

8-27-2018

Composition I

Elizabeth Simmons
Collin College

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Recommended Citation

Simmons, Elizabeth, "Composition I" (2018). *Fall 2018*. 342.
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Collin College Course Syllabus

Fall 2018

Course Information

Course Number: ENGL 1301

Course Title: Composition I

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

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

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

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
 2. Develop ideas with appropriate support and attribution. (Communication Skills)
 3. Write in a style appropriate to audience and purpose. (Communication Skills)
 4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
 5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw. Dropping a class means that you remove yourself from the class up to the census date. Dropped courses do not appear on your official transcript. You may now drop online up to the census date. Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Withdrawals are not permitted online. Please read the Summer 2016 Registration Guide or contact the admissions office for information on how to withdraw. **The last date to withdraw is Friday, October 19.**

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.

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. (2015-16 Student Handbook, p. 69).

Repeating Courses: Beginning Fall 2016, Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the “Repeating Courses” section of the Registration Guide for more information.

Instructor Information

Instructor’s Name: Elizabeth Simmons, MA

Office Number: WEHS, Room 951

Office Hours: MTWThF (Power Hour) or by appointment

Phone Number: 972-429-3000 x6093 (email is preferred))

Email: esimmons@collin.edu through CANVAS only

Web: CougarWeb and Canvas

Contacting Me: Many of your questions can and should be answered in person. I have found that the majority of emails I receive from students are about things I have already covered in class. So let me be as clear as possible: I expect you to take good notes, check into Canvas at least once a day, read all of my announcements/emails, check your Collin College email, and maintain at least two contacts from your fellow classmates. Also, read the assignments in the textbook! If you cannot find the answer to your question after trying all of these means, then please feel free to contact me. Here are some email questions I will absolutely ignore (as the answers are here typically in the textbook/on Canvas/in my announcements/in your notes):

- What were we supposed to read?
- When was this assignment due?
- What is my current grade?
- How many absences do I have?

When you email me: Send emails with clear subjects and appropriate signatures for identification purposes; responses to emails should be expected within 24 hours during weekdays; emails will rarely receive responses on weekends. **I will only respond to emails sent through Canvas.**

Please compose emails as follows:

Subject [State the specific reason for this email, e.g. “Absent from Class”]

Greeting: Dear/Hello Professor Simmons:

Content: I wanted to ask/tell you.... [Be specific and brief]

Signature: Sincerely/Thank you/All the best/ Etc. **[Write your full name and class section]**

Class Information

Section Numbers: ENGL-1301.WE1; ENGL-1301.WE2; ENGL-1301.WE3

Meeting Location: Wylie East High School – Room 951

Meeting Days: M-F

Minimum Technology Requirement: Access to CANVAS via Collin College, access to your Collin email, access to a word application to complete and submit papers in a typed format on CANVAS, access to the internet to view videos and labs.

Document Uploads: All papers turned in on Canvas in this class *must* be in a Word document (.doc, .docx) or a PDF (Adobe Acrobat) file *only*. I cannot open any other files including those from Macs or Google Docs. **If you turn in a document I cannot open, it will not be graded.**

Minimum Student Skills: Ability to type, edit, and submit a word document and a document converted from Google Docs. Understanding of CANVAS in terms of locating assignments, posting assignments, posting to the discussion board, and accessing the grade book is vital to success. Additionally, students must be able to navigate and use the online textbook to complete quizzes and assignments.

Course Resources:

Writing Today 4th edition, Johnson-Sheehan, Richard, Charles Paine. *Writing Today*, 4th Edition. New York: Pearson, 2019. Print.

The fourth edition is very difficult to find, but the Spring Creek Campus Bookstore does carry this edition. You can use the third edition, but some of the page numbers I reference may be different, so please double check for accuracy. I will not cross reference for you. That is your responsibility.

Any additional readings will be provided in class.

Collin College's book seller is Barnes & Noble College. You may order your book online or at your nearest campus bookstore.

Supplies:

- Composition book or spiral for in-class writing exercises and journal entries, loose paper for in-class writing assignments.
- Regular and reliable computer access. **All essays must be submitted to Turnitin.com before class AND handed to me in print at the beginning of class on the due date.**

Email Expectations: All communication for this course will be conducted through **CANVAS**. **DO NOT email me at my Wylie ISD address.**

You *must* check your CougarMail daily – I recommend that you forward it to your preferred email address. You may view instructions at <https://www.youtube.com/watch?v=-MyDJTLEv1s>, or you can look for “85 Seconds CougarMail” on YouTube.

Please send emails with clear subject line, relevant to the content of the email, a greeting, separate paragraphs for disparate items of discussions, and appropriate signatures for identification purposes; responses to emails should be expected within 48 hours during weekdays; emails will rarely receive responses on weekends. I will only correspond with you through Canvas. Please DO NOT email me from any other account.

Netiquette: Standards of basic civility, courtesy and respect must be maintained at all time. Whether working online or face-to-face, interactions must remain professional. Name-calling, in all its forms, will not be tolerated. Any violation of the standard of appropriate online behavior will be reported to the Dean of Students for appropriate disciplinary action.

Course Content disclaimer: This is a college course and class should be considered a Public Forum. At times, we may discuss issues that you feel sensitive about, and you may be exposed to material you find shocking, offensive, objectionable, or ideas that challenge your personal beliefs. This is part of the college experience, and a part of growing up. It is important that you do not disclose any personal information that will leave you feeling uncomfortable, including in your papers. Keep in mind that your essays will be shared with your classmates. Also, because academic writing is concerned with critical thinking—often about controversial issues—you may encounter ideas and opinions that are very different from your own, either in our reading or from a classmate. You are expected to behave as mature adults, showing respect for others and consideration of all viewpoints. Do not write about something that will offend or anger you should your stance be questioned or argued against. If for some reason you feel you cannot complete an assignment based on personal beliefs, this is your right. However, the instructor does **NOT** have to provide any special alternative assignments as a replacement and your grade will be based upon what the instructor receives on the due date.

In summary, it should go without saying, but let me be clear: *All classroom discussions and the content of your papers should uphold the highest respect for individuals.* You can make a good argument without degrading or insulting. You **will** probably find yourself being offended by a reading, an opinion, and/or a point of discussion that comes up in class; offense is not an excuse to avoid rhetorical work—indeed, it is just the occasion for that work to come to bear. The college classroom is a reflection of the “real world”; our rhetorical work will engage that real world on any and all fronts including but not limited to politics, religion, social issues, and the like.

Attendance Policy:

Students who attend and participate regularly and actively have the best chance of doing well in this class. You are responsible for **all material** covered on any missed class days. I understand that Dual Credit students sometimes have campus obligations, and I am willing to work with you. You must notify me **ahead of time** about any scheduling conflicts. **Dealing with it the day of or after the fact is not an option.** Be prepared to provide written verification from a teacher or coach if necessary. In composition, attendance is essential in order to harness excellent writing skills that will be useful to you throughout the rest of your academic career. Students are expected to be present for each class session, however, occasionally sickness and special circumstances arise, and so if you must be absent, you are expected to be prepared for class in the same manner as those students who were present at the previous class session. Please contact a fellow student for assignments and class notes. Chronic absences will be dealt with on an individual basis. In accordance with college policy, some chronic absences will result in failure of the course.

Unplanned emergencies do occur. If an emergency does occur, it is the student’s responsibility to contact the instructor as soon as possible. If a student knows in advance that the student will be absent, the student should contact the instructor and discuss arrangements to avoid falling behind in class.

Late Work Policy: **I do not accept late work.** If you are absent on a due date, your work is still due; please

submit it through Canvas. If a hard copy is required, you may either send it with a friend or bring it yourself later ONLY IF YOU HAVE SUBMITTED IT THROUGH CANVAS NO LATER THAN THE START OF CLASS ON THE DUE DATE. Otherwise, it will be viewed as late work and not accepted. Please understand that missing class does not entitle you to extra time to turn in work. This is not a high school course, and your high school makeup work policy does not apply. Arrangements to submit written work late must be made in advance with the instructor. Not accepting late work has more to do with *my* time than *your* punishment; late work requires professors to work outside of time he/she had set aside to grade that particular assignment.

Grading Feedback

You will receive grades based on a very clear numeric breakdown. I find that most students are primarily concerned with points/grades, so I stopped giving lengthy written feedback a long time ago. I have set aside our conference times during the semester for you to ask any questions you may have about your essays. Come to conferences with your questions prepared and with a copy of your essay in hand—it is impossible to remember every students' essay two to three weeks after I have read them.

All or Nothing Grades

Almost all grades in this course are “all or nothing” meaning that you will receive a grade based on whether or not you met the requirements for that assignment. For example, if your assignment has a minimum page count but you turn in less than the page count required, you will receive a zero. In the “real world” you would not get away with *almost* paying your rent or *almost* taking your kids to school or *almost* making a sale. You either do it or you don't – same in this class. For this reason, major grades (such as Essays) are broken down into several pieces so that if you get a zero in one area you can pick up some points in another.

In the event of bad weather and/or school closings, refer to Canvas for assignments and announcements.

In accordance with Section 51.911 of the Texas Education Code, Collin will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. **Students are required to file a written request with each professor within the first few days of the semester to qualify for an excused absence.** Students who plan to observe religious holidays that require absences from class should consult the current Collin College Student Handbook section on Religious Holidays for the correct process to follow.

A Note for Dual Credit Parents

Dear Parent –

You and your student have chosen to enroll her/him into a college-level course designed for adult learners. As such, I will treat your student as I treat all of my students which is to say I will treat your student as *an independent adult learner*. I believe this is exactly why you and the student have chosen a dual credit course – in order to be exposed to the adult learner experience in a college classroom.

I want to make a couple of things very clear from the outset of the semester—much of this was covered by the high school when you signed up for dual credit, but it bears repeating:

1. Your student is the only person I will make contact with about grades, assignments, attendance, etc.
This is not only my choice as the instructor, but it is in line with Federal Law 99-380 (Family Educational

Rights and Privacy Act or FERPA). All correspondence about the course should come from the student; I want to make it very clear that my obligation is to communicate with the student.

2. Your student will likely be exposed to content meant for adult learners. Many times this content is chosen specifically for its controversial nature—meant to elicit strong feelings and arguments from the student. In other words, I believe that students write about what they care about and often what we all care about are things we have very strong feelings about whether that be in a political, religious, social, intellectual, or emotional context. I *welcome* discussions about appropriateness and, if need be, alternatives to texts chosen for the class. However, these discussions *must* come from the student. I want them to practice advocating for themselves. “My mom/dad *told me* I couldn’t read/write this” is not an “adult” statement and, as a teacher of adults, I do not find it to be a reasonable argument.
3. I am well aware of the extracurricular lives of high school students and I try to be as accommodating as possible. As with any of my students, however, I expect students to meet the requirements of the course which means meeting the attendance requirements. A “note from a parent” is not something we collect for college courses. That being said, the student should come and discuss with me *early in the semester* any travel associated with team sports or club events. Again, *the student* must discuss this with me prior to the absence(s).

I am so glad you and your student have chosen to enroll her/him into a Collin College course. It is my goal, to the best of my ability, to provide a genuine college experience for your student. I appreciate your assistance in allowing her/him to be treated as an adult learner.

Student Conduct: Respect the class. All students are expected to participate in class and in small group discussions, and all students are expected to behave in a mature and respectful manner. Disruptive behavior will not be tolerated. Any student who disrupts the class or who interferes with classroom instruction or discussion will be asked to leave the class and will not receive credit for attendance.

Be prepared. It is very important that you bring your books and supplies to class each time we meet. If you do not have your materials, you cannot participate fully in class; therefore, you will not receive class credit any time you fail to bring the necessary supplies.

Cell phones! Cell phones are to be silenced in the classroom. All phone conversations should occur outside the classroom. DO NOT read or send text messages. Students should give their full attention to learning for the time we are in the classroom. Using a cell phone for any reason during class is disrespectful to me and your classmates.

Put away all personal electronic devices. Do not wear earbuds or headphones during class unless you ask permission. When we are working in independent assignments, I may allow you to listen to your music, but you must use your earbuds/headphones, and the volume must be low enough that no one else can hear your music. If you use your devices without permission, you will be asked to leave the room and will be counted absent.

Plagiarism Policy:

My plagiarism policy is in sync with the policy laid out in the *Collin Student Handbook* (<https://www.collin.edu/studentresources/personal/studenthandbook.aspx>). The last line of the policy states that “The faculty member will determine the appropriate academic penalty” for cases of scholastic dishonesty including plagiarism and cheating. To this end, all major papers in this course must be turned in through

Canvas which is linked to Turnitin. If your paper comes up with an originality score over 15%, you can expect me to carefully review the paper and determine what has been plagiarized (if anything). If you turn in work that I suspect reflects academic dishonesty such as cheating or collusion, or plagiarism, your work will receive a zero without the opportunity to resubmit or makeup. Of course, you are always welcome to contest our findings with the Dean of Students (<https://www.collin.edu/studentresources/deanofstudents/>). The burden is on you to avoid plagiarized content. Ignorance is not an excuse. **If you have a question about citation or you just want to make sure you are on the right track, please discuss your concerns with me BEFORE the paper is due.**

Writing Center: All students are encouraged to visit the Writing Center on campus for assistance with writing assignments. In addition, the Writing Center will periodically offer Writing Workshops that will address various areas of the writing and research process. Remember that as part of the Lab portion of this class, you may choose to visit the Writing Center or participate in a Writing Center Workshop. You are encouraged to make use of the Writing Center which is located in Room A-104; the Writing Center phone number is 972-548-6857. The Writing Center is a valuable resource. They will review your essays FREE of charge. You may visit the Writing Center on Spring Creek campus or submit online. Turn-around time for essays is 72 hour.

Tutoring: Group or Online Tutoring is available for ENGL 1301. To participate in group tutoring, fill out a Tutor Request Form which is available in Room D-117 or online at <http://www.collin.edu/studentresources/tutoring/index.html>. Tutoring is free of charge to all Collin College students, and you may begin attending group tutoring at any point in the semester.

Access to online source Purdue OWL is beneficial.

Method of Evaluation:

To pass this course, students must meet ALL course requirements.

Your final semester grade will be determined by the following grading system:

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59%-0%

Grade Distribution:

Daily Activities and Homework – 5%

- Journal entries
- Professor Email
- Resume
- Genre Activity
- Ad Analysis
- Blog
- Using Figures and Tropes
- Summarizing
- Movie Review
- Poe Profile

Annotated Bibliography
Peer Editing
Analyze Poe
Partner Debate
Speed Dating Research Questions
Cubing Analysis

Essay #1: Literacy Narrative – 10%
Essay #2: Definition Essay (“Cool”) – 15%
Research Project– 20%
Oral Presentation of Research Project– 15%
Portfolio– 15%
Lab – 20%

Essay final drafts are scored holistically; the rubric will always include the following elements:

- Content (clearly stated main idea and thorough, logical support)
- Organization (clear introduction, orderly development, smooth transitions, sense of conclusion)
- Style (correct and varied sentence structure, exact and appropriate words)
- Audience (clear to and appropriate for intended audience)
- Mechanics (usage, punctuation, spelling)

MLA Format Expected for All Work

We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get yourself to the interwebs ([Purdue OWL MLA](#) is a great place), YouTube, and/or the Collin College Writing Center for help. “I did not know” will not fly in this class.

The basics: One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

All essay assignments must be submitted through turnitin.com (connected to your assignment on Canvas) as well as a printed copy at the beginning of class on the due date. An absence on the due date does not absolve you of responsibility for your work. It must be submitted **online ON TIME** and handed to me when you next come to class. The online-submitted and printed copies of your work should be identical.

All essays that you write for this class should be original. Do not use an essay that you have submitted for previous or concurrent classes. If you refer to work you have previously completed, you must include a citation (parenthetical, works cited and bibliography) to avoid self-plagiarism. You are required to bring a rough draft to class on peer review days. Failure to bring your rough drafts to class on the days specified will result in an absence for the day.

Lab Assignments:

The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of lab activities. This lab work is not the same as regular daily coursework that you must complete to stay on track in the class; it is instead designed to be additional writing-focused activities, which will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

For this class, you will be required to accumulate 100 lab points to complete the lab requirement, and you may choose from the below list. Based on needs, I may assign lab units. Assigned units are not optional and will count toward your lab credit.

You may choose any combination from the list below:

1. Grammar Exercises and Quizzes (No Red Ink) (2 point value)
2. Writing Center/Library Workshops at a Collin College campus (10 point value)
3. Writing Center Consultations (report is furnished to instructor) (10 point value)
4. Writer's Workshops (scheduled meeting with the professor for guidance on writing) (10 point value)
5. Collin College Campus activities (game nights, musical events, plays, art exhibits, athletic events (one), and many other available activities)

Fall 2018

This plan is subject to change. Any changes will always be in an effort to better serve students. To this end, changes will only include moving or eliminating readings/assignments as necessary. Rest assured, I will not add more for you to do—there is plenty here. **You will need your writer's journal every time the class meets.**

I will schedule a writing center representative to visit class early in the semester.

WT = Writing Today

WEEK	TOPIC	ASSIGNMENTS/CHAPTER READING
Week 1 8/27 – 8/31 Theme: The Place Where I am From	Course Introduction/syllabus/Canvas Dual Credit course policy What is Writing and Composition Genres and the Writing Process Defining Your Topic, Angle, and Purpose Collaborating and Peer Response	WT: Ch. 1, 2, 24 Due: Diagnostic writing – Email Group: Genre activity #3, p.7 Journal: Why do you write? Journal: Review, your choice (TV shows, restaurants, movie) Journal: Topics that interest you and concept map (WT p. 18, Try This #1, 2, 3, 4, 5)
Week 2 9/3 – 9/7 Theme: The Place Where I am From	Analyzing Readers and Contexts Reflecting Critically and Portfolios Critical Reading and Analytical Thinking Memoir Micro Genre – Narrative	NO SCHOOL MONDAY 9/3 WT: Ch. 3, 5, 4, 6 Assign: Resume Due: Resume Assign: Literacy Narrative Group: Ad analysis (WT p. 42 #2) Quick presentation of analysis Journal: Analyze a time you DID NOT communicate well. Journal: Why did you choose to take dual credit English?
Week 3 9/10 – 9/14 Theme: The Place Where I	Prewriting and Invention Organizing a Text MLA and APA Style review	WT: Ch. 16, 17, 28, 29 Revise Literacy Narrative (use Ch. 17 as guide) Due: Literacy Narrative Group: Create/Design "Blog" (choice: something that

am From		appeals to your age group/school/town/team...), present design to class. Journal: Analyze a time you DID communicate well. Journal: Expand two topics into concept map into “invention” using presentation software (WT p. 309 #1)
Week 4 9/17 – 9/21 Theme: The Place Where I am From	Writing Plain Sentences Revising and Editing	WT: Ch. 18, 20 Group: Write using figures and tropes – pp. 328-330, use five of the skills to expand cultural/social word. Find a pictorial representation of the word. Present to class. Group: Read “A Modest Proposal”; “Let Them Eat Dog” Due: draft of group critical article analysis Assign: Definition Essay “Cool” Journal: What “word” is common in your culture/social group? Explain the use of the word. Journal: In your writing, what are your strengths and weaknesses? On what do you base your response?
Week 5 9/24 – 9/28 Theme: At The Movies	Writing a Rave/Slam Review Analyzing Literature and the things you read Understanding and Using Rhetorical Patterns	WT: Ch. 8, 9, 22 Due: “Cool” Essays Assign: Group critical analysis of essays Journal: How do you, personally, respond to irony? Journal: one paragraph Rave Review/Slam Review of a movie you DISLIKE (WT p. 117 #3) Read: “The Story of an Hour” Journal: What is beneficial in being the devil’s advocate? Group: Summarize “The Story of an Hour” Group: Peer edit critical analysis essay
Week 6 10/1 – 10/5 Theme: At The Movies	Designing Effective Commentaries Principles of Design to Reinforce Written Text	WT: Ch. 11, 19 Due: Group Literary Analysis Assign: Movie Review (include visuals) Journal: What is beneficial in being “the devil’s advocate”? Journal: How can you benefit from seeing the good in something you despise? Group: Ad design discussion (WT p. 344 #1) Journal: Consider advertising strategies, how “ethical” is the approach?
Week 7 10/8 – 10/12 Theme: At The Movies	Getting Paragraphs to Flow Understanding Your Audience Via Profiles	NO SCHOOL MONDAY 10/8 WT: Ch. 21, 7 Due: Movie Review Assign: Poe Profile (implement use of section headers) Read: “Masque of the Red Death”; Cask of Amontillado”; “The Raven” Group: Analyze Poe short stories (historical content, allusion, metaphor, character development, etc.) Journal: Describe the impact of the scariest movie/show you have ever seen. Journal: Rave review your favorite Poe story that we read. Group: Peer editing – movie review
Week 8 10/15 – 10/19 Theme: At The Movies	Friday 10/19 – LAST DAY TO DROP CLASS Writing with Social Networking Writing a Rebuttal	WT: Ch. 30, 12 Due: Poe profile Assign: Debate (partner team debates) Journal: What is your opinion of the use of trainers, tutors and managers in ESports? Journal: Should youth be taught to win or to compete? What’s the difference?

<p>Week 9 10/22 – 10/26 Theme: Research to find information and truth</p>	<p>Doing Research Research Planning</p>	<p>WT: Ch. 15, 25 Journal: Is hierarchy wrong? Journal: What is equality? Assign: Expository Research Project Finalize research topic, “flesh out” and organize research questions, develop working thesis Group: Speed dating the research questions Journal: Finalize your research topic – write your research question.</p>
<p>Week 10 10/29 – 11/2 Theme: Research to find information and truth</p>	<p>Finding Sources Quoting, Summarizing, Paraphrasing</p>	<p>WT: Ch. 26, 27 Assign: Annotated bibliography Assign: Outline Read: “A Rose for Emily”, Socratic Seminar Group: Cube analyze “A Rose” (WT pp. 83-84, 304), analyze for historic content, Is Emily: mental, rude, ruthless, psychopathic, etc? Journal: What is truth? How is truth determined? Journal: What is the root of all evil? Collect appropriate sources Collect appropriate evidence</p>
<p>Week 11 11/5 – 11/9 Theme: Research to find information and truth</p>	<p>Arguing Strategies</p>	<p>WT: Ch. 23 Due: Annotated Bib Journal: Will we, or should we, attain equality? If yes, what does that look like? Journal: Does equal opportunity guarantee equal outcome? Due: Research rough draft Group: Peer editing and consultation</p>
<p>Week 12 11/12 – 11/16 Theme: Research to find information and truth</p>	<p>Dedicated Class Time to Work On Research Succeeding on Written Exams and Assessments</p>	<p>WT: Ch. 31 Journal: Explain/describe the path to success (use analogies).</p>
<p>Week 13 11/19 – 11/23</p>	<p>No class meeting. Please use the time to work on your research.</p>	<p>DUE: Final Research Paper Begin compilation of portfolio Design oral presentation of research project</p>
<p>Week 14 11/26 – 11/30 Theme: It’s all about you</p>	<p>Giving Public Presentations</p>	<p>WT: Ch. 32 Work on oral presentations of research project</p>
<p>Week 15 12/3 – 12/7 Theme: It’s all about you</p>	<p>Begin Presentations of Projects</p>	<p>Delivery of oral presentations Due: Portfolio</p>
<p>Week 16 12/10 – 12/14 Theme: It’s all about you</p>	<p>Continue and Conclude Presentations</p>	<p>Delivery of oral presentations</p>

Optional Journal Prompts: If you would like to add to the optional list, please talk to me for approval.

Do you think people learn social skills online that they can use elsewhere? Or, are social media actually harmful to people's abilities to interact in the real world?

Is it unethical to profit from someone's good will or to profit from someone's weaknesses?