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Compostition I

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Collin College

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COLLIN COLLEGE

COURSE SYLLABUS

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.

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.

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). There are certainly situations where papers may come back with a higher than usual score (i.e. papers that have been turned in for multiple drafts for the class), so we will determine grades case by case. That being said, papers which we determine to be plagiarized will receive a zero without the opportunity to resubmit. Of course, you are always welcome to contest our findings with the Dean of Students (<https://www.collin.edu/studentresources/deanofstudents/>).

Repeat Policy: 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 Spring 2017 Registration Guide for more information.

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 use *The Norton Field Guide* or 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. **Essays submitted without MLA format will be returned for a mandatory re-write and the grade for that essay will be penalized.**

Other issue that may cause you to do a mandatory re-write before the essay is accepted for grading include:

- An excessive amount of run-on sentences or fragmented/incomplete sentences.
- Excessive misspellings (especially with words like it's/its, they're/their/there, too/to, and others of a similar nature).
- Use of second person “you” – you are allowed to use first person and third person in this class, but second person “you” or “your” is NOT allowed in academic writing! (NOTE: Many English instructors are uncomfortable with the use of first person “I” or “We” also, but I’m fine with it IF you deem it appropriate for the voice and style of your essay.)
- An obvious lack of proofreading and editing effort that makes your work difficult to understand.
- Missing core requirements for the assignment (for example, submitting an essay with no sources when sources are required or not coming close to the required minimum page length on an assignment, etc.)

If you format your work correctly and take the time to revise, edit, and proofread drafts before they are submitted, you can avoid losing points unnecessarily. Any work that you are asked to re-write that is not submitted in the **three-day period** that follows the return or by an otherwise mutually agreed

upon time will not be accepted. This is a college-level writing class, and I will expect professionalism and effort to be reflected in all of your work. It is critical that you work with a rough draft and revise and edit it more than once before submitting a final draft.

Attendance Policy: Regular class attendance and participation in class discussions are important parts of the learning experience in this class. If you find that you are unable to attend class, send the instructor an email through Canvas informing her of the absence. **You are allowed to miss FOUR classes without any documentation as long as you send the email before class begins on the date of absence.**

A point penalty will be applied if you are absent for more than **FOUR** class sessions. Your fifth absence will cause a **10-point deduction**, and every absence after that will cause **an additional 10 points** to be deducted from your class participation grade. Absences can be excused with no point penalty only if documentation from an official source (such as a doctor) is provided. Notes from family members cannot make an absence excused. If you are involved in an extracurricular activity with the high school, it is your responsibility to discuss it with me prior to the event AND to have the activity sponsor send me an email confirming your participation. If I do not receive an email from the activity sponsor, the absence will be considered unexcused.

At the end of the semester, class days are scheduled for presentations. **The attendance penalties for missing presentation days will be 20 points per day.** Presentations cannot be rescheduled. **You must be prepared to present on the FIRST presentation day or you will be given a zero.** If you miss the presentation due to absences, you will be given a zero unless documentation for the absence is provided. If you have an excused absence (such as a medical problem, death of an immediate family member, etc.) **that is documented**, you must speak to the instructor to make arrangements for making up the presentation.

Late Papers: Students sometimes come to me with creative and interesting reasons to miss a due date for an essay. While these can be entertaining, they will not be considered relevant. Computer problems, technical difficulties, errors with saving, confusion about formatting, not understanding what the essay was supposed to be about, not being able to think of a topic, etc., are not reasons that will dismiss the late point penalty. If you're having trouble with an essay, please talk to me, read the assignment sheet and textbook chapter(s), and/or take the paper to the Writing Center (which is located on the CCC Frisco campus) for help **BEFORE** the paper is due. **Late Papers will receive 10 points off for each day** they are late, including weekend and non-school days, unless prior arrangements have been made. Extensions for the due date will only be given in special circumstances; and students may only request **ONE** extension during the semester. **Any essay not turned in within three calendar days of the due date will receive a zero.**

Please be advised that absolutely **NO research papers will be accepted after the due date listed in the schedule.** Any research papers submitted after that due date will receive a grade of **0/F**. No exceptions will be given to this deadline for any reason!

Exercises, journals, and other assignments submitted late will receive a point-penalty at the discretion of the instructor; if these assignments are submitted more than three days late OR if answers to the assignments have been posted or discussed in class, they will not be accepted or graded.

Extra Credit: At my discretion, I may offer extra credit opportunities throughout the semester. Many of these include attendance at campus events or short write-ups. You should not *expect* to be offered extra credit opportunities, though they are likely.

Instructor's Name: Prof Cheri Hampton
Office Hours: By Appointment
Email: CHampton@collin.edu *through 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 Norton Field Guide*. If you cannot find the answer to your question after trying all of these means, then please feel free to email me. Here are some email questions I will absolutely ignore (as the answers are here/in *The Norton Field Guide*/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. "Grade on Essay 2"]

Greeting: Dear/Hello Prof Hampton:

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 Number: 1301.WK6

Meeting Times: TR 7:15 a.m. – 8:30 a.m

Meeting Location: Wakeland High School – Room E108

Minimum Technology Requirement: Computer with internet access and ability to send emails and login to our class website (You *must* check your CougarMail – remember that you can forward it to your preferred email address. Here are instructions "how to do that":

<https://www.youtube.com/watch?v=-MyDJTLEv1s>).

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 Tech Skills: Students are expected to be familiar with typing papers on a keyboard, surfing the internet, and other basic computer literacies.

Course Resources

Textbooks:

Collin College's book seller is **Barnes & Noble College**. You may order your books online or at your nearest campus bookstore. Many books assigned in my courses are available at the Spring Creek Campus Library and I encourage students to share costs by sharing books.

The following textbooks are *required* for this course:

- *Norton Field Guide to Writing* (4th Ed.).
ISBN: 978-0393264388.

You are *not* required to purchase anything listed under the “Optional Study Tools & Resources” which may appear on the Barnes & Noble page under your required textbooks.

Any additional readings will be provided in Canvas.

Method of Evaluation

The course will have a total of 1000 points (100 points for dual credit reporting), and the points that you earn will determine your grade according to the scale written below. If you find that you are within a few points of reaching a higher letter grade, please talk to me *before* the last few days of class! It often happens that doing an extra credit assignment or re-writing an essay can have a huge impact on your final grade.

Assignment		Canvas Points	Dual Credit Points
Essays:			
Essay 1 – Compare and Contrast		100	10.0
Essay 2 – Rhetorical Analysis		100	10.0
Research Project:			
Essay 3 - Research Proposal/Bibliography		100	10.0
Essay 4 - Research Paper		150	15.0
Assignments:			
Reading Quizzes	6 @ 10 pts. ea	60	6.0
Discussion Board	5 @ 15 pts. ea	75	7.5
Journal Entries	5 @ 15 pts. ea	75	7.5
Citation Exercises		25	2.5
Participation		100	10.0
Lab Credits:			
Grammar and Punctuation Exercises		75	7.5
Writing Center Visit – Essay 1		10	1.0
Peer Review Essay 2		10	1.0
Writing Center Visit – Essay 3		10	1.0
Peer Review – Essay 4		10	1.0
Final Exam:			
Timed In-Class Essay (Final Exam – Part 1)		50	5.0
Research Presentation (Final Exam – Part 2)		50	5.0
	Total	1,000	100.0
Grade Scale as it appears in Canvas	Grade Scale for Dual Credit Reporting		
A= 900 to 1000*	A= 90 to 100*		
B= 800 to 890	B= 80 to 89		
C= 700 to 790	C= 70 to 79		
D= 600 to 690	D= 60 to 69		
F= 0 to 590	F= 0 to 59		
* This scale applies no matter what the “total number of points possible” shows on Canvas. The total number of points may be higher due to extra credit opportunities. So, if you see that 1300 points are available and you have 900, you still have an A. Please do not pay attention to the percentages shown in Canvas.			
NOTE: Please keep track of your point totals on the grade center in Canvas. You can click on the section “My Grades” to see what your grades are. If it looks like you are only a point or two away from a higher letter grade, please talk to me about extra credit work or opportunities to raise your grade BEFORE the last week of the semester. I do not like to see effort go unrewarded and will be happy to work with anyone who is truly driven to succeed in this class.			

Essays:

You will be required to complete **five essays** by the end of the course, including a timed essay and a research paper. All essays will be submitted electronically through the class eCampus website; some may also need to be submitted as print copies at the beginning of class on the due date listed in the Course Schedule.

Assignment sheets that set forth specific requirements for each essay are posted in the Essays section of the course website along with the links you will use to submit final drafts of the essays. **You must save each essay as a Microsoft Word file (.docx) before you submit it.** You should keep a copy of your finished essays even after you have submitted them in case of technical problems. The instructor reserves the right to run any and/or all submitted essays through the Turnitin plagiarism checking software.

Source Documentation: Essays 2, 3 and 4 will require you to use MLA style source documentation. Those essays must have quotation marks around source language, in-text citation parentheticals, and works cited pages. Learning how to correctly document and integrate sources in your writing is an important part of your writing journey in this class. **Your research paper will not be accepted for grading if it is missing in-text citations or the works cited page.**

Essay Revisions After Grading: If you score a low grade on an essay, you may revise and re-submit the work once for additional points. I will give extensive feedback on your graded essays; it's up to you to apply the suggestions you deem most beneficial and work to make the paper stronger. Submit a print copy of the revised essay and staple the original essay and graded rubric behind it. **Also include a note about what kinds of corrections you made.** If the original essay you are revising was only submitted in electronic form, you can email the revised essay to me along with a note explaining the areas you improved. You have **THREE DAYS from the day the paper is returned to you** to turn the essay in at the beginning of class or to email the revised draft as applicable. **The research paper is an exception to this policy;** it can only be submitted once and no revisions or corrections after it is graded will be allowed.

Assignments:

Reading Quizzes: In addition to writing essays, you are required to do the **assigned reading** that is listed in your schedule. This will include chapter readings that explain various genres and writing strategies, student and professional essays, and/or short stories. Throughout the semester, you will be asked to complete **quizzes** in class over the assigned readings. The quizzes should show that you are reading the assignments and thinking critically about the information contained in the essays and stories. Quizzes will be administered at the beginning of class and cannot be made up if you are tardy or absent. Some of the quizzes may also contain questions based on other assignments listed in the schedule.

Discussion Boards: You will compose a number of low-stakes writing assignments to engage in open dialogues with your classmates on topics related to and expanding upon course concepts and readings. Discussion questions (DQs) require three posts total: one original response to the post and two responses to classmates. DQs are due every other week. Original responses are due Wednesdays and response posts are due Fridays by 11:59 pm. DQs must be submitted to the correct link on time to receive credit. **Do NOT submit as file attachments;** they must be typed into the textbox of the Discussion Board page. DQs will ask you to respond to a question or expand on a writing prompt. They are informal assignments, but using correct grammar, spelling, and punctuation is required. Minimum word count for original responses is 150 words, 100 words for each response

post (a total of no less than 350 words across all three posts). Responses should have an appropriate title (Discussion 1 is not a title).

Journals: In addition to writing essays, you are required to do the **assigned reading** that is listed in your schedule. This will include chapter readings that explain various genres and writing strategies, student and professional essays, and/or short stories. Throughout the semester, you will be asked to write **journal entries** in the designated section of our course website on Canvas due on Friday at 11:59 p.m. Journals are due every other week. Some of the journal prompts will related to one or more of the assigned readings. The journals should show that you are reading the assignments and thinking critically about the information contained in the essays and stories. Usually 2-3 FULL paragraphs will be sufficient to get your points across in the journal entries; you will not earn credit for journals that are only a few sentences long. Some of the journals are based on other prompts, such as argumentative questions that give you an opportunity to consider controversial issues and offer your opinions and arguments about them. Journals will ask you to respond to a question or expand on a writing prompt. They are informal assignments, but using correct grammar, spelling, and punctuation is required. Minimum word count for Journals is 300 words, 100 words fo. Responses should have an appropriate title (Journal 1 is not a title).

Citation Exercises: After reviewing the MLA rules for in-text citations and correct documentation of works cited, you will complete exercises to practice these skills and submit the completed worksheets through Canvas.

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 assignments from the list below. This lab work is not the same as regular coursework that you must complete to stay on track in the class; these are, instead, designed to be additional writing-focused activities which will help improve your writing throughout the term. You will need to provide evidence of completing these lab requirements in order to receive credit for completing them.

Grammar and Punctuation Exercises: While you are expected to have a basic knowledge of **grammar and punctuation skills** coming in to this class, you will spend time working on specific grammar/punctuation topics. For each exercise, you will be responsible for reading the corresponding section in the *Norton Field Guide*. Then you will complete an exercise that will be done in quiz format and submit.

Writing Center Visit: Prior to submitting your final draft of Essay 1, you must visit the Writing Center at the CCC Frisco campus to review the essay. NO EXTRA CREDIT will be offered for Essay 1 because of this requirement.

Peer Review: Essay 2 will be **peer-reviewed** by two classmates outside of class. You will be given specific, step-by-step instructions to guide you through the process and a form to complete for each essay you review. Documentation of each peer review must be provided to the instructor, as well as the author of the essay, to receive credit for this assignment.

Writing Center Visit: Prior to submitting your final draft of Essay 3, you must visit the Writing Center at the CCC Frisco campus to review the essay. NO EXTRA CREDIT will be offered for Essay 3 because of this requirement.

Peer Review: Essay 4 will be **peer-reviewed** by two classmates outside of class. You will be given specific, step-by-step instructions to guide you through the process and a form to complete for each essay you review (the form used will be different than the form for Essay 2). Documentation of each peer review must be provided to the instructor, as well as the author of the essay, to receive credit for this assignment.

Final Exam: The last component of the course is the final exam, which will consist of two parts; one part will be short, timed essay responses to questions based on a film watched in class, and the second part will be a short presentation on your research paper topic.

Class Participation: Students should come to class having done the reading assigned for the day and be prepared to discuss their thoughts and ideas. It is difficult to improve your ability to express yourself through written argument and persuasion if you do not practice your speaking skills and participate in intellectual debates and conversations. Active classroom participation is worth a total of 100 points.

Students who attend class but do not participate (meaning they do not speak or contribute to discussions, have not read assignments, are consistently unprepared, and/or they spend time in class sleeping, going to non-related websites on the computer or phone, or texting) can also be counted as absent (and will be notified of such) and subject to the attendance policy in addition to losing participation points.

Grading/Return Policy

My policy is generally to return major grades no later than two weeks after the assignment has been submitted. On rare occasions, there may be an exception to this return policy, but I will alert you immediately if such an occasion occurs. If you have not received an assignment by the two-week deadline, please contact me. I want you to know how you are doing in the class at all times.

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 am happy to meet with you during the semester for you to ask any questions you may have about your essays. Schedule conferences as soon as possible after an essay has been returned as it is impossible to remember every students' essay two to three weeks after I have read them.

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 a childish 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.

Lesson Plan

Your tentative lesson plan for the semester is on the following page. This Lesson Plan can and probably will change. I will provide you notice before any adjustments to the schedule through Canvas.

Class Date	Topic	In-Class Activities	Reading / Homework / Essays
August			
8/28/2018	Orientation	Meet & Greet	
8/30/2018	Orientation	Course Policies MLA Formatting	
September			
9/4/2018	Intro to Comparison	Reading Quiz 1	Reading Due: Lamott, "Shitty First Drafts" (online) Qindlen, "Write for Your Life" (<i>NFG</i> pg 265) <i>NFG</i> "Rhetorical Situations" (pp 53-70) DQ 1 Initial Post (Due 9/5)
9/6/2018	Comparing & Contrasting	Reading Quiz 2	Reading Due: Barry, "Guys vs. Men" (<i>NFG</i> pg 940) Chabon, "Kids' Stuff" (<i>NFG</i> pg 912) Wolk, "Superhero Smackdown" (online) <i>NFG</i> "Comparing & Contrasting" (pp 380-387) DQ 1 Responses (Due 9/7) Grammar Quiz 1-5 (Due 9/9)
9/11/2018	Comparing & Contrasting	MLA: In-Text Citations MLA: Works Cited	Reading Due: <i>NFG</i> "MLA Style" (pp 500-547)
9/13/2018	Comparing & Contrasting	Citation Exercises	Journal 1 (Due 9/14) Grammar Quiz 6-10 (Due 9/16)
9/16/2018			Essay 1 Due (in Canvas by 11:59 p.m.)
9/18/2018	Intro to Rhetorical Analysis	What is Rhetoric? Aristotelian Rhetoric	DQ 2 Initial Post (Due 9/19)
9/20/2018	Rhetorical Situation	Reading Quiz 3	Reading Due: Grant-Davie, "Rhetorical Situations and Their Constituents" (online) DQ 2 Responses (Due 9/21) Grammar Quiz 11-15 (Due 9/23) Citation Exercises Due 9/23
9/25/2018	Rhetorical Analysis	Rhetorical Analysis Practice	
9/27/2018	Rhetorical Analysis	Reading Quiz 4	Reading Due: Frere-Jones, "Weirdly Popular" (<i>NFG</i> pg 687) Safire, "A Spirit Reborn" (<i>NFG</i> pg 693) <i>NFG</i> "Beginning and Ending" (pp 331-343) <i>NFG</i> "Guiding Your Reader" (pp 344-349) Journal 2 (Due 9/28) Grammar Quiz 16-20 (Due 9/23)
October			
10/2/2018	Rhetorical Analysis	Reading Quiz 5 Using Library Data bases	Reading Due: <i>NFG</i> "Finding Sources" (pp 445-468) <i>NFG</i> "Evaluating Sources" (pp 469-472) DQ 3 Initial Post (Due 10/3)
10/4/2018	Intro to Research		Peer Review 1 Due DQ 3 Responses (Due 10/5) Grammar Quiz 21-25 (Due 10/7)
10/7/2018			Essay 2 Due (in Canvas by 11:59 p.m.)
10/9/2018	Rhetoric as Argument		Reading Due: <i>NFG</i> , "Annotated Bibliographies" (pp 188-196)
10/11/2018	Annotated Bibliography	Reading Quiz 6	Reading Due:

			Boyd, "Wikipedia as a Site of Knowledge Production" (<i>NFG</i> pg 765 – full chapter online) Carr, "Is Google Making Us Stupid?" (<i>NFG</i> pg 735) Cohen, "We are All Quants Now" (<i>NFG</i> pg 953) Kuperberg, "Deactivated" (online) Tugend, "Multitasking Can Make You Lose...Um...Focus" (<i>NFG</i> pg 725) Journal 3 (Due 10/12)
10/16/2018	Annotated Bibliography	Selecting Research Project Topics	DQ 4 Initial Post (Due 10/17)
10/18/2018	Annotated Bibliography	Research Workshop	DQ 4 Responses (Due 10/19) Last Day to Withdraw – October 19, 2018
10/23/2018	Annotated Bibliography	Writing Workshop	
10/25/2018	Annotated Bibliography	Writing Workshop	Journal 4 (Due 10/18)
10/28/2018			Essay 3 Due (in Canvas by 11:59 p.m.)
10/30/2018	Intro to Research Paper	Bibliography to Essay "How To"	Reading Due: <i>NFG</i> , "Arguing a Position" (pp 169-182) <i>NFG</i> , "Arguing" (pp 355-373) DQ 5 Initial Post (Due 10/31)
November			
11/1/2018	Research Paper	Outline Workshop	DQ 5 Responses (Due 11/2)
11/6/2018	Research Paper	Writing Workshop	
11/8/2018	Research Paper	Writing Workshop	Journal 5 (Due 11/9)
11/13/2018	Research Paper	Citation Workshop	DQ 6 Initial Post (Due 11/14)
11/15/2018	Presentations	Presentation "How To"	Reading Due: <i>NFG</i> , "Giving Presentations" (pp 628-636) Peer Review 2 Due DQ 6 Responses (Due 11/16)
11/18/2018			Essay 4 Due (in Canvas by 11:59 p.m.)
11/20/2018	Reflection	No Class Meeting Online Assignment	Complete online reflection assignment Continue working on presentations
11/23/2018	Thanksgiving Day	NO CLASS	
11/27/2018	Rhetoric in a Digital Age	Movie (Part 1)	Continue working on presentations
11/29/2018	Rhetoric in a Digital Age	Movie (Part 2)	Journal 6 (Due 11/30)
December			
12/4/2018	Final Exam – Part 1	Timed In-Class Essay	
12/6/2018	Final Exam – Part 2	Research Project Presentations	Research Project Presentation Due
12/11/2018	Final Exam – Part 2 (cont)	Research Project Presentations	