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Composition II

Gary Wilson Dr.
Collin College

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Wilson, Gary Dr., "Composition II" (2018). *Fall 2018*. 292.
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COLLIN COLLEGE
COURSE SYLLABUS

Course Information

Course Number: ENGL 1302

Course Title: Composition II

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

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

Prerequisite: ENGL 1301

Student Learning Outcomes:

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

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

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

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION

Instructor's Name: Gary H. Wilson, Ph.D.

Office Number: LH-169 (Lawler Hall), Frisco Campus

Office Hours: Mon.–9:00 AM – 11:00 AM; Tues.–3:00-4:00 PM; Wed.–9 AM–11:00 AM; Thurs.–3:00-4:00 PM

Phone Number: 469-365-1818 (with voice mail)

Email: GWilson@collin.edu [*Preferred method of contact in an online class]

Class Information:

Semester: Fall 2018

Section Number: ENGL 1302.WP1 **CRN: 12127**

Meeting Times: *This course is instructed entirely online*, using the Canvas Learning Management System.

Meeting Location: **Web:** Online in Canvas

Minimum Student Skills: Students should possess effective skills in keyboarding, using MS Word, and be efficient in navigating the Canvas courseware, as well as in downloading and uploading documents, and using email.

Course Required Texts:

- Hacker, Diane. *A Pocket Style Manual–2016 MLA Updated*, 7th ed. ISBN: 9781457642326
- Schilb. *Making Literature Matter.* 6th ed. ISBN: 9781457674150

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

Supplies: USB memory flash drive to archive your assignments.

Student Support Resources:

- **College Writing Centers: In-person appointments and online tutorial support can be accessed** at one of the College's on-campus Writing Centers (FRISCO, SCC, or CPC campuses) through this web link: http://www.collin.edu/studentresources/writingcenter/index.html

- **Library: Online:** Students can access over 200 online peer-reviewed journals and similar media containing scholarly commentaries about works of literature at the Collin Library's website: https://www.collin.edu/library/electronic.html

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

- **Student Tutoring:** Upon request, students can be assigned to one of the following tutoring services, when available:
  - small group tutoring
  - online tutoring

  When group or online tutoring is not available, students are given the private tutor list. (**Private tutoring services, however, must be paid by the student.)**

  Students can request tutoring services electronically or submit a tutor request form in order to receive detailed information about the available tutoring services. The form is available on Collin's website and in the following offices: CPC–room D117, FRISCO–room F109, and SCC–room D140.

- **Online tutoring services** can be accessed by clicking on the following web link: https://www.collin.edu/studentresources/tutoring/

- **Group tutoring** is available for the following courses: ENGL 0305, 1301, 1302. Also, online tutoring is available for English 1301 and 1302 courses. Summer session hours may vary, so be sure to contact the tutoring staff for any new information.
- Collin College's **Strategies of Behavioral Intervention** (SOBI) is an interdisciplinary college-wide team whose mission is to provide support for students, faculty, and staff by facilitating a positive and effective learning environment. The SOBI team has developed a process for assisting students who may display various levels of concerning behaviors (e.g., strange or unusual behaviors, or 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 may be referred to SOBI.

Student Responsibilities:

1. Students are responsible for learning how to successfully navigate the Canvas website and to also successfully submit ALL assignments by the assignment submission deadlines. ***Not knowing how to use the features and tools of the Canvas courseware to successfully complete and submit assignments cannot be accepted as valid reasons for excusing late assignments.***
2. **Online Submission of Assignments:** *Unless otherwise indicated, **all assignments are due on or before 11:45 PM on Sunday of each online week and must be submitted online in Canvas and NOT through email or any other means.**

3. *In this course, you will be required to respond to weekly reading questions, reply-thread to your classmates' responses, and submit assigned essays on the dates indicated in Canvas.*
4. In the event that unavoidable absences occur (documented illnesses and family emergencies) that prevent timely online participation and submission of assignments, students should immediately contact me via email or call my on-campus telephone number (469) 365-1818 to discuss the problem or leave a voice mail.
5. **Work-related issues (overtime, schedule changes or business travel) cannot be considered as valid reasons to excuse late submissions of assignments.**
6. If there is some aspect of the Canvas courseware that you do not understand, or if you are experiencing technology-related issues, you should immediately contact **Student Technical Support** at **972-377-1777.**
7. While you need to inform me of any technical issues you might experience, I cannot suggest ways to "fix" them since everyone's system or Internet provider is different. Usually, technical issues involving Canvas can be rectified after you discuss your situation over the phone with a technical support staff member.
8. If problems cannot be resolved within a day or two, seek out and use public-use Internet-connected computers in libraries and similar locations so you will not lose points for late assignment submissions.
9. **Mobile devices:** When students use their smart phones and cyber tablets to access and navigate the college's Canvas system, a variety of problems can occur. Sometimes not all of the tools in Canvas can be navigated using your phone or tablet. These problems are related to the specific hardware and mobile apps that are used. When such situations occur, the best approach is to use a computer workstation that is connected directly to the Web by an Internet service provider.

GRADE PENALTIES FOR LATE UNEXCUSED ASSIGNMENTS: READ THIS SECTION CAREFULLY

1. Each full 24-hour period that an assignment is late without an excused absence (i.e., sickness or family emergency) will result in an automatic one letter-grade deduction (10 points) for that assignment.
2. If an assignment is 10 minutes to 12 hours late, it is automatically deducted 5 points.
3. For example, a paper that is submitted in Canvas that is 1-1/2 days late will be automatically deducted 15 points. (I begin grading at that point deduction level and grade down from that level).
4. After five calendar days, any non-submitted work will receive an automatic "0" (no points awarded).
5. You should contact me immediately if you have any questions about how late assignments will affect your grade.
6. Due to the ongoing rapid pace of this online class, no "make-up" work is provided to overcome **unexcused** non-submission of assignments. However, there are **optional bonus-points assignments** provided. While these assignments for bonus points are optional, students who complete them must turn them in by deadline for the online week in which they are due.
7. **Research validates that for students to be successful in an online course, they should submit all their assignments on a timely basis and not fall behind.**

Bonus points Assignments: Optional writing assignments, Writing Center-sponsored workshop attendance on any campus and special events scheduled for students are additional optional ways that students can earn bonus points in this course. Point values for these bonus points activities will be noted in the assignment instructions posted in Canvas.

Standard Method of Evaluation and Grading Criteria: A standard percentage letter-grade equivalency scale will be used based on the weighted point totals for each assignment. **Aggregately, the weighted assignments in this course total to 1,000 points available during the online semester period.** Totals for students will vary since some opt to do bonus po9ints assignments.

Grading Criteria: For illustration purposes only, if an assignment is weighted at 200 available points and a student earns a 92% on that assignment, then the student would earn 184 points and receive a letter grade of "A" as well. In terms of percentage and letter-grade equivalencies for determining the overall semester or transcript grade, the following point totals and standard letter-grade equivalencies apply:

895.5 Points (89.6%) or above=	**"A" (Excellent)**
795.5 points to 895 points =	**"B" (Very Good)**
695.5 points to 795 points =	**"C" (Competent)**
595.5 points to 695 points =	**"D" (Deficient)**
594 points and below=	**"F" (Failure)**

A "0" (no points) is awarded when an unexcused assignment is over 5 days late

The **s**tudent grade book tool in Canvas enables students to see their assignment evaluations and their point totals for each assignment at any time, as well as a rolling cumulative total for all assignments completed and evaluated.

Instructor Grading Turnaround Times:

- Weekly Response Essay Questions and Reply-threads: 3 calendar days after these assignments are submitted.
- Critical Essays and research essay: 4-5 calendar days.
- **Expedited Grading:** If students would like to have any assignment graded ahead of this regular schedule (such as on the day an assignment is submitted), they may make an appointment in my office and I will grade their assignment(s) during this conference.

Last Day to Withdraw: You should consult the published online Collin Academic Calendar (in Cougar Web) to verify the final dates for withdrawing from the course. ***It is entirely your responsibility to respond before the deadline passes for requesting a "W."** To receive a "W" in the course, you must formally withdraw according to College policies. Students who do not officially withdraw **according to published policies** will receive a performance grade in this course based on the total points earned during the online session. *Scroll down to the "Important Dates" calendar on the last page to see the deadline date for officially withdrawing from a course*

Online Teaching Methods:

1. In this online course, I attempt to facilitate a meaningful online exchange of ideas that reinforces the learning process and helps students attain critical reading and writing competencies, as noted in the Student Learning Objectives (SLOs) of the course syllabus.

2. I encourage my students to ask me questions via Cougar Mail regarding our assignments.

3. **Collaboration** is an important aspect of this online course. Collaborative or social learning is implemented through the weekly reading (essay) questions and reply-threads to classmates' responses in the discussion forum tool of Canvas.

4. **Weekly Essay Questions:** Based on the required weekly readings noted in the Weekly Assignments Schedule, students are given the opportunity to individually respond to two weekly essay questions (the exception is that during a week when a critical essay is due, there is the requirement to respond to only one essay online question). All weekly essay questions are placed in the weekly Modules in Canvas. **Each response should be 250 words in length, double-spaced, and use correct MLA in-text citing, as well as MLA essay formatting.**

5. **Reply-threads to Classmates' Online Responses:** Each week, you will be required to critically comment upon at least five (5) of the essay responses your online peers make to the weekly reading questions. In order to effectively comment on your peers' responses, you must read their responses critically and respond in at least three to four sentences. The criteria for effective reply-thread responses are that you avoid using "platitudes" (e.g., "nice response, Jennifer") in your reply-thread responses and that you clearly convey how the online classmate or classmates enabled you to better appreciate some specific aspects (theme, symbolism, critical approach, etc.) of the assigned reading. *The Standardized Writing Assignment Evaluation Criteria" (rubric) is used to evaluate every writing assignment. So, read this rubric carefully!

6. Contemporary scholarly research shows that students clearly amplify or augment their learning about a literary work when they effectively collaborate. (Refer to this article Canon, Patrick. "Enhancing understanding and Interest through Group Discussion." *College Teaching* 50(1):210-211. 2006 that provides an excellent overview of group or social learning).

7. **Lab Units:** As noted in the Weekly Assignments Schedule in Canvas, you will be required to complete and upload periodic Lab units in Assignments. Instructions for these Lab units will be provided in the weekly Modules of Canvas.

8. **Major Written Assignments (Essays): Two critical essays and a research essay** are assigned in selected weeks to help students critique key critical aspects of the authors' works they are reading and continue to develop their critical reading, critical thinking, and critical writing skills. *The Standardized Writing Assignment Evaluation Criteria" (rubric) is used to evaluate every writing assignment. So, read this rubric carefully!

   Students will write these essays in MLA format, which will include in-text citations and a Works Cited page. These essays and similar major assignments should be considered as "show-casing" your academic writing skills and will be weighted more than other written assignments.. Sufficient time will be allotted during the prewriting phase of each essay for

students to collaborate with their peers and with me to help focus the essay's thesis statement, its organization, and argument development.

Online Teaching Philosophy:

1. I use technology to help students improve their critical reading, critical thinking, and critical writing skills. The Canvas learning management system provides meaningful collaborative tools that help student-writers prewrite, compose, and revise their written assignments. I also emphasize critical reading and thinking skills in this course since ongoing research demonstrates that these two attributes are prerequisites for effective reading, analysis, and writing.

2. In this online course, I will challenge you to learn in ways that enable you to better appreciate, critically analyze, and then critically write about important literary works.

3. Our critical focus on these readings will progressively develop each week so that you are able to "scaffold" your skills through individual and collaborative approaches that generate more in-depth learning as each online week progresses. ***(For this reason, you should not approach this class as an online course where you are just doing the assignments individually without effective interaction with other students in your online class).**

   *Because this online course is based on a scaffolding and collaborative learning approach, new assignments are opened at the beginning of each online for students during the week they are due. Assignments are not opened beyond the week in which they are due.

4. Collaborative learning is emphasized and practiced in this course at all times.

5. **Note:** When you do <u>not</u> submit an assignment *by the scheduled due date*, you will receive a note in your grade book with the grade of "1" documenting this situation and also encouraging you to complete the assignment before you lose substantial points. After 5 successive calendar days have passed and you have not submitted an assignment, you will earn "0" points for that assignment. If you were ill or experienced some kind of family emergency, you should contact me immediately so as to not impair your grade. Forward all explanatory documentation to me via Cougar Mail.

Online Written Assignment Categories and Point Totals

Assignment Category	Weighted Point Value Ea.	Category Tota
• Two critical essays	100 pts	200 pts
• One research essay	140 pts	140 pts
• One research essay outline/script	30 pts	30 pts
• 11 Online Weeks of two (2) Weekly Essay Question Responses	16 pts per question	352 pts
• 3 Online Weeks of only one (1) weekly essay question Essay (16 pts for essay response) (the normal twice weekly requirements are reduced to one question during weeks when an essay is due)	16 pts per question	48 pts
• 14 Online Weeks of Five (5) Reply-threads to classmates' Responses	5 pts. per week	70 pts
• 16 Lab Units	10 Pts per lab	160 Pts

Total Available Points: 1,000

Note: ****Optional** bonus-point assignments can positively impact the point totals of the above if a student elects to complete the bonus points assignments. Individual student point totals will vary based on how many bonus-point assignments are attempted. (Refer to "Bonus Points Assignments" in this syllabus.

OPTIONAL BONUS POINTS ACTIVITIES AND ASSIGNMENTS

***Optional* Service Learning Project**	80 pts.	(80)*
Instructor in-person or Writing Center writing conferences for Essays	10 pts ea.	(10)
Bonus Points (Optional) Activities	10 pts ea.	(10)
• Attend scheduled Writing Workshops Scheduled by Writing Centers	10 pts. ea.	(10)
• Attend Auteur Film Series	10 pts. ea.	(10)
• Attend Dignity Initiate Events	10 pts. ea.	(10)
• Attend Veteran's Day Events	10 pts. ea.	(10)
• Attend Banned Books Event	10 pts. ea.	(10)
• Write Three-page Essay on approved topic	45	(45)

*****Optional Service Learning Project requires students to signed verification documentation for at least 8 hours of service time with their selected service organization , as well as write a two-page reflection essay about their service learning experience.

Writing Conferences: *There are several important ways you can reach me to discuss your assignments and engage in writing conferences.* Conference periods are normally convened to last no longer than 20 minutes.

1. You can contact me via telephone or make an appointment or drop during my office hours (noted above in this document under "Instructor Information")
2. You can call me at my office telephone number (469) 365-1818 and set an appointment for a "virtual" writing conference during which we discuss your essay or writing assignment draft that you have previously sent to me using Google Docs. This virtual conference involves a scheduled telephone chat and also a mutual review of your Google Docs document.
3. You can also make an appointment at one of the Writing Centers (link to the Writing Center website on Cougar Web) for an appointment with a staff writing consultant.
4. *Any of these three conference methods will earn 10 bonus points for a particular writing assignment. (Regardless of the number of conferences, only 10 points can be applied to a* particular essay.)
5. Current research shows that one-on-one writing conferences will help students improve their writing skills during a college semester. Such sessions afford students and instructors a workshop forum in which student writing concerns can be efficiently identified and individualized improvement strategies developed.

Email and Telephone Call-back Response Times:

1. Routinely, I check my Cougar Mail (GWilson@collin.edu) at least a dozen times daily. **I try to respond to all student emails within a two-hour period.** I start checking my Cougar Mail early in the morning and into the evening.

2. If you send an email late in the evening (after 10 PM), expect that you will not receive a reply until I check my email first thing the following morning. If you wish to telephone me, my office

telephone has voice mail so you can leave a brief message (be sure to leave your name and call-back number as well).

3. I respond to all student telephone voice mails *during the same day they are communicated*, unless they are left after 5 PM daily.
4. **My preferred method of contact in this online course with students is through Cougar Mail.**

Online Course Success Keys:

1. **To be successful in this class**, ***you should first maintain a positive attitude that you are here to learn*****.** Regardless of your past academic experiences in college or high school, keeping a positive attitude about the course will help you learn and succeed.
2. **Student Computer Proficiencies:** Since this class is instructed entirely in an online environment, you must possess proficiencies in computer keyboarding and using MS Word, know how to upload and download documents, and also how to navigate the Canvas courseware.
3. **Educational Software and Canvas Tutorials:** Free tutorials are given on educational software and Canvas through the *e*Collin Learning Center. The eCollin Learning Center can be reached at 972.881.5870 or through email at https://www.collin.edu/academics/ecollin/
4. If something is bugging you about an assignment or if you have other questions, ask them early in the week and don't wait until Friday or Saturday to contact me so you will have sufficient time to process solutions for your issues. Also, if you are experiencing "technical" issues of ANY nature, contact the Student Technical Service Help Desk at (972) 377-1777 **immediately** to obtain prompt resolution.

Students' Right to Privacy/Grades Confidentiality: In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA), matters involving students' records and grades will not be openly disclosed nor discussed in the classroom. If students wish to discuss their grades with me, they can do so by scheduling a **conference during my office hours**. *Grades or grading matters will not be sent or commented upon through emails, since emails can be inadvertently and easily forwarded to or hacked by third parties. Students should refrain from openly discussing their grades with others in classrooms or online in order to protect their privacy.

Technology Requirements for Distance Learning

Requirement	Windows System	Apple System
OS (Operating System)	Windows 7, 8, or 10 versions	Mac OS 10.3 and higher
Access to the Internet	DSL (High-speed is preferred) cable, satellite, fiber optic (FIOS)	
Web Browsers	• **Internet Explorer** (latest version) and **Microsoft Edge** • **Chrome** (latest version) • **Safari** (latest version) • **Firefox (**latest version) • **Adobe Flash** (latest version) • **Respondus Lockdown Browser** (latest version) ***Chrome and Mozilla Firefox seem to work best with Canvas.**	
Java Runtime Environment **N**ote: Mobile Apps for smart devices will vary so they are not included here. Some mobile devices may not always function properly in Canvas due to mobile app platforms. Check your smart phones to be sure Java and your apps work correctly.	Required Java for Windows	Required Java for Apple

FALL SEMESTER 2018 IMPORTANT DATES

(Put in your smart device calendar tool)

Aug. 27……Fall Classes Begin on all Campuses

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

Sept. 11…….. Fall Census Date

Oct. 19…….Fall Last Day to Withdraw

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

***This date does not coincide with the Frisco ISD holiday period**

Dec. 10-16……..Fall Final Exams Week

WEEKLY READING AND WRITING ONLINE ASSIGNMENTS

ENGLISH 1302 COMPOSITION II.WP1
CRN: 12127
FALL SEMESTER 2018: AUG. 27 – DEC. 16, 2018

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

➢**Note: Online Weekly Learning Modules Start each Monday and End Each Sunday at 11:45 PM.** In addition to the *Making Literature Matter* textbook, some reading assignments are also accessed through embedded files, PDF documents, and web links. ***If you are opening this document within Canvas, you have the choice of reading it in text view or you can download this document to your desktop so that you can then proceed to open the embedded files and links. Downloading this file is very simple. Underneath the title of the document at the top of module or page is a second line that reads "Download (name of document)." You simply click on this second line and it will guide you to save the file as a MS Word document so you can click on and then open the embedded and web-linked reading files .*** For this reason, be certain your computer system is equipped with MS Word, MS Power Point, and Adobe Reader (to open PDF documents).➢

➢Links to required *supplemental reading files* are organized underneath the weekly modules in Canvas that contain the standardized reading and writing assignment categories for each particular week. When Lab units are due, they are noted in the information below and should be accessed through the weekly module in Canvas for completion and submission.➢

<27 AUG – 2 SEPT> ONLINE LEARNING MODULE 1: INITIAL COURSE ORIENTATION AND APPRECIATING HOW TO THINK AND WRITE ABOUT LITERATURE

Review course syllabus and Weekly Assignments Scheduled posted in the Courser Information Module to access this important information:

- **Course syllabus:** Understand class policies; student learning resources; grading; learning support resources; mandatory attendance; academic integrity; collaborative learning (with instructor and classmates); Canvas activities; weekly questions, reply-responses to classmates' online responses, written assignments, required lab units and, writing assignment evaluative criteria (standardized rubric).

Review these Week 1 Priorities:

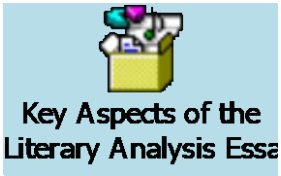
1. Understand course Student Learning Objectives (SLOs)
2. Understand course policies for assignments and online participation/attendance requirements.
3. Understand grading policies and student responsibilities.
4. Review Canvas navigation routines and weekly posting requirements.
5. Understand how to post to the weekly questions and reply-responses.
6. >>>Purchase or rent your textbooks during the first week at the latest!<<<
7. Understand how to contact Dr. Wilson and engage in in-office and virtual (online) writing conferences.
8. Understand and apply the most effective systems settings for your computer and Internet connection.
9. Know how to use Google Docs that will be our mode for online peer reviews of our essaysd (instructions provided in "Course Information" Module.

Reading Assignments:

- **Click, open, and read this embedded file:**

Diagram of Expository Essay Organization.pdf

- **Click, open, and read this embedded PDF file:**



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

- **Click, open, and read this embedded PDF file on ways to critique and appreciate literary works:**

Critical Approaches to Short Fiction.pdf

Weekly Learning Objectives:

1. Appreciate the components of the academic persuasive or critical essay.
2. Appreciate the components and application of the critical literary essay (critique).
3. Appreciate how literature functions in our lives and the tools we can use to help better appreciate and analyze the experiences literature create.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

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

<3 SEPT – 9 SEPT> ONLINE LEARNING MODULE 2: ANALYZING AND WRITING ABOUT LITERARY EXPERIENCES

Reading Assignments:

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

How to Appreciate and Analyze Poetry.d

- **Read Hull's poem, "Night Waitress," pp. 41-42 in MLM.**

- **View American artist Edward Hopper's painting,**

"Nighthawks" that is embedded here:

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

Weekly Learning Objectives:

1. Appreciate the portrayal of views about life, experiences, and ideas through poetic figurative language: imagery, tone, mood, symbols, and values.
2. Appreciate how poems make claims and "arguments," both powerful and subtle, about their themes and ideas.
3. Appreciate more fully the correlation of poetry and song in universalizing human experience, thoughts, and emotions.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

***Lab Unit Due:**

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

<10 SEPT – 16 SEPT> ONLINE LEARNING MODULE 3: APPRECIATING THE GENRE OF SHORT FICTION

Reading Assignments:

- **MLM: Read entire short story by Tim O'Brien, "The Things They Carried," p. 1516.**
- **Youtube video of Tim O'Brien presenting at Arlington Texas Library: https://www.youtube.com/watch?v=B8ivNokqT74**
- **Click on, open and *review* these embedded files:**

Key Aspects of the Literary Analysis Essa

Critical Approaches to Short Fiction.pdf

Weekly Learning Objectives:

1. Appreciate the portrayal of viewpoints and attitudes about life, and ideas in short fiction.
2. Appreciate how the personal narrative in "Things" makes claims and "arguments," both powerful and subtle, about themes and ideas.
3. Appreciate more fully how O'Brien's story universalizes human experiences so we can appreciate them vicariously.
4. Appreciate how the story uses the "lens of psychology" to depict its characters.
5. Appreciate what claims and arguments the story conveys about fictionalized human behaviors.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

***Lab Unit Due :**

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

<17 SEP – 23 SEP > ONLINE LEARNING MODULE 4: APPRECIATING AND CRITIQUING SHORT FICTION

Reading Assignments:

- **Click on, open and review this web link about using critical approaches in literary analysis: http://www.cla.purdue.edu/blackmon/engl360k/critical.html**
- **MLM: "Two Kinds," p. 320.**

Writing Assignment:

- **>>>Essay #1 Due<<<–Review assignment instructions and submit your final essay version to the appropriate Module in Canvas.**
- **Be certain to engage in at least one online peer review using Google Docs.**

Weekly Learning Objectives:

1. Appreciate the role and technique of the "reminiscent narrator" in short fiction.
2. Appreciate the importance of narrative point-of-view.
3. Appreciate how familial and societal values and expectations influence human behavior and what arguments/claims the story conveys about these aspects.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.
6. Engage in at least one peer review of Essay #1 with an online classmate at the peer review forum provided in the weekly Module in Canvas.

***Lab Unit Due:**

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

<24 SEPT – 30 SEPT> ONLINE LEARNING MODULE 5: ANALYZING UNIQUE AND IMAGINATIVE NARRATIVES IN SHORT FICTION

Reading Assignments:

- **MLM: "A Good Man is Hard to Find," p. 1173.**
- **MLM, "A Rose for Emily," p. 1102.**

Weekly Learning Objectives:

1. Appreciate O'Connor's narrative strategies of irony, plot twists, and the creative psychological portrayal of unique and imaginative human behaviors in short fiction.
2. Appreciate how literary themes correlate with setting, tone, and mood in fiction.
3. Understand what arguments the stories makes about human behavior.
4. Appreciate how the authors use or reclaim the narrative development of the "horror story" or "gothic tale" in the short story.
5. Appreciate how Faulkner uses provocative themes, a macabre setting, and psychologically-aberrant characterizations to entice, shock, and provoke his audiences.
6. Appreciate how the story parallels several popular film genres in our own contemporary era.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

***Lab Unit Due:**

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

<1 OCT – 7 OCT> ONLINE LEARNING MODULE 6: APPRECIATING THE PORTRAYALS OF INDIVIDUALITY AND SOCIETAL NORMS

Reading Assignment:

- **MLM, "A Visit of Charity," p. 116.**
- **MLM, "Soldier's Home," p. 881.**

Weekly Learning Class Objectives:

1. Appreciate how each author portrays or argues positions about individual perception of his or her role in society–and societal conventions that influence or define certain perceptions and behaviors.
2. Compare both author's use of themes and writing styles.
3. Appreciate what aspects of the stories are relevant in our own contemporary society.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

Lab Unit Due:

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

<8 OCT – 14 OCT> ONLINE LEARNING MODULE 7: EXPERIENCING CHARACTERIZATION AND DIALOG THROUGH THE GENRE OF DRAMA

Reading Assignment:

- **Read the Power Point presentation entitled "Writing About Drama" in the "The Writer's Support and Resources" sub-folder in the CONTENTS folder of Canvas.**
- **MLM, Read the play, "Trifles," p. 1198.**
  - **Also, you can view and also listen to audio recordings of this brief play at several places on YouTube, such as this web link: https://www.youtube.com/watch?v=PBAMcE-sHvM**

Weekly Learning Objectives:

1. Appreciate how the literary genre of drama portrays and argues positions about societal roles and societal conventions that influence or define certain perceptions and behaviors.
2. Appreciate the relevancy of the issues presented in the plays.
3. Appreciate the ways the playwright develops her characters in the play to "mimic" real-life human behaviors.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

***Lab Unit Due:**

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

<15 OCT – 21 OCT> ONLINE LEARNING MODULE 8: EXPERIENCING LIFE THROUGH THE GENRE OF DRAMA

Reading Assignment:

- **View all of Thornton Wilder's "Our Town," a popular American play that can be accessed through this web link to the databases at the Collin Library: http://library.collin.edu/login?url=https://search.alexanderstreet.com/ativ/view/work/1780009**

Weekly Learning Objectives:

1. Appreciate how the playwright uses dialog as a central aspect in portraying characters and revealing the themes, values, and meanings inherent in the play.
2. Appreciate how the playwright creates mood and setting in the play and understand how these literary elements provide unique backdrops to the action and characterizations.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading question and reply-threads according to the instructions in Canvas.

***Lab Unit Due:**

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

Submit Essay #2 based on your selection of topic prompts dealing with readings and learning objectives. See instructions in the weekly Module.

Be certain to engage in at least one online peer review using Google Docs.

- **<22 OCT – 28 OCT> ONLINE LEARNING MODULE 9: CRITIQUING THE PORTRAYAL OF THE THEMES OF SOCIETAL LAWS AND HUMAN JUSTICE**

Reading Assignment:

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

Weekly Learning Objectives:

1. Appreciate how the story portrays and argues positions about societal laws, norms, and beliefs about the concepts of "legal" and "human" justice.
2. Appreciate the relevancy of the issues presented in the play to our own era.
3. Appreciate the norms and ranges of human behaviors that you see portrayed in the story.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

Lab Unit Due:

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

- **<29 OCT -- 4 NOV> ONLINE LEARNING MODULE 10: CRITIQUING RELATIONSHIPS AND THE IMAGINATIVE NARRATIVE IN SHORT FICTION**

Reading Assignment:

MLM, "Desiree's Baby," p. 649.
MLM, "Young Goodman Brown," p. 1345

Weekly Learning Objective:

1. Appreciate how longstanding cultural norms direct human behavior and values.

2. Appreciate both author's meanings in the play regarding the conflict between cultural norms and the intrinsic human values of right vs. wrong.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

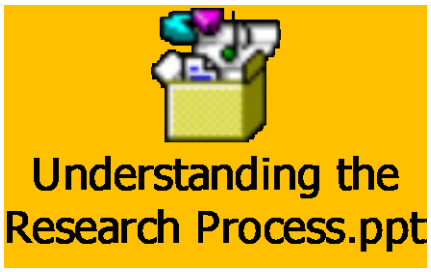
***Lab Unit Due:**

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

<5 NOV -- 11 NOV> ONLINE LEARNING MODULE 11: BEGINNING YOUR RESEARCH ESSAY JOURNEY: COMPLETING THE EXPLORATORY ESSAY AND BEGINNING THE ANNOTATED BIBLIOGRAPHY

Reading Assignments:

- **MLM, "Identify an Issue and a Tentative Claim," p. 188.**
- **MLM, "Search for Sources in the Library and Online," p. 188.**
- **MLM, "Evaluate the Sources," p. 190.**
- **MLM, "Strategies for Working with Sources," p. 191.**
- **MLM, "Strategies for Integrating Sources," p. 193.**
- **"Understanding the Research Process"– click on, open, and read this embedded file:**



Weekly Learning Objectives:

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

2. Focus on invention strategies that can lead to the successful formulation of a research thesis and topic sentences for each support paragraph.

3. Understand how to access and use the electronic data bases available through the Library's online databases.

4. Appreciate how to use the annotated bibliography as the first step in an effective research process.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

***Lab Unit Due:**

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

<12 NOV – 18 NOV> ONLINE LEARNING MODULE 12: CONTINUING THE RESEARCH PROCESS JOURNEY

Reading Assignments:

- **Click on, open, and read the "Five Steps to Better Research" listed on the web page:** http://collin.libguides.com/roadmap
- **Click on, open, and read the following PURDUE OWL web link for better understanding the research process:**

  https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Weekly Learning Objectives:

1. Acquire mastery in following the research process and using research media.

Weekly Reading Questions and Reply-Threads in Discussions:

1. Respond to the weekly reading questions and reply-threads according to the instructions in Canvas.

***Lab Unit Due:**

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

<19 NOV – 25 NOV> ONLINE LEARNING MODULE 13: RESEARCHING SOURCES AND COMPLETING THE RESEARCH ESSAY OUTLINE <ABBREVIATED ONLINE WEEK DUE TO THANKSGIVING HOLIDAY THAT BEGINS NOV. 21 AND ENDS NOV. 25>

Reading Assignments:

- **Read the MS Word document "Outlining Strategies for the Research Essay" that is posted under "Writer Help and Resources" in Canvas.**

Writing Assignment Due:

>>>Submit your research essay outline.<<< See instructions in "Assigned Essays" in Canvas.

Weekly Learning Objectives:

1. Appreciate how to develop an effective research outline to facilitate the academic research and writing process.

***Lab Unit Due:**

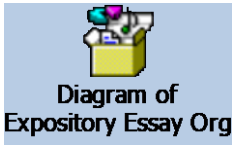
See "Labs" in Menu Tools for all instructions required to successfully complete the lab unit by the due date indicated.

- **<26 NOV – 2 DEC> ONLINE LEARNING MODULE 14: COMPOSING AND REVISING THE RESEARCH ESSAY**

Reading Assignment:

- **"Tips for Writing Effective Research Essays: that is posted under "Writer Help and Resources" in Canvas.**
  Read "Standard Essay Evaluation Rubric" under "Writer Help and Resources" in Canvas.

Review the following embedded file on essay organization:



Weekly Learning Objectives:

1. Engage in an online peer review on essay organization and thesis statement that focus on your research essay . See "Peer Review Forum for Research Essay" in Canvas.

- **<3 DEC – 9 DEC> ONLINE LEARNING MODULE 15: RESEARCH ESSAY ONLINE REVISION WORKSHOPS WITH INSTRUCTOR AND PEERS**

Reading Assignment:

- **Revising and proofreading your research essay (Essay #4).**

Writing Assignment:

1. Engage in online revising workshops focusing these key elements: essay organization, diction, and thesis statement focus.

Weekly Learning Objectives:
1. Incorporate required revisions to your essay that were identified during the prior class' peer reviews and writing conferences.
2. Address any issues or concerns with me during class.
3. Focus on the Standardized Essay Evaluation Criteria Rubric (posted in Canvas) that emphasizes the effective criteria of a thesis statement, topic sentence linkage in support paragraphs with thesis, and the conclusion paragraph(s).

Weekly Learning Objectives:

1. **Review the "Final Exam Preparation Guide" posted in "Special Announcements" in Canvas.**
2. **Submit research essay (see instructions in Canvas Module).**

Lab Unit Due:

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

- **<10 DEC > ONLINE LEARNING MODULE 16: *FINAL EXAM SCHEDULE: YOUR FINAL EXAM IS YOUR RESEARCH ESSAY. SUBMIT IT BY THE DATE SHOWN IN CANVAS. OPEN THE EMBEDDED MS WORD DOCUMENT BELOW THAT DISPLAYS TIMES AND DATES FOR THE COLLEGE FINAL EXAM PERIOD.**

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

Writing Assignment:

1. **Submit your research essay/Essay 3 by 11:45 PM, Tues., Dec. 11 .**

2. **Be certain to engage in at least one online peer review using Google Docs.**

NOTES: READ CAREFULLY

1. Reading and writing assignment dates may be changed to enhance the student's learning process and also accommodate class cancellations due to inclement weather. If any such changes are required, they will be posted in Canvas in "Announcements" for that weekly learning module.

2. Inclement weather information that requires class cancellations will be announced via Cougar Web and through the College's Cougar Alert System that you can subscribe to as an app in your smart device.

3. All embedded files in PDF, MS Word, and MS Power Point formats as well as web links were opening and working as of Aug. 18, 2018. ***In order to open the embedded files and web links in this schedule, you will need to click on "Download" in Canvas and DOWNLOAD THIS DOCUMENT and then click and open each embedded file as required. If embedded files or web links do not open when you do this, try using another web browser (Chrome and Firefox work best with Canvas). If such attempts prove to be unsuccessful, contact me via email and/also the College's Student Technical Services Help Desk.

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

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

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

6. Instructions for all lab assignments are incrementally posted in the weekly assignment modules in Canvas.

7. Periodically, check your grade progress in Canvas' grade book.