

8-27-2018

## Composition II

Leslie Richardson Dr.  
*Collin College*

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## COLLIN COLLEGE COURSE SYLLABUS

Course Information
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**Course Number:** ENGL 1302

**Course Title:** Composition II

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

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

**Prerequisite:** ENGL 1301

**Student Learning Outcomes:**

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

Instructor's Name: Leslie Richardson, Ph.D.

Office Number: BB115 (Spring Creek Campus)

Online Office Hours:

Monday 3:00 p.m. – 6:30 p.m.

Wednesday 10:30 a.m. – 11:00 p.m.  
and by appointment

(I may change my office hours later in the semester, but I will let you know in advance.)

Phone number: 972-578-5582

Email: LRichardson@collin.edu

**Class Information:**

Section Number: 1302.WS8

Meeting Times: ONLINE

Meeting Location: ONLINE

This course will **not** require students to come on site. Tests (called "Quizzes" by Canvas) will be given online in Canvas, and they will be timed. The specific dates are listed on the syllabus' course calendar pages. There may be a fairly narrow window in which to take the exams, so check those dates right away to make sure you will not have a schedule conflict.

**Supplies:**

Textbooks:

*The Everyday Writer*, 6<sup>th</sup> edition, by Andrea A. Lunsford.

(ISBN-13: 978-1457698477)

(ISBN-10: 1457698471 )

“They Say / I Say”: The Moves That Matter in Academic Writing, 3<sup>rd</sup> edition  
 (without readings), by Graff and Birkenstein  
 (ISBN-13: 860-1401247128)  
 (ISBN-10: 0393935841)

Note: I will reserve a copy of each book in the Spring Creek library for your convenience. You can use them for a few hours at a time inside the library.

**Method of Evaluation:**

Test #1	5%
Test #2	10%
Test #3	15%
Test #4	15%
Discussion #1 (Paper Outline and Peer Review)	15%
Research Paper	35%
Discussion #2 (Freewriting / Lab)	5%

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 Total 100%

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

**About the Lab Requirement**

The lab component is an integral part of this writing course. This lab work is not the same as regular daily coursework. Labs are writing-focused activities that will help improve your writing throughout the term. You will read an article by Peter Elbow about fast, forced freewriting. Then, you will use Elbow’s guidelines to write for a discussion grade, and to prepare for your papers.

**Course Delivery Method:** Web; all e-mail through Cougarmail

**Technology & Skills Inventory:**

**Minimum System Requirements**

	<b>Windows</b>	<b>Apple</b>
<b>OS (Operating System)</b>	XP, Vista, 7	Mac OS 10.3 and higher
<b>Access to the Internet</b>	DSL, (High-speed is preferred) cable, satellite, fiber	
<b>Web Browser</b>	Internet Explorer 6, 7, 8; Mozilla Firefox 2 and higher	Safari 2 and higher; Mozilla Firefox 2 and higher

<b>Java Runtime Environment</b>	Required. <a href="#">Java for Windows</a>	Required. <a href="#">Java for Apple</a>
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## **Minimum Technical Skills Needed**

Because this is an online course, there are some minimum technical skills that you will need. These include the ability to email attachments, navigate the internet, upload and download documents, disable pop-up blockers, and use one of the common word-processing programs. Also, you should have access to the internet several times per week.

## **Technical Support**

For assistance, contact the eCollin Learning Center (eLC):  
<http://www.collin.edu/academics/ecollin/>

Please be aware that the instructor cannot serve as a technical consultant for problems with your own computer. Should your computer or modem fail, it is your responsibility to acquire access to another during the duration of the course.

## **Sign up for Cougar Alert**

When an emergency occurs, the CougarAlert system can send email, text messages and voice messages to students and employees. Emergencies include but are not limited to weather closures, power outages, police emergencies, catastrophes and/or hazardous exposures.

Collin College employees and students in for-credit classes are partially subscribed automatically, but must log into CougarWeb to add SMS/text and update other preferences.

## **College Repeat Policy:**

Grades of all courses taken will be recorded on the student's transcript. The highest grade earned will be used in computing the grade point average and applied toward degree or program requirements. Beginning fall 2002, a course in which a grade (including W) has been received can be repeated only one (1) time to replace the grade. The grade received does not affect the student's ability to repeat a course. Registration holds will be placed on courses that have been attempted twice.

When a course is repeated: 1. Only one (1) course/grade will be counted in a student's GPA. 2. The highest grade will be used in GPA calculations.

Courses repeated before fall 2008 will have only the last grade and credits

(whether higher or lower) earned used in computing the grade point average and applied toward degree or program requirements.

Veterans should consult the Director of Financial Aid/Veterans Affairs before repeating any course. Students planning to transfer to another college or university should check with a Collin College academic planning consultant (advisor) or with receiving institutions for their repeat policies. See the Registration Guide for details on specific courses.

**Grades:** The English Department Essay Grading Criteria is based on nationally accepted grading standards for written compositions. Please take a look at those criteria, and talk with me about them whenever you have any questions about how to improve your writing, and thus your grades.

<b>English 1301 &amp; 1302 Essay Grading Criteria</b>				
<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Adequate (C)</b>	<b>Poor (D)</b>	<b>Failing (F)</b>
<ul style="list-style-type: none"> <li>Controlling idea/thesis is significant, important, logical, and solidly supported.</li> <li>Evidence is relevant, concrete, clear, and substantial.</li> <li>Paper shows originality and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is logical and important.</li> <li>Evidence is relevant, concrete, and substantial.</li> <li>The ideas expressed and/or the evidence provided is not as significant or as original as the "A" paper.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is, for the most part, logical.</li> <li>Evidence does not clearly define or advance the thesis. Evidence may be irrelevant, too general, or repetitious.</li> <li>The ideas expressed are unoriginal, obvious or general.</li> </ul>	<ul style="list-style-type: none"> <li>Controlling idea/thesis is largely illogical, fallacious and/or superficial.</li> <li>Evidence is insufficient, obvious, contradictory, or aimless.</li> <li>The ideas expressed are unoriginal, obvious or general.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of controlling idea/ thesis.</li> <li>Evidence and discussion provided may be random and/or without explanation.</li> <li>Relatively few complete ideas expressed in the paper.</li> </ul>
<ul style="list-style-type: none"> <li>Essay establishes a logical order and emphasis, creating a sense of "flow."</li> <li>Paragraphs are focused, idea-centered, and transition smoothly.</li> <li>Introduction pulls the reader in, and the essay continues to be engaging, and the conclusion supports and completes the essay without repeating.</li> </ul>	<ul style="list-style-type: none"> <li>Essay establishes a logical order, indicating emphasis.</li> <li>Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction.</li> <li>Introduction engages the reader, and the conclusion supports without mere repetition of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Essay does not follow a consistent, logical order, though some order may be apparent through the discussion.</li> <li>Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull.</li> <li>Introduction and conclusion are formulaic and uninteresting, offering little insight.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is inappropriately ordered or random, failing to emphasize and advance any central idea.</li> <li>Paragraphs may be chaotic, may lack development, discussion, and shape; transitions are inappropriate, misleading, or missing.</li> <li>Introduction merely states what will follow; conclusion repeats what has already been stated.</li> </ul>	<ul style="list-style-type: none"> <li>Essay seems to lack order and/or emphasis.</li> <li>Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing.</li> <li>Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.</li> </ul>
<ul style="list-style-type: none"> <li>Sentences are unified, coherent, varied, and emphatic.</li> <li>Word choice is fresh, precise, economical, and distinctive.</li> <li>Tone enhances the subject, conveys the writer's persona, and suits the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are purposeful, varied, and emphatic.</li> <li>Word choice is precise and distinctive.</li> <li>Tone fits the subject, persona, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are competent but lacking emphasis and variety.</li> <li>Word choice is generally correct and distinctive.</li> <li>Tone is acceptable for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences lack necessary emphasis, variety, and purpose.</li> <li>Word choice is vague or inappropriate.</li> <li>Tone is inconsistent with the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning.</li> <li>Tone is unclear or inappropriate to the subject.</li> </ul>

<ul style="list-style-type: none"> <li>• Student has clearly met and followed requirements and criteria of the writing prompt.</li> <li>• Obvious use of preliminary explorative writing/planning, rough drafts, and revisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has met and followed the requirements of the writing prompt.</li> <li>• Apparent use of preliminary writing/planning, rough drafts, and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has met and followed the basic requirements of the assignment.</li> <li>• Paper contains evidence of at least some preliminary writing/planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Little to no evidence of preliminary writing/planning presents itself.</li> <li>• Student has not fully met or followed the basic requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of preliminary writing/planning.</li> <li>• Student has not met or followed the basic requirements of the assignment.</li> </ul>
<ul style="list-style-type: none"> <li>• Proper format is clearly illustrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is largely formatted correctly, though the text may contain a few minor formatting issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Text may contain minor formatting errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting is problematic.</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting does not follow course requirements.</li> </ul>
<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English, thereby contributing to the essay's overall clarity and effectiveness.</li> <li>• Paper has been carefully edited.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and insufficiently enough to distract from the essay's overall clarity and effectiveness.</li> <li>• Paper has been edited.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English sufficiently enough to distract from the essay's overall clarity and effectiveness.</li> <li>• Careless proofreading is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to damage the content sufficiently enough to interfere with the essay's overall clarity and effectiveness.</li> <li>• Little evidence of proofreading.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently and seriously from Standard American English so as to damage the content sufficiently enough to damage the essay significantly overall.</li> <li>• No evidence of proofreading.</li> </ul>

### **Where To Find Your Grades:**

Paper grades and my comments to you about your papers will be posted on Turnitin.com.

Test and discussion grades will be posted on Canvas.

The syllabus provides a breakdown of percentages for each type of assignment. Use these percentages to determine your grade in the class. Just “averaging” everything together won’t work.

**Turn-Around Times:** You will usually be able to view a graded paper in Turnitin within a week of the due date. Discussions will usually be graded within one week of the discussion closing date. Test grades will be available within a few days of the closing date of the test. If you have questions about what you missed, I will be happy to chat with you to go over your exam. For security reasons, I cannot make the graded exam available for viewing online.

**E-mail Specifics:** For E-mail correspondence, use your Cougarmail account. Put "Online 1302" in your subject line, along with your descriptive heading, such as "test question." I teach more than one online class, and letting me know



which one you are in will help. Here is my address: lrichardson@collin.edu. I will try to respond quickly. You should receive a reply to your e-mail within 48 hours after sending it unless you sent your question late on Friday or on the weekend (I do reserve the right to an "e-mail free" weekend occasionally). If you have not received a reply within 48 hours, contact me again. It's possible I simply overlooked your message the first time.

Students who need technical assistance should call the Collin Help Desk at (972) 548-6555. For Canvas or CougarWeb technical assistance, go to <http://www.collin.edu/academics/ecollin/>.

**Netiquette Expectations:** Please regard all communication in the class the same as you would in any classroom or professional environment. At all times, your tone and language in emails and discussion posts should be respectful and courteous. A more detailed explanation of Netiquette rules is provided in Canvas. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students for appropriate disciplinary action.

### **Course Requirements:**

The work you will do in this course consists of reading the assigned texts, including sections from each of your textbooks, the lecture notes that may appear for that week, and assigned links to websites; completing assignments in the form of homework assignments, group work, discussion forums, and papers/essays; and taking at least three tests.

### **Assignments:**

**Discussion-Board Postings / Lab Assignment:** I will expect you to participate in a discussion forum over questions I have posted in the discussion board in Canvas. The purpose is to provide the class the opportunity for an ongoing **conversation** about a work or works. You may post as often as you wish up to the deadline for that discussion. For more detailed information about how the discussions will be graded, and penalties for late posting, see the document "Criteria for Discussion-Board Postings" on Canvas.

Last-minute, obviously hurried, postings will be recognized as such (and graded accordingly), so try joining the conversation early and don't wait until the last minute. In Canvas, **once the deadline has passed, that forum closes and postings are no longer visible**. That means that hardly any of your fellow students will see last-minute postings. The result is that students who post comments only on the deadline day will receive little, if any, credit.

Discussion posts **cannot be turned in late. No exceptions.**

**Papers:** You will submit each paper on the assigned topic to Turnitin.com. When you submit your paper to Turnitin, **save the “Paper ID”** they give you **just in case you need to verify that you did, indeed, submit the paper on time.** Each paper must be submitted separately under the specific assignment set up in Turnitin. For those of you who wish to "get ahead," you may certainly submit a paper before its due date.

If you have not used Turnitin before, I urge you to take their student tutorial (under "Training" in the menu). It's short and makes submitting and viewing graded papers an easy-to-understand process. While Turnitin offers many other tools, you will use Turnitin only to submit papers and to see my comments on your graded papers.

Late papers will be penalized **5 points per day late.** For papers due near the end of the semester, I reserve the right to enforce a firm deadline well before final exam week. The instructions for each paper will be posted in Canvas.

**Tests:** You will take several tests in Canvas. The tests may be a combination of objective (multiple choice), short answer, and essay questions.

I encourage students to use the discussion board in Canvas to ask questions, especially as they study for an exam. That venue serves as an excellent way for all of us to review together.

Unless I specify that the exam is “open book,” do not use your books, notes, or any other aids when taking the exams. The exams in Canvas are designed for you to take them **without** the use of the textbook. They are timed, and you will not have time to look up answers in your book. It is important that you study as if you were taking the test in the Testing Center or in a classroom setting where you would not be allowed to use notes or the book. If you know the material, you will have time to finish the exam and do well. If you don't, you won't. On exams, I consider the use of your text, notes, or any other material outside of your brain as cheating.

Students who are suspected of using any prohibited materials or any other form of scholastic dishonesty will be referred to the Dean of Students' office for adjudication.

### **Attendance Policy:**

**This is not a self-paced course.** While you are certainly free to work ahead of the course schedule, I expect you to keep up with your assignments and to participate regularly. My point is that you cannot start the class when it suits you. I expect students to participate in the course from the first day. Should you need to drop the course, please be aware that withdrawing from a course is a formal

procedure initiated by you -- I cannot do it for you. You must complete and submit the appropriate forms in the Admissions or Advising offices by the deadline set in the college calendar.

### **7-2.3 Scholastic Dishonesty**

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, the award of a degree, and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work.

Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts: plagiarism, cheating, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or in any electronic medium, and/or falsifying academic records. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

**Plagiarism** is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source(s) must be indicated by the student.

There is a thing called "self-plagiarism," or "re-gifting a paper." I do not accept papers you have written for other assignments in other classes.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, a faculty member is requested to delay posting a grade for the academic work in question, until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

**Depending on the circumstances (and in almost all cases), in my class, students will receive an “F” for the entire course.**

**Additional Information:**

**Make-Up Or Late Work:** Homework, tests, and/or discussion grades cannot be made up. However, I will drop your lowest test grade at the end of the semester. Papers may be turned in late, but each day your assignment is late, the grade will drop five points until the final few days of the course.



Online English 1302.WS8  
Fall 2018  
Collin College

## **1302 Course Calendar**

### **Week 1**

August 27 – 31

Reading assignment: Click on “Modules” in Canvas. Then thoroughly read everything in the “Start Here” and “Basic Course Information,” including the **syllabus**, orientation, and “Criteria for Discussion-Board Posting” documents.

Try your hand at the ungraded “Practice Test” so you can get used to taking tests (what Canvas calls “Quizzes”). This grade will not be counted in your test average.

Get your books. If you order them online, consider choosing overnight or two-day shipping.

Set up an account at Turnitin.com. The class ID number and password can be found in the “Basic Course Information” folder on Canvas.

**Take Test #1**, which is a timed but open-note test over the syllabus and the document “Criteria for Discussion-Board Postings.” The test will be open for four days. You must finish the test by 10:00 p.m. on **Saturday**, September 1st at 10:00 p.m.

### **Week 2**

September 3– 7

(Monday, September 3rd is Labor Day, a holiday)

Read “Paragraphing Lecture,” and “Outlining Lecture.” These can be found in the “Lectures” module.

In *The Everyday Writer*, read Chapter 2– Expectations for College Writing

- a. Move between social and academic writing
- b. Position yourself as an academic writer
- c. Read actively
- d. Plan research
- e. Use digital tools to communicate effectively

Pay close attention to “Directness and clarity” on pages 16-17,

and “Read and listen actively” on pages 17 and 18.

Read Chapter 34 – Conciseness

- a. Eliminate unnecessary words
- b. Simplify sentence structure

If you can't get your books in time, remember that there is a copy of *The Everyday Writer* at the Spring Creek campus library that you can read there in the library for two hours at a time.

### **Week 3**

September 10 - 14

Take **Test #2** by **Saturday**, September 15<sup>th</sup>, at 10:00 p.m. In addition to asking you questions involving the information in Chapters 2 and 34 of *The Everyday Writer*, this test will ask you to put into practice the ideas presented in the “Paragraphing Lecture,” the “Outlines Lecture.” You will have paragraphs and outlines to evaluate in this test to show that you understand key concepts and can apply them.

Start reading *They Say/I Say* to prepare for the text next week, and your upcoming paper assignments.

Read the assigned sections from your textbook *They Say/ I Say: The Moves that Matter in Academic Writing*.

- Part 1: “They Say”
- Part 2: “I Say”
- Part 3: “Tying It All Together”

Please note: The assigned reading from *They Say/I Say* is over 144 pages.

### **Week 4**

September 17 – 21

Read the Canvas lecture “Unity, Development and Coherence.

By Saturday, September 22<sup>nd</sup>, at 10:00 p.m., **take Test #3** which covers the following: the assigned reading from *They Say/ I Say*, and the Canvas lecture titled, “Unity, Development, and Coherence) as well as the “Paragraphing” and “Outlining” lectures (again).

### **Week 5**

September 24 – 28

Read the article posted on Canvas titled, “The Power of Negative Thinking,” by Oliver Burkeman.

Read the document “Instructions for the Research Paper,” which will be available this week.

### **Week 6**

October 1 – 5

Start your participation in **Discussion #1**. In this small-group discussion, you will upload your partial paper outline, and participate in the peer review. (See more detailed instructions on Canvas discussion board, and keep an eye on your email for announcements, as I may give your group additional directions.) The discussion will open on Wednesday.

### **Week 7**

October 8 – 12

Continue your participation in Discussion #1, which closes Saturday, October 13<sup>th</sup>, at 10:00 p.m.

Read the following chapters in *The Everyday Writer*.

#### Chapter 12 - Preparing for a Research Project

- a. Analyze the research assignment
- b. Formulate a research question and hypothesis
- c. Plan your research
- d. Set up a research log
- e. Move from hypothesis to working thesis

#### Chapter 13 – Doing Research

- a. Understand different kinds of sources
- b. Use the library to get started
- c. Find library sources
- d. Search the Internet effectively
- e. Conduct field research appropriately

#### Chapter 14 – Evaluating Sources and Taking Notes

- a. Understand the purpose of sources
- b. Create a working bibliography
- c. Evaluate a source’s usefulness and credibility
- d. Read critically, and interpret sources
- e. Synthesize sources



- f. Take notes and annotate sources

Chapter 15 – Integrating Sources and Avoiding Plagiarism

- a. Decide whether to quote, paraphrase, or summarize
- b. Integrate quotations, paraphrases, and summaries effectively
- c. Integrate visuals and media effectively
- d. Check for excessive use of source material
- e. Understand why acknowledging your sources matters
- f. Know which sources to acknowledge
- g. Recognize patchwriting
- h. Adapt structures and phrases from a genre without plagiarizing.
- i. Uphold your academic integrity and avoid plagiarism

Chapter 16 -- Writing A Research Project

- a. Refine your writing plans
- b. Organize and draft
- c. Incorporate source materials
- d. Review and get responses to your draft
- e. Revise and edit your draft
- f. Prepare a list of sources
- g. Prepare and proofread your final copy

Work on your research papers.

**Week 8**

October 15 – 19

**Take Test #4, the open-book test** over chapters 12, 13, 14, and 15 in *The Everyday Writer*. The test will close on Saturday, October 20<sup>th</sup> at 10:00 p.m.

Read “Peter Elbow and Freewriting” in the “Lectures” module. Start on the assignment at the bottom of that document. You will need to begin the assignment by this weekend so you are ready for next week’s graded discussion.

**Week 9**

October 22 - 26

Participate in the graded “Peter Elbow Freewriting / Lab Discussion” which closes next week,. Remember, you must participate on more than one day to receive a grade higher than a “70.”

### **Week 10**

October 29 – November 2

Finish up your participation in the “Lab Discussion” which closes November 3<sup>rd</sup> at 10:00 p.m.

### **Week 11**

November 5 - 9

**Paper due November 10th, at 10:00 p.m.** Remember to **use Turnitin.com** to submit your paper. Get a receipt when you turn it in, too, so that you have proof you successfully uploaded it.

### **Week 12**

November 12 – 16

Review of the course work we have studied this semester.

### **Week 13**

November 19 – 20

(Thanksgiving holiday is from Wednesday, November 21 – 25)

### **Week 14**

November 26 – 30

Participate in “**Discussion on Course Ideas.**”

Depending on what we discuss this week, I will create a test for you that will cover much of the reading from this semester (but not all of it), and test your paragraphing and writing skills.

### **Week 15**

December 3 – 7

The **test** titled “**Test #5 -- Course Ideas: 1302**” will be offered this week. The due date will be Thursday, December 6<sup>th</sup> at 10:00 p.m. See Canvas announcements for more details.

### **Week 16**

December 11 - 15

Final Exam Week (We will not have a Final Exam.)

Note: The assignments, point values, and dates are subject to change. Changes will be announced via Canvas and/or email.