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Compsition II

Alaya Swann Dr.
Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 1302

Course Title: Composition II

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

Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Placement Assessments: ENGL 1301

Student Learning 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:

6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: The last day to withdraw is October 19.

Collin College Academic Policies: See the current *Collin Student Handbook*.

Americans with Disabilities Act Statement: In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability. If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office

(<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>) **Note:** Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

PROFESSOR INFORMATION

Professor's Name: Dr. Alaya Swann

Office Number: U-153, in the University Building on Frisco / Preston Ridge Campus

Office Hours:

- Monday, 12:15-2:15pm
- Tuesday, 1:15-2:15pm
- Wednesday, 12:15-2:15pm
- Thursday, 1:15-2:15pm
- and by appointment

Phone Number: (469) 365-1840

Email: aswann@collin.edu

Email is my preferred method of contact. I will generally respond to emails within 24 hours, though it may take a little longer on weekends. I will only respond to emails sent from CougarMail or within Canvas, not from outside email addresses.

Please remember to use full email etiquette in all emails to me, including replies and emails containing attachments. That includes a clear subject line, an appropriate greeting, a clear and detailed description of your question, request, or message, and a clear signature including your full name and class section. I will not open attachments without a full, clear explanation in the body of the email of what the attachment is and why you are sending it to me. Additionally, please be aware that I will only discuss grades in person, not via email.

Class Information:

Section Number: ENGL 1302 P09, CRN 11646

Meeting Times: MW 4-5:15pm

Meeting Location: L204

Course Resources:

- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say, I Say*, 4th edition, with readings. Norton, 2018.

Minimum Technological Requirements:

- Students need to have access to, and be able to use, Cougarmail and Canvas
- Students need to know how to use Google docs to store and transfer work
- Students need to have access to, and be able to use, a word processor that can save documents as .doc or .docx files (such as Word). If you use another word processor such as Pages, Google Docs, or Open Office, you must download/save your files as .doc or .docx files before you submit them
- Students need to know how to upload and download files and attachments

GRADING METHOD

The class is graded on a point scale, with a total of 1000 points for the semester. The breakdown of individual point values is as follows:

- Essay #1 (rhetorical analysis): 100 points
- Essay #2 (argument of fact): 100 points
- Essay #3 (local proposal argument): 100 points
- Essay #4 Annotated Bibliography: 50 points
- Essay #4 (proposal argument): 150 points
- Portfolio: 100 points
- Final Reflection: 50 points
- Discussion Board posts: 100 points (10 per post/response)
- Labs: 120 points (15 per lab)
- Participation/Attendance: 130 points*

*The participation grade includes punctual attendance, regular and active participation in class activities and quizzes, preparedness for class, and other in-class and homework assignments and activities.

Course Grading Scale (out of 1000 points total)

A	900-1000+ points
B	800-899* points
C	700-799* points
D	600-699* points
F	0-599* points

*Please note that I do not round grades up.

EXPLANATION OF GRADING

- **Essay Assignments:** Essays and the annotated bibliography will be graded according to the grading rubrics available on Canvas for each assignment. They must be submitted through the appropriate submission link in Canvas on time and in the correct file format (.doc, .docx, or pdf). Work that is not submitted in the correct file format and in the correct submission link on Canvas will not count as submitted on time. If Canvas is not working correctly, you need to email me an attachment in the correct file format with a full emailed explanation before the deadline, and then you'll need to submit it on Canvas as soon as possible as well. All paper drafts must be typed in 2016 (8th ed.) MLA formatting and must use 2016 MLA citation rules. Drafts and essays must be completed independently. All work must be written *for this class*; do not submit recycled papers written for another class.
- **Portfolio:** The portfolio will be a Google doc comprised of worksheets, assignments, and activities you complete throughout the course. Make sure you save all work throughout the course in your portfolio; a running list of the portfolio assignments will be available in my template through Canvas throughout the course. Some portfolio assignments may be made up if you are absent, but any assignment that starts with the word "group" cannot be made up if you miss class

that day, as it has at least one peer-dependent component. Portfolio assignments must be completed independently, unless otherwise noted. The full portfolio will be due by the start of the final exam period for the course; no late portfolio submissions will be accepted. The portfolio will be graded according to completeness and thoroughness, demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, and clarity of writing.

- **Final Reflection:** Your final reflection is a short reflective essay that you will complete during the final exam period for the course. You will receive the prompt during that time, and you will be able to use all previous course materials (including your own drafts, my feedback, peer feedback, and portfolio activities) to complete a thorough, detailed, thoughtful self-reflection on your work in the course. The reflection will be graded according to completeness and thoroughness, demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, and clarity of writing.
- **Discussion Posts and Drafts:** Discussion posts will be assigned as homework and will relate to the current essay assignment. You must complete one post and one response to a peer to receive credit for each post; full instructions for length and content will be at the top of each discussion post. Posts must use standard American grammar, spelling, and punctuation as well as correct 2016 MLA citation practices; they should be carefully proofread. The posts will be graded according to demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, and clarity of writing.
- **Lab Assignments:** You will complete 8 lab activities outside of class time for the lab portion of this class, and you will write a write-up of each activity. Please see the instructions for the lab component and follow all guidelines carefully. Lab write-ups must use standard American grammar, spelling, and punctuation and must use 2016 MLA citation and formatting style; they should be carefully proofread. Lab submissions that follow all directions and are sufficiently analytical, error-free, and thorough will receive full credit. Grammar and surface-level elements do form a significant part of your grade for these assignments. Failure to meet all requirements will result in partial or no credit. Lab submissions that receive partial credit may be revised and resubmitted any time before the final deadline. Lab write-ups must be completed independently. All lab submissions, including revisions and extra credit labs, are due by 11:59 pm on Thursday, November 29.
- **Participation:** Your participation grade is composed of all non-portfolio homework and classwork assignments, as well as your daily participation grade.
 - **Rough drafts and other process work:** There will be some assignments that are not included in your portfolio, such as rough drafts and peer review workshops. In order to allow students to work on thorough revision and editing, rough drafts and other non-portfolio writing assignments must be on time, typed, and *complete* – they must meet minimum word, formatting, and research requirements for the assignment in order to receive full credit. If the daily schedule requires submission both in hard copy and online, the work must be submitted in both places to receive full credit.
 - **Daily Participation Grade:** this grade is determined by your active preparation and engagement in class activities. Each student receives the maximum number of points at the beginning of the course, but students may lose points for absences, excessive or repeated tardiness, disruptive behavior, use of cell phones or other technology without

permission during class, lack of engagement in class activities, failure to be prepared for class, failure to have required materials, failure to complete required readings or other preparation for class, or otherwise not adequately participating or engaging.

- **Late Submission Policy:** The late policy depends on the type of assignment. No late work will be accepted after the start of the final exam for the course.
 - **Essays and Annotated Bibliography:** If a final draft of an essay or the annotated bibliography is submitted after the deadline, it will be considered late. This includes if an assignment is submitted in the wrong location or in an incorrect file format. The late penalty is 10% per 24 hours (5% for the first 12 hours after the due date). In some cases, I may be willing to extend deadlines for major projects. This is done on a case-by-case basis; please communicate with me as early and as completely as possible if you feel you have unusually difficult circumstances so that we can discuss a potential extension. No late essay submissions will be accepted after the start of the final exam period for this course.
 - **Portfolio:** Portfolio entries without the word “group” at the beginning may be made up or completed any time until the full portfolio is submitted. Portfolio entries starting with the word “group” cannot be made up if the student misses class (or the portion of the class with that activity). The full portfolio will be due by the start of the final exam period for the course; no late portfolio submissions will be accepted.
 - **Final Reflection:** the final reflection must be completed in the classroom during the final exam period. For documented illness or emergency, students must contact me immediately to discuss potential options.
 - **Discussion Board Posts, Drafts, Etc:** Late submissions of rough drafts, discussion board posts, and other homework related to specific essays may receive up to half credit if they are submitted before the end of the unit (that is, when the final draft of that paper is due). No late submissions after the end of the unit will be accepted.
 - **Labs:** All lab submissions, including revisions and extra credit labs, are due by 11:59 pm on Thursday, November 29. **No late lab submissions will be accepted** for any reason. Please get them done early to prevent any last-minute emergencies from interfering with your grade.
- **Standards for Instructor Response:** The turn-around time for homework, quizzes, and other small assignments will generally be within 3-4 days, and grades will be recorded on Canvas. The turn-around time for major papers will generally be within 7-8 days, and students will be able to access feedback and grades on Canvas.
- **Extra Credit:** There are limited opportunities for extra credit in this class. You may complete up to 4 extra lab activities (beyond the required 8) for up to 15 points per lab. The requirements for these labs are the same as the regular labs, and you will submit your write-ups the same way. The due date is the same as other labs, by 11:59pm on Monday, August 6; there will be no late labs accepted after that time.
- **Scholastic Dishonesty and Plagiarism:** Please see section 7-2.2 of the *Collin Student Handbook* for definitions of scholastic dishonesty and plagiarism and information on Collin’s policies. Plagiarism includes errors such as missing quotation marks around a quote, missing or incorrect citations, missing Works Cited pages, taking credit for someone else’s idea or words, colluding with other people on individual assignments, etc. If a student is found responsible for academic

dishonesty or plagiarism (intentional or unintentional), a penalty ranging from a 0 on an assignment to an F in the course will be assigned based on the instructor's interpretation of the severity of the situation.

ATTENDANCE AND OTHER POLICIES

- **Attendance:** Attendance is vital in this class. You should come to class prepared to discuss the assigned readings. *You cannot get credit for an in-class activity if you are not in class.* This includes if you are sick or have another emergency; this is why I offer the extra credit opportunities and why I recommend getting contact information for a peer so that you can stay caught up on course content. Additionally, I will cover material during class that is not in the readings but will be required in your essays and assignments; you will still be held accountable for course concepts even if you are absent from class when we go over them. In other words, your grade in the course will be directly impacted by not attending class.
- **If you are absent, you should still be prepared for the next class that you attend.** Get contact information for classmates to make sure you stay caught up. Homework assignments are always available in the syllabus; if you ask me what the homework is, I will refer you to the syllabus.
- **Religious Holidays:** Please notify me beforehand about any class days you will miss for religious holidays so that I can plan accordingly. Please refer to the current *Collin College Student Handbook* for more information.
- **Tardiness and Leaving Class Early:** Tardiness is frequently disruptive to other students and to the teacher; please be prompt and prepared for every class. You will be marked tardy if you arrive after I take roll at the start of each class (usually within the first few minutes); each tardy will be equivalent to ¼ of an absence in terms of attendance points. If you need to leave class early, please let me know before class whenever possible, and leave as quietly as you can. If an emergency arises and you do leave without letting me know before class, please send an email afterward as a courtesy to me.
- **Civility:** Over the course of the term, we will likely discuss sensitive matters and explore differing viewpoints. Please be considerate and respectful towards everyone throughout the course in both discussion and writing. Audience awareness and respect are key components of successful composition and academic/professional communication.
- **Disruptive Behavior:** Behavior that detracts from the positive learning environment of the classroom will not be tolerated (Please reference Section 7 Student Code of Conduct, Sub-section 1.2 Disorderly Conduct in the current *Collin College Student Handbook*).

TECHNOLOGY

- **Computer and printer problems are not valid excuses for late or missing work;** make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like dropbox, OneDrive, or Google docs) to make sure you don't lose it if anything happens to the computer or internet connection.
- **Technical Help:** Please complete work early to give yourself extra time in case of technical problems. Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/aboutus/helpdesk.html>
- **Submission errors:** If you ever have problems submitting work on Canvas, please immediately email me a copy of the completed work to show me that it was finished by the due date, with a clear, detailed explanation of what you are emailing. An email without the completed work

attached as a .doc or .docx will not demonstrate that the work was completed on time. I also will not open emails that contain attachments unless they also have an explanation of what is attached. You must still submit it on Canvas as soon as possible in order to receive credit.

- **Cell phones:** Please have all cell phones and other electronic devices on vibrate during class time. If you are expecting an emergency call, please step outside the classroom to take your call. If you think there may be an educational reason to use your cell phone, please ask me whether it's ok to take it out. Use of a cell phone without permission may result in loss of participation points.
- **Laptops and tablets:** You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions so that you can participate more fully in those discussions. Use of a laptop for non-class activities may result in loss of participation points for the day.

SOBI

Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found [here](https://www.collin.edu/studentresources/SOBI/) (<https://www.collin.edu/studentresources/SOBI/>).

COMPOSITION COURSE LAB COMPONENT

The lab component is an integral part of this composition course. Over the course of the term, the student will be required to complete a minimum combination of eight (8) selections from the list that immediately follows in this section; each lab is worth 2 units, for a total of 16 required units of labwork. The lab work is NOT the same as the weekly coursework. It is, instead, designed as additional writing-focused activities that will further improve the student's writing, analytical, and critical thinking skills.

Lab activities fall into two major categories: writing activities and critical thinking activities. Each type has its own form of write-up; writing activities require a detailed reflection, while critical-thinking activities require rhetorical analysis. **Students must complete at least one writing activity and at least one critical thinking activity. Otherwise, students may complete any combination of the options listed below.**

After completing each lab activity, students will then write a Lab Write-up in correct 2016 MLA formatting, containing either a 150-word Detailed Reflection or a 150-word Rhetorical Analysis, as noted below, for each completed lab activity. Instructions for the Detailed Reflection and Rhetorical Analysis are contained in the Canvas module for Labs. After you have completed the required 8 labs, you may complete up to an additional 4 (four) labs for extra credit, if desired. Please track all completed labs on the Lab Completion Sheet, which you will submit at the end of the course.

Composition Course Lab Options:

Writing Lab Activities: Turn in an electronic Lab Write-up containing a Detailed Reflection.

- **Conference with professor** – must be of substance (assistance with an assignment, topic selection, or research).
- **Writing Center session** with a tutor. Please note that you will need to give me a physical, stamped copy of your paper or have the Writing Center email me to confirm your session if you complete this activity.
- **Writing Center Workshop** (see schedule at <http://www.collin.edu/studentresources/writingcenter/index.html>).

Critical Thinking Lab Activities: Turn in an electronic Lab Write-up containing a Rhetorical Analysis.

- **Campus Speaker/Campus Event** (see schedule at <http://calendar.collin.edu>). Any event designed with an educational purpose will work for this (such as a lecture, workshop, roundtable, art exhibit, film screening, theater/dance/music performance, etc).
- **Civic/cultural event in the community** (pre-approved by professor).
- **Pre-approved video or podcast** (contained in the folder under the ‘Labs’ section of Canvas).

All lab components (both physical and electronic, including any revisions and extra credit labwork) must be submitted before the absolute final deadline, which is 11:59pm on Thursday, November 29; **no late labs will be accepted after that point**. You will also need to submit a Lab Completion Sheet detailing all completed labs.

DAILY SCHEDULE

This schedule may be subject to change; if I make any adjustments, I will announce them in class and through Canvas beforehand. Be aware that all assigned readings may be tested through unannounced quizzes in class.

DATES	WEEK 1 MEETING DETAILS
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Monday, August 27	<p>In class:</p> <ul style="list-style-type: none"> • Introductions. Syllabus review. Introduction to Canvas. Audience awareness activity. <p>Homework</p> <ul style="list-style-type: none"> • Sign the “Syllabus Student Agreement” . • Read <i>They Say, I Say</i> pp. 1-18. • Portfolio: argument and audience analysis.
Wednesday, August 29	<p>In class:</p> <ul style="list-style-type: none"> • Introduction to Essay #1 and news sources. Portfolio: editorials vs other articles. Intro to rhetorical appeals. Sample evaluation of rhetoric (maybe Obama speech pp. 296-313? Also essay pp. 500-504 on internet use). More on MLA and practice with Works Cited entries. MLA citation worksheet. <p>Homework</p> <ul style="list-style-type: none"> • Read one of the options in <i>They Say, I Say</i> (pp. 500-504 on internet use; pp. 576-582 on the mommy wars) • Portfolio: Complete the worksheet on rhetorical appeals. • Read <i>They Say, I Say</i> pp. 30-42 on summarizing. • Discussion #1: look for articles and choose two different options. Write clear summaries and correct Works Cited entries for each.
DATES	WEEK 2 MEETING DETAILS
Monday, September 3	NO CLASS: Labor Day.
Wednesday, September 5	<p>In class:</p> <ul style="list-style-type: none"> • 4pm: Writing Center representative talk. Review readings. Review summaries. Review worksheet. Discuss rhetorical appeals and examples. Model rhetorical analysis of essay pp. 647-650 on fast food. Topic approval and Works Cited entry review/approval. Review summaries. Discuss fallacies; fallacy worksheet. Find fallacies in the articles from the textbook we’ve already reviewed. Go over chart. <p>Homework</p> <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 19-29. • Portfolio: Complete rhetorical analysis worksheet/chart.
DATES	WEEK 3 MEETING DETAILS

Monday, September 10	<p>In class:</p> <ul style="list-style-type: none"> Check chart. Signal phrases and in-text citations worksheet. Review chart to include correct signal phrases and in-text citations. Discuss essay structure and outlining. Paragraph structure. Portfolio: Practice constructing paragraphs in groups – this can double as a sample lab if we want. <p>Homework</p> <ul style="list-style-type: none"> Read <i>They Say, I Say</i> pp.43-53 on quoting. Portfolio: body paragraph.
Wednesday, September 12	<p>In class:</p> <ul style="list-style-type: none"> Review body paragraph structure. Review analysis. Go over rhetorical analysis essay structure. Review paper structure, thesis, and topic sentences. Portfolio: transitions activity. <p>Homework</p> <ul style="list-style-type: none"> Write rough draft of Essay #1. Submit on Canvas and bring a printed copy to class.
DATES	WEEK 4 MEETING DETAILS
Monday, September 17	<p>In class:</p> <ul style="list-style-type: none"> Revising vs. editing. Self review with colors. Peer Review essay #1. <p>Homework</p> <ul style="list-style-type: none"> Read <i>They Say, I Say</i> pp. 101-116 on transitions. Discussion #2: Essay #1 revisions.
Wednesday, September 19	<p>In class:</p> <ul style="list-style-type: none"> In-class work time. Then editing reminders: fragments and comma splices. Portfolio on grammar/editing. <p>Homework</p> <ul style="list-style-type: none"> Final, polished draft of Essay #1 due on Canvas.
DATES	WEEK 5 MEETING DETAILS
Monday, September 24	<p>In class:</p> <ul style="list-style-type: none"> Essay #1 reflection. Introduction to Essay #2. Student model essay. Discuss how to use rhetorical appeals in own writing. Review sample argument of fact pp. 599-604 on AI's issues. Look through websites together. Brainstorming for Essay #2. Discuss homework and models. Introduction to academic databases. Introduction to library research. Reminders about signal phrases and citations, including credibility of source worksheet. Look at sample argument of fact together pp. 336-343 on misconceptions about liberal arts.

	Homework <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 162-165 on entering class discussions. • Discussion #3: Argument of fact model pp. 286-295 (on tax system) and response.
Wednesday, September 26	In class: <ul style="list-style-type: none"> • We will attend the Annual Celebration of the Freedom to Read event in the Conference Center in honor of Banned Books week. Homework <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 91-100 on why it matters. • Portfolio: topic selection and research. Include a statement of why it matters.
DATES	WEEK 6 MEETING DETAILS
Monday, October 1	In class: <ul style="list-style-type: none"> • Approve topics and sources. Review turning data into sentences and paragraphs. Critical reading activity. Review source synthesis and body paragraph structure. Read sample argument of fact together pp. 390-397 on over-focusing on elite colleges. Group portfolio: paragraph construction including data sentences. Homework <ul style="list-style-type: none"> • Portfolio: Synthesis paragraph activity.
Wednesday, October 3	In class: <ul style="list-style-type: none"> • Portfolio: Introductions activity. Reminders about essay organization, thesis construction, and citation. Thesis, topic sentence, and transition workshop with outline practice. Homework <ul style="list-style-type: none"> • Complete rough draft of Essay #2 due on Canvas. Also, bring a printed copy to class.
DATES	WEEK 7 MEETING DETAILS
Monday, October 8	In class: <ul style="list-style-type: none"> • Self review. Peer review workshop. Homework <ul style="list-style-type: none"> • Discussion #4: Essay #2 revisions.

Wednesday, October 10	In class: <ul style="list-style-type: none"> • MLA review. Citation and signal phrase review. Proofreading with Control F. Homework <ul style="list-style-type: none"> • Polished, final draft of Essay #2 due on Canvas.
DATES	WEEK 8 MEETING DETAILS
Monday, October 15	In class: <ul style="list-style-type: none"> • Essay #2 reflection. Introduction to Essay #3. Group proposal activity. Student model. Homework <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 67-76 on signaling differences from sources. • Discussion #5: Essay #3 brainstorming.
Wednesday, October 17	In class: <ul style="list-style-type: none"> • Topic peer review/brainstorming activity. Research methodology. Model essay. Review primary vs. secondary sources. Discuss primary source collection methods (survey, interview, etc). Discuss internet searches and source credibility. Homework <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 480-499 to interrogate Google searches. • Portfolio: source collection.
DATES	WEEK 9 MEETING DETAILS
Monday, October 22	In class: <ul style="list-style-type: none"> • Check sources. Discuss reading. Reminders about research and primary sources. Audience awareness reminders. Proposal Argument Worksheet. Go over survey and interview question creation. Interview subject approval. Review counterarguments. Discuss essay and paragraph structure. Homework <ul style="list-style-type: none"> • Read <i>They Say, I Say</i> pp. 77-90 on counterarguments. • Discussion #6: Survey/interview creation.
Wednesday, October 24	In class: <ul style="list-style-type: none"> • Review/correct surveys. Time to administer surveys in class. Review integration and citation of primary source material. Work on outline and/or synthesis paragraph in class. Model essay and reminders about research, citation, and signal phrases. Review counterarguments. Review source integration and synthesis. Homework

	<ul style="list-style-type: none"> Complete your rough draft and submit on Canvas. Also bring a Google doc version to class.
DATES	WEEK 10 MEETING DETAILS
Monday, October 29	<p>In class:</p> <ul style="list-style-type: none"> Self review. Groups for peer review. Peer review in class. Peer review group discussions. <p>Homework</p> <ul style="list-style-type: none"> Read <i>They Say, I Say</i> pp. 141-146 on revision. Discussion #7: Essay #3 revisions.
Wednesday, November 31	<p>In class:</p> <ul style="list-style-type: none"> Reverse outline. Essay assignment reminders. Review grammar and italics/quotation marks. <p>Homework</p> <ul style="list-style-type: none"> Final, polished draft of Essay #3 due on Canvas.
DATES	WEEK 11 MEETING DETAILS
Monday, November 5	<p>In class:</p> <ul style="list-style-type: none"> Essay #3 reflection. Introduction to Essay #4. Discuss First Amendment in class. Brainstorm potential topics. Reminders about sources, rhetorical appeals, genre, and audience awareness. Brainstorming activity example using library space. Reminders about library research and internet research. <p>Homework</p> <ul style="list-style-type: none"> Read <i>They Say, I Say</i> pp. 53-66 on responding to others' writing. Discussion #8: Essay #4 topic proposal.
Wednesday, November 7	<p>In class:</p> <ul style="list-style-type: none"> Topic approval. Research reminders. Introduction to Annotated Bibliography Assignment. Types of sources and reminders about developing your own voice. Source integration, citation, and structure reminders. Student model. <p>Homework</p> <ul style="list-style-type: none"> Read <i>They Say, I Say</i> pp. 713-729 on expanding the lunch program. Portfolio: Find at least three sources for Essay #4, including Works Cited entries, signal phrases, and in-text citations.

DATES	WEEK 12 MEETING DETAILS
Monday, November 12	<p>In class:</p> <ul style="list-style-type: none"> Critical reading and annotation activity. Review annotation construction; model annotations. Demo annotation process. In-class work time for research and source integration. Discuss sample proposal argument structure, evidence, hooks, thesis/topic statements, etc <p>Homework</p> <ul style="list-style-type: none"> Discussion #9: First Annotation.
Wednesday, November 14	<p>In class:</p> <ul style="list-style-type: none"> Review annotations and source selection. Practice integrating source material. MLA reminders. In-class work time for annotated bibliography. Reminders about labs. <p>Homework</p> <ul style="list-style-type: none"> Complete Annotated Bibliography. Also, Monday, November 19, at 11:59pm is the due date for any labs on which you want to receive feedback. Labs submitted after that time will be accepted, but they will not receive feedback and/or will not be graded before the final lab due date.
DATES	WEEK 13 MEETING DETAILS
Monday, November 19	<p>In class:</p> <ul style="list-style-type: none"> Review annotated bibliographies and source selection. Annotation to essay activity with quote selection and organization. Reminders on source integration. Synthesis paragraph in class. <p>Homework</p> <ul style="list-style-type: none"> Rough draft of Essay #4 due on Canvas by next Monday.
Wednesday, November 21	No class: Thanksgiving Break!
DATES	WEEK 14 MEETING DETAILS
Monday, November 26	<p>In class:</p> <ul style="list-style-type: none"> Self review and peer review workshop.. <p>Homework</p> <ul style="list-style-type: none"> Discussion #10: Essay #4 revisions

Wednesday, November 28	In class: <ul style="list-style-type: none"> • Grammar reminders. Citation and organization reminders. Homework <ul style="list-style-type: none"> • All labs due by 11:59pm on Thursday, November 29, at the latest. No late labs accepted for any reason! • Essay #4 Final Draft on Canvas.
DATES	WEEK 15 MEETING DETAILS
Monday, December 3	In class: <ul style="list-style-type: none"> • Lab completion sheet in class. Writing workshop. Homework <ul style="list-style-type: none"> • TBD - this will be assigned in class. Email me for the assignment if you miss class.
Wednesday, December 5	In class: <ul style="list-style-type: none"> • Reflection on Essay #4. Reminders about portfolio. Course wrap up. Homework <ul style="list-style-type: none"> • Complete any missing or incomplete entries in your portfolio (unless the entries are labeled “group” and you were absent that day) and double check formatting. Have the portfolio complete and ready to submit when you come to the final exam period for the course.
DATES	WEEK 16 MEETING DETAILS
Wednesday, December 12, 4-6pm	Final Exam: <ul style="list-style-type: none"> • Submit final portfolio. Course wrap-up.