISBN: 9781319057404

- **Schilb.** ***Making Literature Matter.*** **Edition: 6TH**
  ISBN: 9781319088101

***Check with the Frisco Campus Barnes & Noble Bookstore that can be accessed online at the "Academics" pull-down menu on Cougar Web or telephone the Bookstore for specific information regarding your text and available editions.**

Supplies: USB memory flash drive

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, Plano, or McKinney 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 2016 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:

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.

In-person: Ask for help from a Reference Librarian.

Student Tutoring: Upon request, students can be assigned to one of the following tutoring services, when they are 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: http://www.collin.edu/studentresources/tutoring/index.html

Student Technical Support: *What if you experience technical problems with Canvas or connecting to the College's file server?* 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
- 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 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 & COURSE REQUIREMENTS

>>*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 is essential to doing well**. *Attendance is taken at the beginning of every scheduled class.* Review the following:

- *Students who leave class early without prior* authorization by me about 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: When students incur five (5)** ***unexcused*** **absences from class, they are required (mandatory) to meet with me in my office during my scheduled office hours to discuss their situations.** *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.***

  ****Students cannot just submit work to Canvas while not attending class and expect to pass this course.****

- This course actively encourages peer and instructor collaboration as essential elements of the learning process. If you are ill or experiencing extreme difficulties and feel that you cannot attend this class, **you should withdraw** before the withdrawal deadline noted on the calendar shown in this syllabus. Meet with your academic advisor and counselor in all situations regarding excessive absence-related problems. Don't receive an "F" on your official transcript because you do not correctly withdraw by the published withdrawal deadline.

- **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 by the official withdrawal date noted on the college calendar. Instructors cannot withdraw students from their classes. Students must personally initiate the withdrawal process, as noted in the *Collin Student Handbook.*

- **Job-related issues (travel, work schedule changes, or overtime)** ***do <u>not</u>*** **qualify as excusable reasons for tardiness or class absences.** Contact me immediately if you know you may have to miss any number of classes or arrive late or leave early due to this schedule class time period and your employment. It may be that changing to another section would better fit your work and study situation. See me in class to change sections during the first week if your employment schedule will compromise your class attendance.

- *If you must be absent, you should email me via Cougar Mail* ***before*** *the absence. <u>Note that employment reasons do not excuse absences or missed assignments.</u>*

- *In the case of excused absences (documented illness or family emergency), students should provide appropriate written documentation (such as a doctor's note). This 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.

- Not attending this class for any reasons can negatively impair your overall grade.

METHOD OF ASSIGNMENT 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 Works Cited page.
        - 15 Journalogs (Discussion Tools in Canvas)
        - Five"25 Minute Essays" written in class
        - Sixteen lab units

- One final exam essay in-class as scheduled during the College's final exam period

  NOTE: Complete instructions for each writing assignment are posted in the respective Modules in Canvas.

  ***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 only **three accepted forms of revision for this course:***

  ∗ **Writing conferences with the instructor;**

  ∗ **Tutorial sessions in the College's Writing Center (either in-person or online);**

  ∗ **An in-person or online peer review** session with a classmate in this class.

  ∗ Online peer reviews can be conducted using Google Docs with 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). Students in other classes and relatives or friends do *not* qualify as peer-review partners.

- **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**.*

- 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 (essays, weekly reading questions, and in-class presentations):** I grade the assignments based on a percentage grade, a letter grade, and a points earned grade. For example: A grade of 93% for an assignment that is weighted 75 points means the student has earned 70 points or the letter grade of A on the particular assignment.

- **Your grade book tool in Canvas** will be used to record and maintain a cumulative total of your points earned on all assignments.

- All assignment instruction dates are noted on the syllabus. Assignment instructions are posted in Canvas.
- **Instructor Grading Turnaround Times:**

- I endeavor to have all multiple-page essay assignments evaluated within 3 scheduled class periods (not consecutive days) **following their submission dates**.

- Shorter in-class writing exercises, Journalogs, and labs posted in Canvas 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 in my office. Students who would like accelerated grading times can contact me for a writing conference appointment.

The following table below shows the standard points for percentage and letter grade scale.

896 points (89.55%) 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)**
594 points and below =	**"F" (Failure)**

A grade of "0" (no points) is given for *unexcused* late assignments that are submitted over 5 days late.

Semester Assignments and Point Values

<1,000 Points Cumulative for All Assignments>

Category	Point Values	Total
Essay 1 (2 pp.)	60	60
Essay 2 (3 pp.)	80	80
Essay 3 (4 pp.)	100	100
Essay 4 (Research Essay)	160	160
15 Journalogs (Discussion Tool in Canvas)	20 pts. ea.	300
5 In-class Essays (25 min. ea.)	20 pts ea.	100
(16) Lab Units (Instructions for each in Canvas)	10 pts. ea.	160
Final Exam (In-class Essay)	40	40

TOTAL: 1,000 Pts.

OPTIONAL BONUS POINTS ASSIGNMENTS & ACTIVITIES

Bonus Points (+) Opportunities	Point Values	Total
Optional Service Learning Project	80 pts.	(80)*
Instructor in-person or Writing Center writing conferences for Essays 1-4	10 pts ea.	(10)**
Bonus Points (Optional) Activities:	10 pts ea.	(10)
• Attend scheduled Writing Workshop	10 pts. ea.	(10)
• Attend Auteur Series film	10 pts. ea.	(10)
• Attend Dignity Initiate Event	10 pts. ea.	(10)
• Attend Veteran's Day Event	10 pts. ea.	(10)
• Attend Banned Books Event	10 pts. ea.	(10)
• Attend Passport around the World	10 pts. ea.	(10)
• Write Three-page Essay on pre-approved		

topic	50 pts.	(50)

***All bonus points opportunities are optional.**
*Optional Service Learning Project requires students to signed verification documentation for at least eight (8) hours of service time to their selected service organization , as well as write a two-page reflection essay about their service.

- ***Unexcused late assignments*** are not accepted. Unexcused late assignments will receive an automatic 10 points deduction for each day (24 hours) it is submitted late or 5 points for each 12 hour-period it is submitted late. After 5 days, you will receive an automatic "0" (no points) for that assignment. So, keep up with your assignment and do not fail to turn them in on time!

- Students who submit partial or incomplete work (such as omitting the Works Cited page for an essay) will not be able to "re-do" or re-submit the assignment. Appropriate points will be deducted for such infractions. So, proofread your assignments carefully!

- If you know that you will miss a scheduled class, 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 to validate this absence (no phone calls please). **Also, contact me via Cougar Mail before your absence occurs to inform me of your situation.**

- **Written Assignments Evaluative Criteria**: 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 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:

  - regularly and punctually attending class

  - completing Team Based Learning (TBL) Discovery Group in-class activities and assignments

  - completing out-of-class and in-class essays, labs, and reading assignments

  - participating in instructor writing conferences during in-class writing workshops

  - revising your essays through writing conferences and peer reviews

- 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 an English Writing Workshop scheduled on any of the 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.

Academic Etiquette: Our common goal is to create a vibrant collaborative learning environment that will benefit everyone. Any type of disruptive behaviors (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 (refer to The Collin Student Handbook). If you have a situation where you must call someone, leave the classroom momentarily to do so.

- Remove ear buds before entering class.

- No web surfing before or after class, 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 should consider using your workstation computer to avoid Wi-Fi disconnects and similar issues.**

- The classroom is not a cafeteria, so DO NOT BRING ANY FOOD TO EAT in the workstation classroom. If you are hungry, eat 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, job, and family sacrifices to attend classes while

working full or part-time. Don't waste their time, your time, or this opportunity. **Attitude is everything.**

Come 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 behaviors will be asked to leave the class for the full period.* ***Repeat offenders will be suspended from the class (see Student Handbook). **If you are not willing to abide by these norms and accommodate the challenges of a college environment, you should not be here.**

Teaching Methods: Read Carefully

- In all my classes, I attempt to create a meaningful exchange of ideas that dignifies the learning process and helps students always feel comfortable that their ideas and contributions are important.

- I always ask students questions in class to focus their attention on the reading and writing assignments. I also encourage everyone of my students to ask questions about the topics, ideas, and assignments we are studying.

- An inquisitive nature is a powerful first step in learning new ideas and challenging the status quo.

- **I use technology to help students improve their academic writing.**
    - Canvas 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. Teaching and learning is always a two-way process.

    - 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 Frisco 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 Contact and Response Times: I try to respond to all student emails within a two-hour period. I start checking my Cougar Mail early in the morning and into the evening. If you send an email late in the evening (after 10 PM), you should expect that you will not receive a reply until I check my email first thing on the following morning at approximately 8:00 AM.

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

Telephone Contact: If you wish to telephone me, my office telephone (469.365.1818) has voice mail so you can leave a brief message. I respond to all student voice mails left before 5 PM during the same day that you record them. Be sure to mention your telephone number in the voice mail since the College telephone system does not have the capability to ID incoming telephone numbers.

***My preferred method of contact with students is through Cougar Mail (Office 365).** After the first week of class, you should be regularly using your Cougar Mail account to contact me.

Course Requirements: 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 the 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 eCollin Learning Center, located in Heritage Hall on the second floor.**

- 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 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.

Campus Security and Emergencies: To report suspected criminal activities or violent acts, **Call 5555 on campus for the Preston Ridge Collin police or (972).578.5555 from any off-campus telephone).** For all life-threatening emergencies, **call 911 immediately.**

- **Lost Personal Items:** If you lose textbooks, keys, flash drives, or other personal belongings, check with **Student Life that is located on the Preston Ridge Campus in Alumni Hall - A-185, Office Phone: 972-377-1788**.
- Report any theft immediately to the Campus Police, telephone 5555 on-campus or 972.578.5555 off-campus). Do not leave smart devices, laptop computers, purses, backpacks or other possessions unattended in the halls or in the classroom.
- Call 911 for all life-threatening emergencies.

HAVE A GREAT SEMESTER!

FALL SEMESTER 2018: IMPORTANT DATES

(Put in your smart device calendar tool)

Aug. 27……Fall Classes Begin

Sept. 3……Labor Day Holiday (Campuses Closed)

Sept. 10…….. Fall Census Date

Oct. 19……Fall Last Day to Withdraw

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

Dec. 10-16……..Fall Final Exams Week

WEEKLY READING AND WRITING ASSIGNMENTS

COMPOSITION II: ENGLISH 1302.P11 CRN 10760
MEETS TUESDAY (T) AND THURSDAY (R) AT 8:30 AM–9:45 AM–L206
FALL SEMESTER 2018: AUG 27 – DEC 16, 2018

Instructor: Dr. Gary Wilson
GWilson@collin.edu
Office: Preston Ridge Campus, Lawler Hall 169
Office Tele: (469) 365-1818 (voice mail)

INITIAL CONSIDERATIONS: LEARNING OBJECTIVES; APPRECIATING HOW TO THINK AND WRITE ABOUT LITERATURE

AUG 28 T: **Welcome! Reading Assignments (in-class on first day):**

1. *Course syllabus*: discuss class policies; student learning resources; grading; learning support resources; mandatory attendance; academic integrity, avoiding plagiarism, and FERPA; collaborative learning (with instructor and classmates); Journalogs; Canvas activities; and, writing assignment evaluative criteria.

Class Objectives:

1. Understand course Student Learning Objectives (SLOs)

2. Understand course policies for assignments, labs, Journalogs, and attendance.

3. Understand grading policies and student responsibilities.

4. Review Canvas navigation and posting requirements.

5. Purchase or rent your textbooks by end of first week of classes

6. Communicating with Dr. Wilson

7. Dr. Wilson's office hours and writing conferences

8. Assign Journalog 1

9 Assign Lab 1

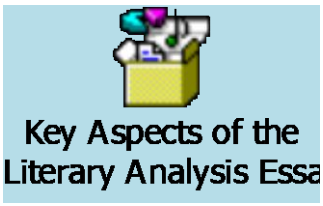
10. Personal computer configurations (Windows, MS Word, Apple, issues with browsers and mobile apps, etc.)

AUG 30 R: Reading Assignments (during the semester, all assignments due before class begins):

1. Click, open, and read the embedded PDF file below:

Diagram of Expository Essay Organization.pdf

2. Click, open, and read this embedded PDF file(s):



3. MLM: read all of chapter 1.
4. Click, open, and read this embedded MS Word document on writing arguments about literary genres:

Critical Approaches to
Literature Spring 17.p

5. Click, open, and read the web link(s) on the basics of literary criticism and appreciating literature:

http://www.vgskole.no/teachers/english/general/engfict.htm

Writing Assignment: Student Questions 1 ("2 by 4" Questions):

1. Submit two (2) questions pertaining to today's assignments (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments in Canvas.

Class Objectives:

1. Discuss the components of the academic persuasive or critical essay.

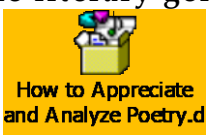
2. **Discuss the components and application of the critical literary essay (critique).**

3. **Discovery Group: Based on the assigned readings for today, explore in your group how literature functions in our lives and the tools we can use to help better appreciate and analyze the experiences literature create. Instructions found under Discovery Groups in Canvas.**

***Journalog 1 Due (*Friday 10 PM* in Canvas): See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.**

ANALYZING AND WRITING ABOUT LITERARY EXPERIENCES

SEPT 4 T: **Reading Assignments:**

1. **MLM: read all of chapter 2.**
2. **Appreciate the literary genre of poetry: read this embedded file:** 

3. **Be prepared to discuss in *class Hull's poem, "Night Waitress," pp. 41-42.**
4. **View American artist Edward Hopper's painting,**

"Nighthawks" that is embedded here:

3. **Discovery Group: Based on the assigned readings for today, explore in your group how the genres of art (visual rhetoric) and poetry help us appreciate the our own life's experiences. Instructions found under Discovery Groups in Canvas.**

Writing Assignment: Student Questions 1 ("2 by 4" Questions):

1. ***Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class**

to the appropriate Assignment's category in Canvas. Instructions are included in Assignments in Canvas.

SEPT 6 R: **Reading Assignments:**

1. **MLM: chapter 3 (pp. 47-68).**
2. **View and listen to McCartney's "Eleanor Rigby" at this Youtube link: https://www.youtube.com/watch?v=y6yCqoOC2vg; also watch "Blackbird" at this link: https://www.youtube.com/watch?v=y9Afq0USS-g**
3. **Re-read/review "Orozco's "Orientation," pp. 33-37, in MLM.**

Writing Assignments:

1. **"25 Minute Essay" #1(Started and completed in class): Covers material in reading assignments due today. Instructions posted in Assignments in Canvas.**

Class Objectives:

1. **Appreciate the portrayal of views about life, experiences, and ideas through poetic figurative language: imagery, tone, mood, symbols, and values.**

2. **Discuss how poems make claims and "arguments," both powerful and subtle, about their themes and ideas.**

3. **Appreciate more fully the correlation of poetry and song in universalizing human experience, thoughts, and emotions.**

Lab Units 1-2 Due:

See Assignments in Canvas for all instructions to successfully complete the lab unit by the due date indicated.

Writing Assignments: Student Questions 1 ("2 by 2" Questions):

1. ***Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments in Canvas.**

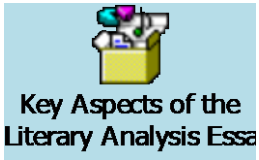
2. **Journalog 2 Due (Friday 10 PM):**

See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

APPRECIATING THE GENRE OF SHORT FICTION

SEPT 11 T: **Reading Assignments:**

1. MLM: Read entire short story, "The Things They Carried," p. 1516
2. Read "TTTC" web link below:
https://www.youtube.com/watch?v=SfWLXEaiEDg
3. Click on, open and *review* this embedded file:



Class Objectives:

1. **Appreciate the portrayal of viewpoints and attitudes about life, and ideas in short fiction.**

2. **Discuss how the personal narrative in "TTTC" makes claims and "arguments," both powerful and subtle, about themes and ideas.**

3. **Appreciate more fully how O'Brien's story universalizes human experiences so we can appreciate vicariously.**

Writing Assignments:

1. "25 Minute Essay" #2 (Started and completed in class): Covers material in reading assignments due today. Instructions posted in Modules in Canvas.

SEPT 13 R: **Reading Assignments:**

1. MLM: Review and be prepared to discuss in class Tim O'Brien's "The Things They Carried," p. 1516.

Writing Assignments:

2. *Submit two (2) questions pertaining to today's assignments* **(before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments in Canvas.**

3. **Journalog 3 Due (Friday 10 PM):**
See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Class Objectives:

1. **Appreciate the portrayal of views about life, experiences, and ideas in short fiction.**

2. **Discuss how the story uses the "lens of psychology" to depict its characters.**

3. **Discuss what claims and arguments the story conveys about fictionalized human behaviors.**

Lab Units 3-4 Due :

See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

SEPT 18 T: **Reading Assignments:**

1. **Click on, open and review this web link about using critical approaches in literary analysis:**
http://www.cla.purdue.edu/blackmon/engl360k/critical.html

Writing Assignment:

1. *Submit two (2) questions pertaining to today's assignments* **(before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments in Canvas.**

2. *Essay #1 Due on Feb. 10th (Upload into Assignments in Canvas before 11:45 PM)*–**Review assignment instructions and submit your final essay version to Assignments in Canvas according to the essay instructions.**

Class Objectives:

1. Revising Essay #1 in assigned groups (peer revising using revision checklist)

CONTEMPORARY NARRATIVES: FAMILY TENSIONS, CULTURE, AND INDIVIDUALITY

SEPT 20 R: Reading Assignments:

- **MLM: Amy Tan's "Two Kinds," p. 320.**

Class Objectives:

1. Appreciate the role and technique of the reminiscent narrator in short fiction.

2. Discuss how varying dimensions of narratives create multiple meanings.

3. Discuss how familial and societal values and expectations influence human behavior and what arguments/claims the story conveys about these aspects.

Writing Assignments Due:

1. *Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments in Canvas

2. Journalog 4 Due (Friday 10 PM):
See Assignments in Canvas for all instructions to successfully complete
the Journalog by the due date indicated.

3. Essay #1 final version submitted to Canvas (see instructions in Modules).

ANALYZING UNIQUE AND IMAGINATIVE NARRATIVES IN SHORT FICTION

SEPT 25 T: Reading Assignments:

- **MLM: Flannery O'Connor's "A Good Man is Hard to Find," p. 1173.**

Class Objectives:

1. **Discuss the narrative strategies of irony, plot twists, and the creative psychological portrayal of unique and imaginative human behaviors in short fiction.**

2. **Appreciate how literary themes correlate with setting, tone, and mood in fiction.**

3. **Discuss what arguments the story makes about human behavior.**

4. ***Discovery Group*: Explore the elements of horror and suspense in O'Connor's short story through your Discovery Group. See instructions in Canvas.**

ANALYZING UNIQUE AND IMAGINATIVE NARRATIVES IN SHORT FICTION

SEPT 27 R: **Reading Assignments:**

- **MLM, William Faulkner's "A Rose for Emily," p. 1102.**

Writing Assignments:

1. **"25 Minute Essay #3 (In-class):**
   Covers material in reading assignments due today. Instructions posted in Assignments in Canvas. You will write your response to the quiz at your workstation in class (25min.). ***This is an open-book exercise—so, do not forget your notes and textbooks!***

Class Objectives:

1. **Discuss how the author uses or reclaims Edgar Allan Poe's narrative development of the "horror story" or "gothic tale" in the short story.**

2. **Appreciate how Faulkner's uses provocative themes, a macabre setting, and psychologically-aberrant characterizations to entice, shock, and provoke his audiences.**

3. **Discuss how the story parallels several popular film genres in our own contemporary era.**

4. **Discuss what arguments about human behavior the story conveys.**

Writing Assignments Due:

1. *Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments in Canvas.

2. Journalog 5 Due (Friday 10 PM):
See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

3. Lab Units 5-6 Due :
See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

APPRECIATING THE PORTRAYALS OF CONFLICT BETWEEN INDIVIDUALITY AND SOCIETAL NORMS

OCT 2 T: **Reading Assignment:**

- **MLM, "A Worn Path."**
- **MLM, "Mars is Heaven."**

Class Objectives:

1. **Discuss how each author portrays or argues positions about individual perception of his or her role in society–and societal conventions that influence or define certain perceptions and behaviors.**

2. **Compare both authors' use of themes and writing styles.**

3. **Discuss what aspects of the stories are relevant in our own contemporary society.**

4. ***Discovery Group*: Explore the elements of horror and suspense in O'Connor's short story through your Discovery Group. See instructions in Canvas.**

Writing Assignment:

** Submit two (2) questions pertaining to today's assignments* **(before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments in Canvas.**

OCT 4 R: **Reading Assignment:**

Students review all prior assignments in preparation for the in-class Midterm Essay Exam (Essay #2)

Writing Assignments:

1. ***Submit two (2) questions pertaining to today's assignments*** **(before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.**

2. **Journalog 6: Due (Friday 10 PM):**
See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

***Lab Units 7-8 Due :**

- **See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.**

EXPERIENCING CHARACTERIZATION AND THE POWER OF DIALOG THROUGH THE GENRE OF DRAMA

OCT 9 T: **Reading Assignment:**

- **Read the Power Point presentation entitled "Writing About Drama" in the "The Writer's Support and Resources" sub-folder in the ASSIGNMENTS folder of Canvas.**
  MLM, Read the entire play, "Trifles," p. 1198.

Writing Assignment:

1. "25 Minute Essay" #4:
Covers material in reading assignments due today. Instructions posted in Assignments in Canvas. You will write your response to the quiz at your workstation in class (25 min.). This is an open-book quiz—so, do not forget your notes and textbooks!

2. *Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignment.

Class Objectives:

1. **Discuss how the play portrays and argues positions about societal roles and societal conventions that influence or define certain perceptions and behaviors.**

2. **Discuss the relevancy of the issues presented in the play to our own contemporary era.**

3. ***Discovery Group*: Explore the elements of drama that create life-like in-the-moment experiences in Susan Glaspell's "Trifles. See Assignments in Canvas for instructions.**

OCT 11 R:

Reading Assignment:

- ***Access and watch* the classic American film adapted from Harper Lee's book of the same name, "To Kill a Mockingbird":**
  https://archive.org/details/ToKillAMockingbird1962

Class Objectives:

1. Journalog 7: Due (Friday 10 PM):
See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

2. *Discovery Group*: Explore and discuss the elements of drama that create life-like in-the-moment experiences in "To Kill a Mockingbird." Explore the film's plot, structure, and multiple narratives (story lines) and how these dramatic elements influence our appreciation of the film's overall message and themes. See all instructions for this group activity in Assignments in Canvas.

Writing Assignment:

***Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.**

***Lab Unit 9-10 Due:**

See "Labs" in Assignments in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

EXPERIENCING THE DYNAMICS OF UNIVERSAL TRUTHS THROUGH THE GENRE OF DRAMA

OCT 16 T: **Reading Assignment:**

- ***Access and review* the classic American film adapted from Harper Lee's book of the same name, "To Kill a Mockingbird": https://archive.org/details/ToKillAMockingbird1962**

Writing Assignments:

1. *Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.

2. "25 Minute Essay" #5 (In-class):
Covers material in reading assignments due today. Instructions posted in Assignments in Canvas. You will write your response to the quiz at your workstation in class (25 min.). This is an open-book quiz—so, do not forget your notes and textbooks.

Class Objectives:

1. Analyze characterization in the play and how the film conveys truths about life through their dialog.

- **CRITIQUING THE PORTRAYAL OF THE THEMES OF SOCIETAL LAWS AND HUMAN JUSTICE**

OCT 18 R: **Reading Assignment:**

MLM, Andre Dubus' "Killings," p. 1123.

Writing Assignments:

1. ***Submit two (2) questions pertaining to today's assignments*** **(before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.**

2. *Lab Unit 11-12 Due:

See "Labs" in Assignments in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

Journalog 8: Due (Friday 10 PM):
See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Class Objectives:

1. **Appreciate and engage in class discussions regarding how the story portrays and argues positions about societal laws, norms, and beliefs about the concept of justice.**

2. **Discuss the relevancy of the issues presented in the play.**

3. **Discuss the norms of human behaviors that you see portrayed in the story.**

4. ***Discovery Group*: Explore the elements of horror and suspense in O'Connor's short story through your Discovery Group. See instructions in Canvas.**

OCT 23 T: **Reading Assignment:**

MLM, Review "Killings" for in-class discussion.

Class Objectives:

1. **Appreciate and engage in class discussions regarding how the story portrays and argues positions about societal laws, norms, and beliefs involving the perceptions of the concept and application of justice.**

2. **Discuss the relevancy of the issues presented in the play to our time.**

3. **Group Presentations: See Canvas Assignments for all instructions**

Writing Assignments:

1. **Lab Unit 13-14 Due:**

   See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

2. ***Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before class begins.**

WEEK 10: CRITIQUING RELATIONSHIPS AND THE IMAGINATIVE NARRATIVE IN SHORT FICTION

OCT 25 R: **Reading Assignment:**

MLM, "Desiree's Baby," p. 649.
MLM, "The Story of an Hour"

Writing Assignments:

1. *Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.

2. Journalog 9: Due (Friday 10 PM):
See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Class Objective:

1. Complete any Group Presentations rolled over from last class ("Killings").

2. Focus on how Chopin's short stories function as social commentaries.

OCT 30 T: **Reading Assignment: None**

Writing Assignments Due:

1. **Essay#3 Due (Submit according to the instructions the Module in Canvas).**

2. ***Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.**

Class Objectives:

1. **Bring your Essay #3 to class in electronic format for in-class peer reviews of Essay #3 (accomplished in Discovery Groups).**

- **STARTING YOUR RESEARCH JOURNEY: UNDERSTANDING HOW TO USE RESEARCH SOURCES EFFECTIVELY**

NOV 1 R: Reading Assignments:

- **MLM, "Identify an Issue and a Tentative Claim," p. 188.**
- **MLM, "Search for Sources in the Library and Online," p. 188.**
- **MLM, "Evaluate the Sources," p. 190.**
- **MLM, "Strategies for Working with Sources," p. 191.**
- **MLM, "Strategies for Integrating Sources," p. 193.**
- **Click on, open, and read the embedded file(s):**

The Research Process in an Nutshell

The Imporatnce of the Research Questio

Writing Assignments:

1. Journalog 10: Due (Friday 10 PM):
See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

2. *Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.

Class Objectives:

1. **Appreciate the fundamental strategies for selecting a research topic area.**

2. **Focus on the 5-STEP Research Process and the important steps needed: 1. Select a topic; 2. Focus the topic with a central research question; 3. Conduct a focused research search for sources (using the electronic databases; 4. Write an Annotated Bibliography; 5. Write an effective research outline; and, 5. Compose your research essay draft(s).**

3. **Contingent on research librarian schedule, *class is planned to meet in the Library's Media Presentation* in the Northeast corner on the first floor. Attendance is mandatory. A research librarian will make the presentation.**

CONTINUING THE RESEARCH ESSAY JOURNEY

NOV 6 T: **Reading Assignments:**

- **Click on, open, and read the 7 "handouts" listed on the lib guide research page (below the image of the car):** http://collin.libguides.com/roadmap and the following Purdue OWL link: **https://owl.english.purdue.edu/owl/resource/614/01/**

- **Click on, open, and read the following embedded file(s):**

YOLO 5 Keys for
Effective Research Ess

Writing Assignments:

1. ***By the end of the class period,*** **write your central research question and what aspect of your topic you would like to research and prove in your research essay. Submit this writing assignment as your in-class response to Lab Units 15-16. See Assignments in Canvas for all instructions.**

2. ***Submit two (2) questions pertaining to today's assignments*** **(before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments**

Lab Unit 15-16 (Started and completed in class) Due: 04 April

See Assignments in the weekly modules in Canvas for all instructions required to successfully complete the lab unit by the due date indicated.

Class Objectives:

1. **Determine your central research question and what aspects of your topic you would like to prove or develop in your research essay. You can work in pairs or individually, but note that the assignment is due at the end of the period. I will be actively "coaching" you during the class and answering any questions you might have.**

2. **Achieve mastery of the first important step in the research process–focusing your topic and writing the central research question.**

RESEARCHING SOURCES AND COMPLETING THE RESEARCH ANNOTATED BIBLIOGRAPHY

NOV 8 R: **Reading Assignments:**

Writing Assignments:

1. Journalog 11: Due (Friday 10 PM): See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

2. ***Submit two (2) questions pertaining to today's assignments*** **(before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.**

Class Objectives:

1. **Engage in an in-class workshop on sourcing and focusing your required five peer-reviewed research journal articles;** ***try to obtain as many of the five required sources (from the electronic databases) as you can before the class period ends.***

APPLYING THE POWER OF THE RESEARCH OUTLINE/SCRIPT

Reading Assignments:

1. **The following web link(s) before class:**

   http://www.austincc.edu/tmthomas/sample%20outline%201.htm

2. **http://usfsm.edu/wp-content/uploads/2013/09/basic-presentation outline.pdf**

Writing Assignments:

1. ***Submit two (2) questions pertaining to today's assignments*** **(before class begins) that you would like**

answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments.

NOV 15 R: Reading Assignments:

1. **The following web link(s) before class:**

   http://www.austincc.edu/tmthomas/sample%20outline%201.htm

2. **http://usfsm.edu/wp-content/uploads/2013/09/basic-presentation outline.pdf**

Writing Assignment:

1. ***Continue work on completing your research essay outline*–bring to class in electronic format.**

2. ***Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before class begins.**

3. Journalog 12: Due (Friday 10 PM): See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

Class Objectives:

Engage in an in-class workshop on revising prewriting outline: bring your research essay outline to class in electronic format.

- **COMPLETING THE RESEARCH OUTLINE/SCRIPT AND CONVERTING YOUR MS WORD OUTLINE INTO YOUR RESEARCH MULTIMEDIA ESSAY**

NOV 20 T: Reading Assignment Due:

Read the following web link(s) before class (these are long URLs, so you might have to copy these links into your browser's address bar if they do not work by Control

Clicking): https://www.webucator.com/blog/2010/04/convert-a-word-outline-into-a-powerpoint-presentation/ and

https://www.youtube.com/watch?v=0FLjuuup_V0

Writing Assignments:

1. *Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like answered. Submit your two questions before today's class to the appropriate Assignment's category in Canvas. Instructions are included in Assignments

2. Use the in-class time to complete your research outline.

3. Submit your research outline before 11:45 PM.

<NOV 21-25: THANKSGIVING HOLIDAY – NO CLASSES HELD>

PRESENTING YOUR RESEARCH MULTIMEDIA ESSAY

NOV 27 T: Reading Assignment: Your Multi-media Presentation

Writing Assignments:

1. Bring your completed Power Point Presentation (based on your research essay outline) to class to work on and complete. Your final Power Point Presentation is due by Saturday 11:45 PM. See Assignments in Canvas for all instructions.

2. Journalog 13: Due (Friday 10 PM): See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

3. *Submit two (2) questions pertaining to today's assignments* (before class begins) that you would like

answered. Submit your two questions before class begins.

NOV 29 R: **Reading Assignment:**

1. Your Power Point Presentation for your research essay.

Writing Assignment:

1. ***Submit two (2) questions pertaining to today's assignments*** **(before class begins) that you would like answered. Submit your two questions before class begins.**

2. Individual Presentations of Multimedia Essay begin in class, starting in alphabetized order. Based on five minutes allotted for each student's presentation, half the presentations will be given on this date and the remaining given on the remaining in the following class(es).

DEC 4 T: **Reading Assignment: None**

Writing Assignment:

1. Journalog 14-15: Due (Friday 10 PM): See Assignments in Canvas for all instructions to successfully complete the Journalog by the due date indicated.

2. ***Submit two (2) questions pertaining to today's assignments*** **(before class begins) that you would like answered. Submit your two questions before class begins.**

3. ***Individual Power Point Presentations of Research Essay Outline*** **begin in class,** ***starting in alphabetized order.*** **Based on five minutes allotted for each student's presentation, the remainder of the presentations will be given in class on this date.**

FINAL EXAM REVIEW AND SUBMITTING THE MULTIMEDIA ESSAY

DEC 6 R: **Reading Assignment: MLA standards for essay formatting and documentation (either in your MLA style book or Purdue OWL online).**

Writing Assignment:

1. Review for Final Exam Essay.

2. Submit two (2) questions pertaining to today's assignments **(before class begins) that you would like answered. Submit your two questions before class begins.**

3. Bring final draft of Research Multimedia Essay to class for revising. ***Submit no later than 11:45 PM Friday.***

4. Complete online class evaluations.

IN-CLASS FINAL EXAM: DEC. 13, 8:30 – 10:30 AM

1. All instructions for this in-class final exam will be posted in the Module in Canvas.

2. Open and read the embedded Final Exam Schedule.

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

NOTE: This assignments calendar may be amended to enhance the student's learning process, amplify learning tools, or accommodate class cancellations due to inclement weather. Such changes will be announced in class and emailed via Cougar Mail and Canvas simultaneously; these updates will be reflected on this assignments schedule.

1. Final exam essays are graded within 48 hours after the exam date and posted with evaluations in Canvas.

2. Check your semester course grade in Canvas.

3. To open embedded files in this document, you must first download the entire MS Word document in Canvas (click on second line underneath title) and save to your desktop as a MS Word document. After doing this, you can click on and

open the embedded files and the web links. All embedded files in PDF format and web links were functional as of August 20. 2018. If embedded files or web links do not open in this document, try using another web browser (Firefox and Chrome work better than Internet Explorer). If such attempts prove to be unsuccessful, contact me via email and/or the College's Help Desk. Sometimes, the Property settings on your computer and other firewall issues prevent embedded files from opening properly. Your computer must have Adobe PDF Reader installed (a free downloadable program) in order for you to open the PDF files. Contact the following for technical support:

- **Student Technical Support: (972) 377.1777**
- **Student Technical Support E-mail: sts@collin.edu (Mon-Fri, 8 am – 5 pm**

4. Certain mobile smart devices (cell phones and tablets) may not always be able to successfully access all the functionalities in Canvas if the proper apps are not installed in your device. Check with the Student Help Desk for assistance.

5. Sometimes, systems issues at the college suspend access to Cougar Web and Canvas. When this does occur, announcements via Cougar Mail are made to keep students and faculty posted (unless Cougar Mail is not working).

6. Reading and writing assignments must be completed by the dates noted on this syllabus before the class begins. >>>You should bring your texts to every class meeting. Classes officially canceled by the College due to inclement weather may affect this schedule.