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Composition II

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Collin College

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**COLLIN COLLEGE
COURSE SYLLABUS:
English1302: Fall 2018**

Instructor: Keith Elphick Email: kelpick@collin.edu Phone: (972) 548-6661	Office Location: McKinney Campus, A-323 Office Hours: Mondays: 3:30 - 6:30 Wednesdays: 3:30 - 5:30 Fridays: 12:15 - 1:15 **and by appointment**
Class Days and Time: Tuesday & Thursday 1:30 to 12:45	Class Locations: LA 237

Course Number: ENGL 1302 / CRN: 11118 / Section C10

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. (Team-work)
 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.

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.

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Required Course Materials:

- *They Say, I Say. Third Edition. ISBN: 978-0-393-61743-6.* Authors: Graff and Birkenstein.
- 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 .**

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,	Email your full name and birthdate to admissions@collin.edu and request your username and password

or CWID	
Canvas Issues <i>includes missing courses</i>	eCollin Support Web: https://www.collin.edu/academics/ecollin/studentcanvasresources.aspx Email: elc@collin.edu Phone: 972.881.5870
CougarWeb Login Issues	Student Help Desk 972.377.1777
CougarMail Login Issues	Student Help Desk 972.377.1777
CougarMail via POP3	<u>CougarMail via POP3/IMAP</u>
CougarWiFi Issues	<u>CougarWiFi Support Page</u>

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 maintain 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
EL Writings, In-Class Writings, Quizzes	12%
Public Significance Essay (argumentative)	20%
Rhetorical Analysis Essay (analytical argument)	20%
Annotated Bibliography (research and synthesis)	15%
Argumentative Essay (argumentative)	33%
Canvas will keep a running calculation of your current grade based on only 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 and mediums.
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 new-found 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 1302 Fall 2018

Note: This schedule may change to better accommodate student learning

Note: EL = English Lab Writings

Date	Class Assignments / Activities
Week 1 Tues Aug 28	<u>Have read:</u> <u>Have written:</u> <u>In-class:</u> -Introductions -What is academic writing? -Advanced Composition Expectations and MLA conventions -Class syllabus and course guide -EL (English Lab Assignments) Writings and Canvas -Diagnostic reading and writing: Social Capital and America
Thurs Aug 30	<u>Have read:</u> <ul style="list-style-type: none"> ▪ Review MLA handouts and videos in Canvas (MLA folder) <i>**Be sure you understand how to format all work in MLA**</i> ▪ Review course syllabus and course guide ▪ “Using the First Person” (in Canvas-Readings Folder). <u>Have written:</u> <ul style="list-style-type: none"> ▪ Bring any questions related to the course’s organization and/or content. Write down any questions you have about the readings. ▪ Begin considering a personal story for your Pub. Sign. Essay. Record your ideas. <u>In-class:</u> -Questions about the course -“Car Crash” and questions/collaborative peer review -Academic writing and plagiarism -The nuts and bolts: MLA format; recognizing formatting errors (handout) -Ethos, pathos, logos and the rhetorical situation. -Discussion of essay #1: Public Significance Essay (assignment sheet) -Writing from personal experience: Invention activity, questions
Week 2 Tues Sept 4	<u>Have read:</u> <ul style="list-style-type: none"> ▪ Plagiarism materials (you do not need to take the quiz, but it won’t hurt); (Canvas in the folder entitled ‘Plagiarism’) ▪ Review the MLA materials in Canvas (see the MLA folder) ▪ <i>They Say, I Say</i> (121-128) ▪ Cofer “Myth of the Latin Woman” (in the Readings folder)

	<p>○ Discussion Leaders:</p> <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Complete the MLA quiz (link in the MLA folder in Canvas). Take a picture with your phone or save a screenshot of the quiz's final page. You can also email yourself the quiz score. ▪ Continue writing your Pub. Sign Essay <p><u>In-class:</u></p> <ul style="list-style-type: none"> -Grammar: Independent versus dependent clauses -Description: making it meaningful, concrete versus abstract description -Exordium and the climactic moment: Effective introductions -Setting the scene writing activity: Characterization through description -PowerPoint: Public Significance and partner activity
<p>Thurs Sept 6</p> <p>Peer Review- "Personal" section</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ The Pillars of Argument (in the Readings folder) ▪ Sample Essay: "Girl in the Window" (in the Pub. Sign. Essay folder) <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Finish the "personal" portion of your essay (1.5 pages due in class—formatted in MLA, double-spaced). Bring a hard-copy to class for peer review. <p><u>In class:</u></p> <ul style="list-style-type: none"> -In class writing: Answering the "So What?" question (Uncle Tony activity). -Show versus tell writing activity -Peer review ("Personal Section") -Sample Public Significance Essay -Discussion: Supporting claims with reputable sources; thesis and argument
<p>Week 3</p> <p>Tues Sept 11</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ McClelland "RIP, the Middle Class: 1946-2013" (Readings folder) <ul style="list-style-type: none"> ➢ <u>Discussion Leaders:</u> ▪ "Overview of Quote Integration" (Using Research Effectively folder) ▪ <i>They Say, I Say</i> (42-51) <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Continue writing the "public portion" of your essay. <i>Continue writing and researching (don't wait; successful students begin writing immediately)</i> ▪ EL Writing Due: Directions given in class and sent to your Canvas inbox. <p><u>In class:</u></p> <ul style="list-style-type: none"> -Paragraph focus: controlling ideas and transitions (handout) -From Personal Narrative to Public Argument: Minimum Wage. -Rationalizing your essay: So what? and Thesis

	<p>-Writing a first draft: What not to do. -Sample Public Significance Essay</p>
<p>Thurs Sept 13</p> <p>Peer Review: Full draft of your Public Significance Essay</p>	<p><u>Have read:</u> Proofread your essay multiple times.</p> <p><u>Have written:</u> Bring a full draft of your Public Significance Essay to class for peer review. <u>If you are absent today</u>, you should visit the writing center at one of Collin College's campuses (link in Canvas). They accept walk-ins. If you choose to forgo visiting the writing center <i>before</i> the essay due date, you will lose seven points off the final grade of your essay.</p> <p><u>In class:</u> -Same Pub. Sign. Essay and collaborative review Peer Review (Peer review is mandatory—see above “Have written”) -Discussion of Essay #2 -Public Significance Requirements: Review, revise, and revamp.</p>
<p>Week 4</p> <p>Tues Sept 18</p> <p>Public Significance Essay Due</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Rhetorical Analysis handouts ('Rhetorical Analysis' folder). <p><u>Have written:</u> Proofread your essay multiple times. Remember, in 1302 your work should be free of major sentence-level errors. Spend time reading your work for both content and grammar. Bring a full draft of your Public Significance Essay to class for submission. Your essay should be formatted in MLA and should have both in-text citations and a works cited page.</p> <p><u>In class:</u> -Grammar mix. -Rhetorical devices (discussion and handout) -<i>The Declaration of Independence</i>: Rhetoric and Argument -Monday and Constitution Day.</p> <div data-bbox="745 1293 1092 1530" data-label="Image"> </div> <p><i>America's Principles</i></p>
<p>Thurs Sept 20</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ King-“Letter from Birmingham Jail” Pgs. 1-3 (Readings Folder-Canvas) ➤ Discussion Leaders: <p><u>Have written:</u></p>

	<ul style="list-style-type: none"> ▪ EL Writing: Annotating King's Essay and Rhetorical Devices). Prompt has also been sent to your Canvas inbox. <p><u>In-class:</u></p> <ul style="list-style-type: none"> -PowerPoint: Rhetorical Analysis Essay Structure. -"Letter from Birm": Historical context, video, and collaborative analysis -Rhetorical Devices in King's Essay
Week 5 Tues Sept 25	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ "Writing a Rhetorical Analysis" (Canvas—Posted in the Readings folder) ▪ *Important Reading* ▪ King "Letter from Birmingham Jail" (to the end) ▪ Continue writing your rhetorical analysis. Review all of your handouts pertaining to this assignment. <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Continue writing your rhetorical analysis—<u>do not procrastinate</u>. The most successful students spend weeks writing one essay. Two to three days will not lend you the time you need to produce strong academic work. <p><u>In-class:</u></p> <ul style="list-style-type: none"> -Collaborative Peer Review: Sample Rhetorical analysis -Understanding Purpose: Rhetorical Analysis as argument -Rhet. Analysis Outline Distributed (also posted in the Rhet. Analysis folder in Canvas) -Conclusion options
Thurs Sept 27	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Essay Choice _____ ▪ Database Tutorial: "Online Library Orientation for "Finding Articles" (Canvas link-look for red highlighting) ▪ Watch the three-part database video (Canvas link on our course homepage-look for red highlighting) ▪ Review rhetorical analysis handouts and the sample essay. <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ EL Writing - Outline Due ▪ Continue writing your rhetorical analysis ▪ Continue to read and annotate the essay you will use for your rhet. analysis. <p><u>In-class:</u></p> <ul style="list-style-type: none"> -Class discussion: Structuring an essay—best practices. -Sample rhetorical analysis: Collaborative Review -Discussion: Dignity and Respect & Personal Responsibility


Week 6 Tues Oct 2	<p style="text-align: center;">One-on-one Student Conferences</p> <p style="text-align: center;">My office is A-323. Please bring any questions you have about your essay and your success in my course.</p>
Thursday Oct 4	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Proofread your rhetorical analysis multiple times. I encourage all of you to visit one of the Collin College writing centers. <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Bring a complete draft of your rhetorical analysis to class for peer review. <p><u>In-class:</u></p> <p>-Grammar Lesson -Peer Review</p>
Week 7 Tuesday Oct 9 Rhetorical Analysis Due	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Proofread your rhetorical analysis multiple times. <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Finish your rhetorical analysis. Bring a hard copy to class for submission. Rhetorical Analysis Due. <p><u>In-class:</u></p> <p>-Audience expectations and the rhetorical situation. -What are annotated bibliographies? -Activity: Summarizing vs. Paraphrasing. -Argumentative Essay assignment sheet distributed (also posted in the Annot. Bib folder in Canvas)</p>
Thursday Oct 11	<p style="text-align: center;">Library Database Tutorial and Information Literacy</p> <p style="text-align: center;">We will meet in _____ at our normal class time.</p>
Week 8 Tues Oct 16	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Reread the argumentative essay topics handout; choose a topic for your essay. ▪ Complete the Online Quiz: “Evaluating Information” (link in “Using Research Effectively” folder). Take a picture with your phone or save a screenshot on

	<p>the last page of the quiz.</p> <p><u>In-class: (Obser. lesson)</u></p> <ul style="list-style-type: none"> -Works Cited Race: How fast can you cite a source? -Annotated Bibliography PowerPoint -Creating an annotation: More than just summary. -Seamless integration of quoted material. -Collaborative Peer Review: Annotations, Finding the Four Parts <p>We are now around the halfway point in the class. Please feel free to contact me about any concerns you have. We can discuss your grades, essays, upcoming assignments, absences, etc.</p> <p>Do not hesitate to check in with me about your progress. <u>I'm here to help you succeed in this course.</u></p>
<p>Thurs Oct 18</p> <p>Database Tutorial</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Continue doing your research; use the databases and vary your search terms. ▪ "People Like Us" - Brooks (in the Readings Folder-Canvas) <ul style="list-style-type: none"> ○ <i>Discussion Leaders:</i> <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ EL Writing -"Choosing an argumentative topic" (prompt distributed in class and sent to your Canvas inbox). ▪ Begin writing your annotations. <u>Do not procrastinate.</u> <p><u>In-class:</u></p> <ul style="list-style-type: none"> -Computer Lab and Database Tutorial: Search terms and Search Options -Discussion of sources: Primary, Scholarly, Secondary, Popular -Why is the ongoing conversation important?
<p>Week 9</p> <p>Tues Oct 23</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Review <i>They Say, I Say</i> (30-41—Summary). ▪ <i>They Say, I Say</i> (173-183) -What's Motivating this Writer ▪ Synthesis Readings (Canvas-"Readings" folder) ▪ Refresher: Review thesis and argumentation notes <p><u>Have written:</u> Continue writing your annotations</p> <p><u>In-class:</u></p> <ul style="list-style-type: none"> -Safran "How not to be Lonely" and U.S. Technology Use. -Technology topics discussion - Sample annotations: Finding the Four Parts -Narrowing a Topic: From General to Specific Focus

<p>Thurs Oct 25</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Handout: Distinguishing between scholarly and popular sources (In the 'Readings' folder-Canvas) ▪ Carr: "Is Google Making us Stupid" (Quiz in class) <ul style="list-style-type: none"> ○ <i>Discussion Leaders: Groups</i> <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Continue writing your annotations <p><u>In-Class:</u></p> <p>-Quiz "Is Google Making us Stupid"</p> <p>-Discussion: Technology and the Intellect</p> <p>-Collaborative Activity: Narrowing Research Topics and Counterarguments.</p> <p>-Distributed argumentative essay outline.</p>
<p>Week 10</p> <p>Tues Oct 30</p>	<p style="text-align: center;">CONFERENCES</p> <p style="text-align: center;">My office is A-323.</p> <p style="text-align: center;">Please arrive on time, as there may be someone directly after you.</p> <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Bring three completed annotations to your conference. I will check these annotations for accuracy and homework credit. ▪ Bring any questions you have about research, the argumentative essay, or your progress in class. <p>My conference date and time is _____</p>
<p>Thurs Nov 1</p>	<p style="text-align: center;">CONFERENCES</p> <p style="text-align: center;">My office is A-323.</p> <p style="text-align: center;">Please arrive on time, as there may be someone directly after you.</p> <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Bring three completed annotations to your conference. I will check these annotations for accuracy and homework credit. ▪ Bring any questions you have about research, the argumentative essay, or your progress in class. <p>My conference date and time is _____</p>

<p>Week 11</p> <p>Tues Nov 6</p> <p>Annotated Bibliography Due</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ <i>They Say, I Say</i> (19-42- Starting with What Others are Saying) *Important Reading* <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Annotated Bibliography Due ▪ -Begin writing your argumentative essay today. If you begin writing now, I can help you with revisions. The most successful students begin writing immediately. Push yourself to a new academic level for the next four weeks. You have all the tools necessary to create success. <p><u>In-Class:</u></p> <ul style="list-style-type: none"> -Introduction Strategies: "Name that Intro. Strategy" (PowerPoint) -The Ongoing Conversation (The 'They Say' of <i>They Say, I Say</i>). -Horror and Violence in the Media -Writing Activity: Violence Synthesis
<p>Thurs Nov 8</p>	<p><i>Stay Focused. Push Yourself. Exceed Expectations. Hold Yourself to a Higher Standard. Remember, this last essay should be your best work.</i></p> <p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ <i>They Say, I Say</i> (55-77) ▪ Review quote integration notes (Canvas and class handouts). ▪ Review quote templates in <i>They Say I Say</i> (pg. 293-303) <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Continue writing your argumentative essay: You should be finishing your introduction and beginning to summarize "what has been said." <p><u>In-Class:</u></p> <ul style="list-style-type: none"> -Sample Ongoing Conversation -Common knowledge activity
<p>Week 12</p> <p>Tues Nov 13</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ <i>They Say, I Say</i> (78-101) ▪ Twenge: "Have Smartphones Destroyed a Generation" (Readings folder). <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ EL Writing: (EL Writing directions have been sent to your Canvas inbox. Bring a hard copy of your work to class. ▪ Continue writing your argumentative essay

	<p><u>In-class:</u></p> <ul style="list-style-type: none"> -Online Dating and paragraph development. -Thesis: Four Models for You. Which one will you use? -Introductory strategies: Acknowledging the ongoing conversation: Synthesis. -Sample Student Proposal and collaborative peer review
Thurs Nov 15	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Continue doing research; consider the opposing side of your argument ▪ Proposal Arguments (Readings Folder) ▪ Sample Student Essay: (Distributed in class and placed in the 'Readings' folder). <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Continue writing your argumentative essay ▪ Extra Credit Opportunity: At the end of class, show me the first three pages of your essay (digital or hard copy). <p><u>In class:</u></p> <ul style="list-style-type: none"> -Sample Argumentative Essay -Intertextuality activity: Ongoing Conversation -Thesis types discussion and notes -In-class writing (Computer Lab)
Week 13 Tues Nov 20	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ "Is Facebook making us Lonely" Marche (in the 'Readings' folder) Expect a reading quiz. <ul style="list-style-type: none"> ○ <i>Discussion Leaders:</i> ▪ <i>They Say, I Say</i> (105-118) <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ You should now have written your introduction, the ongoing conversation, and multiple body paragraphs. Review introduction requirements. Support your claims with research, and consider the three-step process we have practiced since Week #1. <p><u>In-class:</u></p> <ul style="list-style-type: none"> ▪ "Is Facebook making us Lonely" Discussion ▪ Lab for writing and research. ▪ Fallacies, Logic, and Critical Thinking

	<p style="text-align: center;">Thanksgiving Break:</p>  <p style="text-align: center;">Collin College closed from Wed Nov 21 to Sunday Nov 25.</p>
<p>Week 14</p> <p>Tues Nov 27</p> <p>Peer Review: First Four Pages of your Essay</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Rogerian and Toulmin Arguments (Readings Folder) <i>They Say, I Say</i> (121-144) ▪ Review quote templates in <i>They Say I Say</i> (pg. 293-303) ▪ Review “Integrating Research into your Essay Effectively” folder (Canvas) <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Continue writing your argumentative essay. ▪ Bring the first four pages of your essay to class for peer review. <p><u>In-class:</u></p> <ul style="list-style-type: none"> -Rogerian Strategy: Establishing Ethos and Credibility -Toulmin Analysis: Checking and Supporting Claims
<p>Thurs Nov 29</p> <p>Peer Review: Argumentative Essay</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Review quote templates in <i>They Say I Say</i> (pg. 293-303) ▪ Review “Integrating Research into your Essay Effectively” (Canvas) <p style="text-align: center;">***Mandatory Attendance: Peer Review, Arg. Essay***</p> <p style="text-align: center;">Proofread your essay numerous times. Bring a full draft of your argumentative essay to class for peer review.</p>
<p>Week 15</p> <p>Tues Dec 4</p>	<p><u>In-Class:</u></p> <ul style="list-style-type: none"> -Computer lab for in-class writing and research. -Mini-Conferences.
<p>Thurs Dec 6</p>	<p><u>Have read:</u></p> <ul style="list-style-type: none"> ▪ Make the necessary revisions to your essay. Proofread multiple times.

<p>Argumentative Essays due in class and Canvas.</p>	<p>You should be ready to submit your strongest essay. Apply everything we have practiced this semester.</p> <p><u>Have written:</u></p> <ul style="list-style-type: none"> ▪ Bring a hard copy of your essay to class. ▪ Submit a digital copy of your essay in the Turn-it-in Dropbox in Canvas. Your attachment must be in .doc, or .docx, format. <u>If you have an Apple</u>, Pages will allow you to save in Word format. If you have any questions about file formats, please see me. <p>*Uploading Correctly: As academic college students, you must be able to submit work correctly through electronic platforms; this is a common requirement at universities and in the workplace. If you are worried about this procedure, please see me <i>before</i> the due date. Upload only standard Word documents (.doc or .docx files)*</p>
<p>Week 16</p>	<p>Final Exam Week: Monday Dec 10th to Saturday Dec 15th</p>
	<p>Thank you for all of your hard work this semester. You should be proud of the work you produced throughout these fifteen weeks. Put the skills you learned in 1302 to work in all contexts and courses. Effective communication is a lifelong multidisciplinary skill.</p> <p>Continue to exceed the expectations of those around you. Remember, your choices, your preparation, your actions, create <i>your</i> future.</p> <p>“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</p> 