

8-27-2018

# Composition I

Keith Elphick  
*Collin College*

Follow this and additional works at: [https://digitalcommons.collin.edu/english\\_syllabifall2018](https://digitalcommons.collin.edu/english_syllabifall2018)

---

## Recommended Citation

Elphick, Keith, "Composition I" (2018). *Fall 2018*. 150.  
[https://digitalcommons.collin.edu/english\\_syllabifall2018/150](https://digitalcommons.collin.edu/english_syllabifall2018/150)

This Article is brought to you for free and open access by the 2018 at DigitalCommons@Collin. It has been accepted for inclusion in Fall 2018 by an authorized administrator of DigitalCommons@Collin. For more information, please contact [mtomlin@collin.edu](mailto:mtomlin@collin.edu).

# COLLIN COLLEGE

## COURSE SYLLABUS

<p><b>Instructor:</b> Keith Elphick <b>Email:</b> <a href="mailto:kelpick@collin.edu">kelpick@collin.edu</a> <b>Phone:</b> (972) 548-6661</p>	<p><b>Office Location:</b> McKinney Campus, A-323</p> <p><b>Office Hours:</b> Mondays: 3:30 - 6:30  Wednesdays: 3:30 - 5:30  Fridays: 12:15 - 1:15  **and by appointment**</p>
<p><b>Class Days and Time:</b> Mondays, Wednesdays, and Fridays 10:00 to 10:50</p>	<p><b>Class Locations:</b> LA 237</p>

### Course Information

**Course Number:** ENGL 1301

**Course Title:** Composition I

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

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

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

### Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes. (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*

### **Scholastic Dishonesty**

From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations

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.

**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.

**Required Course Materials:**

- *The Norton Field Guide to Writing with Readings and Handbook*. Fourth Edition. 9780393264388. Authors: Richard Bullock, Maureen Daly Goggin, Francine Weinberg.
- A USB/thumb drive or some other external saving device
- Access to Canvas (please ensure you have Canvas access)

**Required Technology and Software**

You will need access to a computer (on or off-campus) because most of your homework and essays will be word-processed. Please be sure that your username and password work for both your email and your Collin College account. **If your login fails for either platform, contact the CougarWeb Help Desk 972-377-1777. You may also email the Cougar Help Desk at: [helpdesk@collin.edu](mailto:helpdesk@collin.edu) .**

**Canvas: All students should have a Canvas site for our course.** Please check that you have our course in Canvas during the first week of class. **Throughout the semester, you will need to access Canvas, as I do post materials on the site and I do send emails to the class through Canvas's mail system.** Need help with Canvas? See below:

**Student Technology Support**

Problem	Contact
Forgotten Username, Password, or CWID	Email your full name and birthdate to <a href="mailto:admissions@collin.edu">admissions@collin.edu</a> and request your username and password
Canvas Issues  <i>includes missing courses</i>	<b>eCollin Support</b> Web: <a href="https://www.collin.edu/academics/ecollin/studentcanvasresources.aspx">https://www.collin.edu/academics/ecollin/studentcanvasresources.aspx</a> Email: <a href="mailto:elc@collin.edu">elc@collin.edu</a> Phone: 972.881.5870
CougarWeb Login Issues	<b>Student Help Desk</b> 972.377.1777
CougarMail Login Issues	<b>Student Help Desk</b> 972.377.1777
CougarMail via POP3	<a href="#">CougarMail via POP3/IMAP</a>
CougarWiFi Issues	<a href="#">CougarWiFi Support Page</a>

**Course Grading System:** I will evaluate and grade essay assignments based upon rubrics that assess your ability to:

- Compose arguments with explicit thesis statements
- Write essays using correct standard American English
- Conduct primary, scholarly, secondary, and popular research
- Synthesize research sources in order to build your ethos as a writer and establish the credibility of your argument (intertextuality).
- Critically analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
- Support major and minor claims with reputable research materials.
- Evaluate arguments that acknowledge opposing positions
- Apply rhetorical devices in specific writing contexts
- Target specific audiences through academic prose
- Use the writing process to plan, research, draft, and revise in order to determine and accomplish the purpose of the writing
- Document sources in the body of the essay and the works cited page according to MLA conventions

**Your grade for this course will be comprised of the following requirements:**

Assignment	Weight
English Lab Reading/Writing Responses (EL Writings)/In-Class Writings/Quizzes	10%
Conflict Essay	20%
Rhetorical Analysis Essay	20%
Annotated Bibliography (research and synthesis)	20%
Career Analysis Essay	30%
Canvas will keep a running calculation of your current grade based on <b><u>only</u></b> graded assignments.	Total Grade = 100%

1. *Formal essays:* You will write formal essays of varying rhetorical genres related to the texts and discussions in this course. All essays will focus on the writing process, will utilize peer review sessions, and will require outside scholarly research. **All formal essays must be consistent with MLA guidelines.**
2. *English Lab Writings EL Writing:* You will be required to compose responses of varying length (between one and two pages) throughout the semester. These responses will ask that you apply critical thinking skills to a variety of contexts.

3. *In-class Writings:* Two to three times during the semester you will be required to write in-class essays in response to the prompts/source materials. These in-class essays will demonstrate your ability to read and to synthesize sources, to write effectively, and to create academic prose on demand. We will discuss such in-class writings as the dates approach.
4. *Peer review:* Peer review is an extremely critical aspect of the writing process. While peer review is important in many respects, one of the most important is the focus on audience. The purpose of doing peer review is so you can get feedback from one of your peers about the structure and argument of your essay. You will receive formal peer review questions to answer on the day of peer review. If you choose not to participate in peer review, it is your responsibility to complete a tutoring session at the writing center *before* the essay's final due date. The McKinney, Plano, and Frisco campuses hold writing centers available to Collin College students. If you choose not to participate in peer review and you choose not to participate in a tutoring session, you will lose points off the final grade of your essay and receive a zero in-class writing grade.

*Collin College's Writing Center Website:*

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

**Letter Grades will be assigned as follows:**

- A 90 – 100 %
- B 80 – 89 %
- C 70 – 79 %
- D 65 – 69 %
- F 64 % and lower

***Late and/or Make-up Policy for Coursework***

- Late work will NOT be accepted in this course, for this course is preparing you for the uncompromising due dates of workplace and university environments. Please submit all work by the due date indicated on the course guide.
- If you are absent the day an assignment is due, you should submit the assignment the first day you are back in class. It is your responsibility to give me your work the first day you are back in class. If you will be absent for two or more classes, please contact me via Canvas so we can work out a work submission schedule.
- If you are absent for an entire week, you must contact me by the end of the week that you were absent in order to establish a submission schedule. It is your responsibility to contact me if you are absent for more than one class. If a student is absent for two or more classes and has not contacted me, course assignments will not be accepted. *Exceptions may be made only if the student has spoken with me about absences, and we have agreed on a submission schedule.*
- **48 Hours before Rule:** If you are having trouble with a due date or an assignment's requirements, please arrange a meeting with me at least forty-eight hours before the assignment's due date. I cannot help you if you have questions the day an assignment is due. Extension requests that have not been discussed with me at least forty-eight hours before an assignment's due date will not be granted. Note: Not all extension requests will be granted.
- I want you to succeed in this course, and I know that *you can* exceed your learning goals in my class if you dedicate sufficient time to our work. Please do not hesitate to discuss any of your concerns with me. I can help you meet your writing and learning goals. I will do my best to accommodate your situation while maintaining classroom equity.

- **Equity:** Success is based on personal responsibility, motivation, perseverance, and hard work. All students are given the same opportunities and identical due dates in my classes; thus, I cannot change due dates to satisfy students' personal situations. Of course, exceptional student situations arise, and if one of these situations arise, we will meet to discuss options. Apart from exceptional situations, all students have out-of-class challenges and busy schedules, and this further establishes a need for consistent due dates and workload responsibilities. You are capable, intelligent, and responsible college students who you will face stringent requirements in the workplace and/or at four-year universities. This course is preparing you for future success. Please see me if you are having trouble with course requirements. I am here to help and will do my best to support you.

## Course Policies and Procedures

- All students must behave in a respectful and professional manner. Please do not disturb your peers' learning environment, and please do not act in a manner that will hinder my ability to teach course content.
- **Respectful Dialogue and Free Expression:** One of Collin College's core principles is Respect & Dignity. Our classroom is a space open to academic and respectful dialogue. College classrooms are a place for students to inquire about complicated issues, to hear and read a multiplicity of opinions, to voice a variety of perspectives and opinions respectfully, and to question faulty logic. College classrooms are also a place for students to grapple with opinions that contradict, challenge, or align with their own values. If you disagree with an opinion, respond intelligently and respectfully while keeping in mind that very few issues have "right" and "wrong" conclusions. Use reason and evidence, the cornerstones of Western thought, to challenge claims that may be illogical or ungrounded. Everyone's perspectives are valued, and all positions may be challenged with reason and evidence. Any student attempting to silence another student's opinion will be reported to the Dean of Student Affairs and asked to leave class. In academia, in the workplace, and in day-to-day life you will be exposed to opinions you find disagreeable, but that does not mean such opinions should be excluded from public discourse. Students must think critically about all issues in order to engage fully in American society. American democracy relies on debate, which can only be accomplished through the free exchange of ideas.
- *Electronics and Cell Phones Policy: Cell phones and other electronic devices:* Cell phones are not permitted in class. I want you to be fully engaged during our time together. Numerous research studies have shown that cell phones and other electronic distractions harm students' learning, comprehension, information recall, attentiveness, and participation. In addition, cell phones and other electronics can disrupt your peers' ability to learn, write, read, and think. See me if you are interested in these studies.

It is best to turn off cell phones before walking into class. If a student ignores this rule, he/she may lose points from a final essay grade or be asked to leave the class. Take a break from your cell phones for our short time together; they will surely be there when you leave class. Your cell phone should not be visible at any point during our class time. Please see me before class if you have concerns about personal cell phone access.

*Computers:* We will be using computers during a few of our class periods. On these days, you may use your personal computer. Unless we have a scheduled 'writing/research day' personal computers will not be permitted in class.

*Recording Devices/Cell Phone Recording:* Unless I have given you permission to record our class, you may NOT video or audio record any portion of our class.

## Student Success Tips:

- ✓ Complete all reading and writing assignments on time. Review necessary materials before class. Re-read challenging essays. Always annotate as you read. Bring questions to class.
- ✓ Begin assignments long before a due date (see next bullet).
- ✓ Dedicate ample time to your writing outside of class (find your place to write).  
**Remember, a three credit class will require approximately six to nine hours of writing/reading time per week, and this number increases during weeks in which a major essay is due.** Ensure that you are considering this time commitment as you review your work schedules and other responsibilities.
- ✓ Participate in class discussions, activities, and assignments.
- ✓ Apply what you learn in class to your own writing. Follow guidelines and advice for completing assignments. Accept written communication as a lifelong professional skill.
- ✓ Proofread and revise frequently and thoroughly— nobody has the ability to write a perfect first draft (not that I know of, anyway).
- ✓ Adopt a college-appropriate and goal centered mentality focused on academic achievement, reason/evidence, inquiry, dignity, and personal responsibility.
- ✓ Utilize the writing centers and your professors' office hours, especially before tests and essay due dates.
- ✓ Reach out to a professor, advisor, coach, counselor, or other Collin College faculty if you need assistance.
- ✓ Take responsibility for your learning; embrace self-advocacy. Ultimately, you are responsible for your growth and success, but I am here to help you grow.

Sometimes problems arise that could affect your performance in this class. Please contact me promptly if:

- You are confused about the requirements of an assignment, you must miss class, you have writer's block, you cannot complete an assignment on time because of an unexpected event or problem, or because you are not sure how to complete an assignment or revise your work.
- *More than anyone else, I can help you succeed in this class. When problems arise, please discuss your situation with me. I want you to earn a high grade and a newfound confidence as an academic writer. I can help you achieve your goals in this course, but your effort is the sole key to success. If you commit yourself to academic excellence, you will find you are capable of reaching new levels of learning. Please contact me if a conflict arises.*

## Attendance Policy

Students are expected to attend all class sessions. In cases involving excessive absences from class, the instructor may drop a student from the class. 'Excessive absences' is defined as one more absence than the number of classes per week during a fall or spring semester; the number of absences is prorated for accelerated sessions. Students who are excessively absent may be dropped from the course or receive a grade of "F".

### The following behaviors also count as an absence:

- Arriving to class more than twenty minutes after the scheduled start time.
- **Tardiness:** Because late arrivals to class are a distraction to students' learning, please be sure you come to class on time. In this course three late arrivals (arriving to class within twenty minutes after the class's start time) will be counted as one absence.



- Leaving class early three times (if a student leaves a class that has twenty or more minutes remaining, he/she will be marked absent).
- Taking more than three unscheduled breaks during class. Do not leave class habitually. Doing so, will distract your peers and me. Please respect our learning environment. Please use restrooms before class.

**Absences:** Class attendance is extremely important. The most successful students attend class all semester. You have chosen to take our class during specific times on specific days; it is then your responsibility as a college student to attend class at this time. However, I understand that life obligations arise here and there, so you are allowed to miss *some* class without penalty: **You may miss four classes without any penalty. Each absence surpassing your fourth will deduct your final grade by seven points each time you miss class. If you miss more than seven total classes, you will receive a failing grade.**

Note: **There is no difference between an excused and unexcused absence.** If you are not present in class, you're missing valuable time to communicate with your peers and me.

### Common Essay Notes from Me

**These are *some* of the comments you will find in the margins of your major essays**

**Frag** = Incomplete sentence, not an independent clause.

**CS**=Comma splice. Break into two sentences, add a conjunction, or insert a semicolon.

**Recast**=The sentence or point lacks clarity and should be restructured.

**Revise**=Proofread this sentence or paragraph. Make the necessary changes to clarify meaning.

**Unclear**=A reader will have trouble understanding your point or logic. Revision is needed.

**Poss** = Possession/Apostrophe error. Review this important grammatical concept.

**Word Choice:** Reconsider your choice of the circled word or phrase.

**Spelling:** Check the spelling of the circled word or phrase.

**Citation Error:** Check your in-text citation. Ensure that you have included the required MLA components.

**Sub/Verb:** Subject verb error. Please review this grammatical concept.

**Course Schedule: English 1301  
Fall Semester 2018**

**Course Schedule**

\*\*Note: This schedule may change to better support student learning\*\*

Note: *The Norton Field Guide to Writing*=Norton

Note: *If you see “(Canvas) next to a ‘Have Read’ assignment, you will find this reading in Canvas.*

**Unit 1: Creating Public Significance from Personal Experience**

Date	Class Assignments / Activities
<b>Week 1</b>  Mon Aug 27	<u>Have read:</u>  <u>Have written:</u>  <u>In-class:</u> -What is academic writing? -College writing expectations. -Class syllabus and schedule -CANVAS and uploads -Diagnostic reading and writing
Wed. Aug 29	<u>Have read:</u> <ul style="list-style-type: none"><li>• Review course syllabus, course guide, and course agreement.</li><li>• Review MLA handouts from class (also in Canvas).</li><li>• “Writing in Academic Contexts” (1-14)</li></ul> <u>Have written:</u> <ul style="list-style-type: none"><li>• CANVAS assignment “Welcome”</li><li>• Bring any questions relating to the course’s organization and/or content to class</li><li>• Submit course agreement</li></ul> <u>In-class:</u> -Questions about the course -Academic writing and plagiarism -The nuts and bolts: MLA format; recognizing formatting errors (handout) -Expectations of College-level Writing -Read and discuss Nichols’ “Proficiency”

<p>Fri Aug 31</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• “Sentence Fragments” (HB-7 to HB-11).</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• Begin writing your Conflict Essay</li> </ul> <p><u>In-Class:</u></p> <p>-Discussion of Essay #1: Conflict Essay</p> <p>-Writing from personal experience: Invention activity, questions</p>
<p><b>Week 2</b></p> <p>Mon Sept 3</p> <p><b>Labor Day No Classes</b></p>	<p style="text-align: center;"><b>Labor Day: No Classes</b></p> <p>According to the United States Department of Labor website, “The vital force of labor added materially to the highest standard of living and the greatest production the world has ever known and has brought us closer to the realization of our traditional ideals of economic and political democracy” (“History of Labor Day”).</p>
<p>Wed Sept 5</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Developing Academic Habits of Mind” (45-52).</li> <li>• “Describing” (399-406);</li> <li>• “Narrating” (419-427)</li> </ul> <p><u>What to write?</u></p> <ul style="list-style-type: none"> <li>• Continue writing your conflict essay.</li> </ul> <p><u>In-Class:</u></p> <p>-Grammar Lesson</p> <p>-Practice with process and transitions.</p>

<p>Fri Sept 7</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• Dialogue (Canvas)</li> <li>• Kerman “#11187-424” (866-875)</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• <b>EL Writing: (Prompt distributed in class and sent to your Canvas inbox).</b></li> <li>• Continue writing your Conflict Essay</li> </ul> <p><u>In class:</u></p> <p>-MLA practice</p> <p>-Using transition words effectively.</p> <p>-“#11187-24” discussion.</p>
<p><b>Week 3</b></p> <p>Mon. Sept 10</p> <p><b>Peer Review- “Conflict Essay</b></p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Arguing a Position” (171-182);</li> <li>• “Dialogue” (408-410)</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• <b>Peer Review: Conflict Essay.</b> Bring a hard-copy to class for peer review.</li> </ul> <p><u>In class:</u></p> <p>-Moving from personal to public spheres</p> <p>-Peer review: Conflict Essay</p>
<p>Wed. Sept 12</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Processes” (279-313)</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• <b>EL Writing Due</b> (prompt distributed in class and sent to you via Canvas).</li> <li>• Begin researching the public aspects of your Conflict Essay.</li> </ul> <p><u>In class:</u></p> <p>-Paragraph focus: controlling ideas and transitions (handout)</p> <p>-Effective conclusions</p> <p>-Rationalizing your essay: So what? and thesis</p> <p>-Mini conferences</p>
<p>Fri Sept 14</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• “Quotation Marks” (HB-86)</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• Continue researching and writing.</li> </ul> <p><u>In-Class:</u></p> <ul style="list-style-type: none"> <li>• In-class research tutorial</li> <li>• Lab for in class writing.</li> </ul>

<p><b>Week 4</b></p> <p>Mon Sept 17</p> <p><b>Conflict Essay Due</b></p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Acknowledging Sources, Avoiding Plagiarism” (491-499).</li> <li>• “Quoting, Paraphrasing, and Summarizing” (478-491)</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• <b>Bring a full draft of your Conflict Essay to class for submission.</b></li> </ul> <p><u>In-class:</u></p> <p>-Commas, periods, semicolons exercise</p> <p>-Three-step research integration process.</p> <p>-Read Safire’s “A Spirit Reborn” (693-695) and Monday as Constitution Day.</p> <div data-bbox="781 583 1024 743" data-label="Image"> </div> <p><i>America’s Principles</i></p> <p>-Allen “Our Declaration” (99-104).</p>
<p>Wed Sept 19</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• PowerPoint-“Proving the Problem” (Canvas)</li> <li>• Integrating Research Effectively (Canvas)</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• <b>EL Writing: Proving the Problem Invention Sheet (Bring a hard copy to class for submission)</b></li> </ul> <p><u>In-Class:</u></p> <p>-The grey areas of plagiarism activity.</p> <p>-Citing difficult sources Q&amp;A.</p>
<p>Fri Sept 21</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• Review: “Acknowledging Sources, Avoiding Plagiarism” (491-499).</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing the ‘Proving the Problem’ section.</li> </ul> <p><u>In-Class:</u></p> <p>-Common knowledge activity.</p> <p>-Close reading activity.</p>

<p><b>Week 5</b></p> <p>Mon Sept 24</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• Continue retrieving sources that will help write the 'Proving the Problem' section of the Conflict Essay.</li> <li>• Review Integrating Research Effectively folder (CANVAS)</li> <li>• Review PowerPoint-"Proving a Problem" (Canvas)</li> <li>• Essay Choice _____</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing the "Proving the Problem" section</li> </ul> <p><u>In-Class:</u></p> <ul style="list-style-type: none"> <li>- When to paraphrase, when to directly quote? (activity and discussion).</li> <li>-Sample essay analysis</li> </ul>
<p>Wed Sept 26</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• Review: "Acknowledging Sources, Avoiding Plagiarism" (491-499).</li> <li>• Review Integrating Research Effectively folder (Canvas)</li> <li>• Berry: "The Fashion Industry: Free to Be an Individual" (95-99)</li> </ul> <p><u>Have Written:</u></p> <p><u>In-Class:</u></p> <ul style="list-style-type: none"> <li>-Looking ahead to unit 2.</li> <li>-Rhetorical analysis overview with advertising activity.</li> </ul>
<p>Fri Sept 28</p> <p><b>Proving the Problem Section Due</b></p>	<p><u>Have Read:</u></p> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• <b>Proving the Problem Section Due</b></li> </ul> <p><u>In-Class:</u></p> <ul style="list-style-type: none"> <li>-Visual analysis activity.</li> </ul>

<p><b>Week 6</b></p> <p>Mon. Oct 1</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>Choose an essay for your rhetorical analysis. Read it three times, annotating the essay as you read. While you may choose any essay from our text, ensure that you choose an essay with at least three prominently used rhetorical devices (see my ‘common rhet devices’ handout). Remember, unit 2’s essay asks you to analyze thoroughly an author’s use of rhetorical devices and authorial decisions.</li> <li>“Analyzing a Text” (110-128)</li> <li>Rhetorical Analysis handouts (Canvas-Unit 2 folder).</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>Annotate the rhetorical analysis handouts.</li> <li>Read and annotate your chosen essay.</li> </ul> <p><u>In Class:</u></p> <p>-What are rhetorical devices? Why are they important? Are they writing specific?</p> <p>-Practice: Analyzing rhetorical devices (writing activity in class).</p>
<p>Wed. Oct 3</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>Essay: Martin Luther King (Readings folder-Canvas).</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>Read and annotate King’s essay.</li> </ul> <p><u>In-Class:</u></p> <p>-Historical context discussion.</p> <p>-Framing an argument.</p> <p>-Collaborative analysis of King’s essay.</p>
<p>Fri Oct 5</p>	<p><u>Have Read:</u></p> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>Continue writing your rhetorical analysis.</li> </ul> <p><u>In-Class:</u></p> <ul style="list-style-type: none"> <li>Lab for in-class writing</li> <li>Mini conferences</li> </ul>

<p><b>Week 7</b></p> <p>Mon Oct 8</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Coordination, Subordination” &amp; “Shifts” (HB-37 – HB40)</li> <li>• Cofer: “Myth of the Latin Woman” (876-883).</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing your rhetorical analysis</li> </ul> <p><u>In-class:</u></p> <p>-Collaborative writing assignment: finding a unique angle.          -Class discussion: person versus place, approaches for both.          -Discussion-“Myth of the Latin Woman”</p>
<p>Wed Oct 10</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• Carr “Is Google Making Us Stupid?” (735-749)</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing your rhetorical analysis.</li> </ul> <p><u>In-class:</u></p> <p>-Reading quiz: “Is Google Making Us Stupid?”          -Are we getting smarter? Reactions to Carr’s essay.</p>
<p>Fri. Oct 12</p>	<p><u>Have Read:</u></p> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing your rhetorical analysis.</li> </ul> <p><u>In-Class</u></p> <p>-Parallel structure mini lesson          -Sample rhetorical analysis essay</p>
<p><b>Week 8</b></p> <p>Mon. Oct 15</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• Martin: “On Teenagers and Tattoos” (Canvas)</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing your rhetorical analysis</li> <li>• <b>EL Writing Due (Prompt distributed in class and sent to your Canvas inbox).</b></li> </ul> <p><u>In-class:</u></p> <p>-Discuss revision requirements          -“On Teenagers and Tattoos” rhetorical analysis activity.          -EL Writing Discussion.</p>




Date	Class Assignments / Activities
Wed. Oct 17	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Defining” (388-398)</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing your rhetorical analysis; consider making an appointment at one of Collin College’s writing centers.</li> </ul> <p><u>In-class:</u></p> <p>-Audience expectations and the rhetorical situation. -Fun with fallacies.</p>
Fri Oct 19	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• “Evaluations” (202-205)</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing your rhetorical analysis; consider making an appointment at one of Collin College’s writing centers.</li> </ul> <p><u>In-Class:</u></p> <p>Lab for in-class writing.</p>
<p><b>Week 9</b></p> <p>Mon Oct 22</p>	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• Re-Read your chosen essay.</li> <li>• Proofread your essay multiple times in preparation for peer review.</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• <b>Peer Review, rhetorical analysis.</b> Please bring a full draft of your essay to class for peer review.</li> </ul> <p><u>In-Class:</u></p> <p><b>-Peer Review: Rhetorical Analysis.</b></p>
<p>Wed Oct 24</p> <p><b>Rhetorical Analysis Due</b></p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Academic Arguments” (Canvas-Readings folder)</li> </ul> <p><u>Have written:</u> <b>Rhetorical analysis due.</b> Proofread your work carefully, paying specific attention to your integration and analysis of rhetorical devices, sentence-level errors, and academic voice.</p> <p><u>In-class:</u></p> <p>-Rhetoric and the World. -What is an annotated bibliography?</p>

Fri Oct 26	<u>In-Class:</u> -Lab for revisions -Mini Conferences.
	<b>Unit 3: Information Literacy and College-level Research</b>
<b>Week 10</b>  Mon. Oct 29	<u>Have read:</u> <ul style="list-style-type: none"> <li>• “Developing a Research Plan” (435-445).</li> </ul> <u>Have written:</u>  <u>In-class:</u> -The four parts of an annotated bibliography -Sample annotated bibliography (collaborative evaluation).
Wed. Oct 31	<u>Have read:</u> <ul style="list-style-type: none"> <li>• “Finding Sources” (445-462);</li> </ul> <u>Have written:</u> <ul style="list-style-type: none"> <li>• Begin your research using library databases, online newspapers, and the Web.</li> </ul> <u>In class:</u> -Looking ahead: Career Analysis Essay and Research Support -Exploring Web sources and the Occupational Outlook Handbook.
Fri Nov 2	<u>Have Read:</u> <ul style="list-style-type: none"> <li>• Review Plagiarism materials (Canvas), “Acknowledging Sources, Avoiding Plagiarism” (491-495), and the MLA folder in Canvas.</li> </ul> <u>Have Written:</u> <ul style="list-style-type: none"> <li>• Continue your research and annotations.</li> </ul> <u>In-Class:</u> -Lab for writing and research. -Annotating difficult texts activity

<b>Week 11</b>  Mon Nov 5	<u>Have read:</u> <ul style="list-style-type: none"> <li>• “Evaluating Sources and Synthesizing Ideas (469-477).</li> </ul> <u>Have written:</u> <ul style="list-style-type: none"> <li>• Continue writing your annotations</li> </ul> <u>In class:</u> <b>-Library Tutorial: Retrieving Academic Research.</b>
Wed Nov 7  <b>Peer review:  Annotated  Bibliography</b>	<u>Have read:</u>  <u>Have written:</u> <ul style="list-style-type: none"> <li>• Bring <b>three completed annotations</b> to class for peer review.</li> </ul> <u>In-class:</u> <b>-Computer lab</b> for research -Peer review: Annotated bibliography -From research to argument: Discussion of the argumentative essay <i>-The Persuaders</i>
Fri Nov 9	<p style="text-align: center;"><b><u>One-on-One Student Conferences:</u></b></p> <p style="text-align: center;">My office is A-323. Please bring any questions you have about your research and your success in my course.</p>
<b>Week 12</b>  Mon Nov 12  <b>Annotated  Bibliography  Due</b>	<u>Have read:</u> <ul style="list-style-type: none"> <li>• “Beginning and Ending” (331-343)</li> <li>• “Pronouns” (HB-29-34)</li> </ul> <u>Have written:</u> <ul style="list-style-type: none"> <li>• <b>Annotated bibliography due.</b> Proofread carefully, paying attention to MLA conventions and sentence clarity.</li> </ul> <u>In-class:</u> -Grammar Lesson -Framing an academic discussion.

Wed Nov 14	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Guiding Your Reader” &amp; “Causes and Effects” (344-355)</li> <li>• Twenge-“Have Smartphones Destroyed a Generation”</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• <b>EL Writing: Distributed in class and sent to your Canvas inbox.</b></li> <li>• Continue writing your final essay.</li> </ul> <p><u>In-class:</u></p> <ul style="list-style-type: none"> <li>-Topic invention</li> <li>-Thesis: examples and discussion</li> <li>-Discuss counterargument and refutation</li> </ul>
Fri Nov 16	<p><u>Have Read:</u></p> <ul style="list-style-type: none"> <li>• “Comparing and Contrasting” (380-388)</li> </ul> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing your final essay.</li> </ul> <p><u>In-Class:</u></p> <ul style="list-style-type: none"> <li>-Finding common ground</li> <li>-Research in the professional work.</li> <li>-Exploring the Occupational Outlook Handbook.</li> </ul>
<p><b>Week 13</b></p> <p>Mon Nov 19</p>	<p><u>Have Read:</u></p> <p><u>Have Written:</u></p> <ul style="list-style-type: none"> <li>• Continue writing your Career Analysis Essay</li> <li>• Review your annotated bibliography. Will you need new sources or additional sources? Should you replace any of your research?</li> </ul> <p><u>In Class</u></p> <ul style="list-style-type: none"> <li>• Writing a multimodal essay</li> <li>• Sectionalizing as rhetorical technique</li> </ul>

	<p style="text-align: center;"><b>Thanksgiving Break:</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Collin College closed from Wed Nov 21 to Sunday Nov 25.</b></p>
--	---

<b>Date</b>	<b>Class Assignments / Activities</b>
<p><b>Week 14</b></p> <p>Mon Nov 26</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• “Choosing Genres” (273-279)</li> <li>• Verbs &amp; Subject-Verb Agreement (HB12-HB29)</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• <b>EL Writing Due</b></li> <li>• Continue writing your final essay</li> </ul> <p><u>In class:</u></p> <p>-Grammar Lesson -Sample essay (collaborative evaluation).</p>
<p>Wed Nov 28</p>	<p><u>Have Read:</u></p> <p>-Writing in real-world contexts (Canvas).</p> <p><u>Have Written:</u></p> <p>-Continue writing your final essay.</p> <p><u>In-Class:</u></p> <p>-In-class writing and research. -Mini-conferences.</p>

<p>Fri Nov 30</p>	<p><u>In-Class:</u> -In-class writing and research. -Mini-conferences.</p>
<p><b>Week 15</b></p> <p>Mon Dec 3</p> <p><b>Peer Review: Career Analysis Essay</b></p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> <li>• Proofread your essay in preparation for peer review.</li> </ul> <p><u>Have written:</u></p> <ul style="list-style-type: none"> <li>• <b>Bring a hard copy of your final essay to class for peer review (first three pages).</b></li> </ul> <p><u>In class:</u> -Thesis workshop -Peer Review -Mini conferences/in-class writing</p>
<p>Wed Dec 5</p>	<p><u>Have Written:</u> -Continue writing your Career Analysis Essay.</p> <p><u>In-Class:</u> -Oral presentations. -Discussion of career findings.</p>
<p>Fri Dec 7</p> <p><b>Final Essay Due</b></p>	<p><u>Have read:</u> -Proofread your essay multiple times. Review my comments on earlier drafts and essays to ensure you are addressing areas of concern.</p> <p><u>Have written:</u> -Bring a final copy of your essay to class for submission.</p> <p><u>In class:</u> -Finish oral presentations. -Final requirements. -English course sequence. -Online submission requirements</p>
	<p><b>Final Exam Week: Monday Dec 10th to Saturday Dec 15th</b></p> <p><b>Thank you for all of your hard work this semester. You should be proud and excited to engage in your next English course.</b></p>



**Continue to exceed the expectations of those around you.** Remember, your choices, your preparation, your actions create *your* future.

“Desire is the key to motivation, but it's determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek.”

-Mario Andretti

“Intellectual growth should commence at birth and cease only at death.”

-

-Albert Einstein