

Fundamentals of College Writing Metropolitan Community College Course Syllabus

SECTION I: CLASS & INSTRUCTOR INFORMATION

Title:	Fundamentals of College Writing
Prefix/Section:	ENGL 0960 SA
Credit Hours:	6.0
Class Begins/Ends:	Wednesday, September 5 th - Monday, November 19 th , 2012
Meeting Days/Time:	Monday/Wednesday 8:00 – 10:55 am
Withdrawal Date:	Monday, November 5 th , 2012
Class Location:	Sarpy Center, Room 214

CONTACT INFORMATION

Instructor Name:	Erin Herrmann
Instructor E-mail:	emherrmann1@mccneb.edu
Instructor Voicemail:	(402) 457 – 7275, ext. 8879
Office Hours:	By appointment
Academic Area:	Communications and Humanities

SECTION II: COURSE INFORMATION

Course Prerequisites: Assessment Testing Placement or successful completion of ENGL 0950

Course Description: This course develops students' abilities to write clearly and effectively for different audiences and purposes. Instruction emphasizes the fundamentals of effective expository writing processes including invention, organization, and revision with an emphasis on editing, coherence, and sentence structure. Assignments introduce students to various types of college writing including both polished short essays and in-class writing. Students also learn to read critically as a means to analyze and evaluate their strengths and weaknesses and to apply appropriate revision strategies to their writing.

Course Objectives: Upon successful completion of this course, students should be able to (1) understand and use writing as a process, (2) independently use writing and reading as tools for learning, (3) write clearly and effectively for different audiences and purposes, (4) analyze and evaluate the effectiveness of their own writing and that of others, and (5) grow as writers.

Required & Supplemental Materials:

- (1) Textbook: McWhorter, Kathleen T. *Successful College Writing*. 5th ed. Boston: Bedford/St. Martin's, 2012.
- (2) Notebook, writing utensil, and highlighter for every class period
- (3) USB/Flash Drive for your writing assignments
- (4) Access to internet and word processor/printer (free to use at MCC learning centers)
- (5) An open mind

*****Students are expected to have all supplies by the second day of class.**

*****Bring supplies (textbook, notebook, writing utensil, highlighter, flash drive) with you to every class.**

Course Philosophy: Like any learning experience, students will get out of this course whatever they put into it. Reading, writing, and learning are challenging (and often *frustrating*) processes, but if a student is enthusiastic about making himself or herself a better thinker, reader, and writer and commits to the coursework, the goals stated in the course objectives are attainable. As the instructor, I will do everything I can to facilitate the thinking, reading, writing, and learning process; however, I am not here to do the work for students. Students are expected to do their own work to the best of their abilities. Students' final grades in this course are based on their level of ability in regards to the course objectives and the quality of work displayed throughout the quarter.

Course Structure: This section of Fundamentals of College Writing is taught through discussions, lectures, conferences, lots of writing, and small group writing workshops. Unlike an area of study where you memorize facts and procedures and then have one shot to prove your knowledge on a test, writing is a skill that continually improves through practice, attention, and patience. Thus, this course is designed to provide you with practice writing in various narrative and expository styles and for different audiences and purposes. This course is also intended to help you incorporate critical thinking into your reading and writing practices and also to improve your ability to put complex thoughts on paper. To this end, you will do lots of prewriting, shaping, drafting, revising, and editing in this course as a means to practice better writing and better self-evaluation.

To achieve the objectives of this course, students must be actively involved in and take responsibility for your own learning. This means you must:

1. Attend all classes and conferences
2. Read assigned materials
3. Ask questions about concepts, readings, and/or assignments
4. Participate in class discussions
5. Participate in individual and collaborative projects
6. Complete assigned writing projects and revise them as needed
7. Discover and complete activities and/or assignments that may have been missed during an absence

The extent to which you participate in these activities as well as the skill level you demonstrate in their completion will influence the final grade you earn in the course.

Methods of Assessing Student Progress: The instructor will evaluate all of the students' written work—including in-class writing, pre-writing, drafts, revisions, and final copies—according to the following criteria:

- Appropriate choice of topics
- Adequate invention and prewriting work to generate ideas for writing
- Ample time and effort spent drafting and revising the development, organization, content and structure of writing assignments
- Adequate consideration of audience, purpose, and writing choices
- Improved editing skills
- Quality final essay drafts

Homework, in-class exercises, and class preparedness will also be considered when evaluating progress.

SECTION III: ASSESSMENT OF STUDENT WORK

Criteria for Determining Final Course Grade: Your final grade in the course will be based on your attendance, participation, and completion of required assignments. Each of your essay assignments will receive a grade and comments from me on its final draft. This will allow you to keep track of your progress throughout the quarter. Although no letter grades (A, B, C, D, F) are given in developmental classes, students will be aware of their letter-grade standing.

Pass (P): A passing grade of 70% or above on all major assignments and the final in-class essay as well as satisfactory completion of all other course requirements (including homework, journal entries, in-class writings, participation, and attendance) is required to receive a passing grade of a (P). A (P) indicates that the student has satisfactorily met all objectives and completed the assigned work.

Re-enroll (R): A grade of re-enroll (R) indicates that the student has attempted to meet course objectives and complete the assigned work but has been unable to do so and is not yet prepared to move on. To earn an (R), the student must have completed all major assignments on time, completed all required revisions on time, completed at least 80% of the homework, and the met the attendance requirements of the course.

Fail (F/FX): A failing grade (F) indicates that a student has not met some or all objectives and/or has not completed all assigned work on time. If a student fails because of poor attendance (see policy), the grade of an (FX) will be given, which is the same as an (F) but indicates that absences played a role in the evaluation.

Major Assignments: Please refer to the assignment guidelines for detailed information and instructions for each major assignment. These guidelines will be distributed as we begin each unit and will be expanded and clarified in course readings and during class discussions. Absences are *not* an excuse for failing to meet all guidelines. In order to pass the class, students must submit satisfactory work (70% or above) for all major writing assignments (including the final in-class essay). For the first three major assignments (Descriptive Paragraph, Summary & Response Essay, Comparison & Contrast Essay), students will receive feedback on early drafts before submitting final drafts. Students will then have the opportunity to revise the essays in order to meet satisfactory standards if needed. Revisions may be submitted at any point after the final draft has been graded, but must be turned in by the last day of class. Students will have time to compose and revise the Final In-Class Essay major assignment during class but will not receive feedback as this is an essay exam. **Please note that any major assignments submitted late forfeit the opportunity for revision.** Points are deducted for late major assignments and if a late final draft of a major assignment is not passing, the student may no longer pass the course.

Other Coursework: Beyond Major Assignments, students in Fundamentals of College Writing will complete shorter summary and response essays, peer review workshops, homework assignments, Grammar Exams #1 and #2, and in-class work. Homework assignments include both writing and reading assignments given throughout the quarter and any quizzes that cover homework concepts. These assignments are designed to give students practice in the writing process and to prepare them for their major assignments. All homework assignments must be typed. Students must maintain an average of 70% or higher for these assignments collectively in order to maintain passing status for the course.

Participation: Writing does not thrive in a lecture environment. Rather, the course is designed to encourage student engagement and participation, small group work, and dialogue. Much like students receive credit for attending class, they also earn a grade for participating once they get here. This means students should speak often during every class in order to earn all of their points. Participation points are earned based upon active engagement in class discussions and group work and upon demonstrating a positive attitude about the learning and activities in our course. Students may earn up to 5 points per day for participation.

Grading Scale:

A (90-100%): The A student demonstrates superior writing ability. This means they have chosen wise topics and provide unique and compelling insight into each. They have written about these topics with both clarity and passion. They understand the power and intricacies of word choice, and they compose with *perfect* grammar.

B (80-89%): The B student demonstrates the potential to be an A student. Often they are somewhat less strong on two of the elements above, but they must show strong effort in class and in their work. They consistently bring strong ideas to the table and are falling short only in a few areas of execution.

C (70-79%): The C student is usually one who fails to demonstrate comprehension of one of the major elements of the class. Often, the C student has attendance issues or participation issues, and fails to fully engage in class work and homework.

D (60-69%): The D student shows poor work in class and poor writing, which fails in several major areas. Often these students have major attendance issues, and when they do attend, they fail to participate or come prepared. Homework does not meet basic college standards.

F (59% and below): The F student has failed to turn in major assignments, to do most/any homework, and/or to come to class. They demonstrate a significant lack of effort.

Note on Feedback: Students can expect the instructor to return assignments with written feedback in a timely manner, typically within one to two weeks after the assignment was turned in. If at any point during

the course you would like to discuss your performance or to receive additional feedback, please contact the instructor privately.

Use of Student Work: By enrolling in classes offered by Metropolitan Community College, the student gives the College license to mark on, modify, and retain the work as may be required by the process of instruction, as described in the course syllabus. The institution shall not have the right to use the work in any other manner without the written consent of the student(s).

Assessment of Student Learning Program: Metropolitan Community College is committed to continuous improvement of teaching and learning. You may be asked to help us accomplish this objective. For example, you may be asked to respond to surveys or questionnaires. In other cases, tests or assignments you are required to do for this course may be shared with faculty and used for assessment purposes.

SECTION IV: CLASSROOM GUIDELINES & EXPECTATIONS

Attendance Policy: Attendance in this class is *vital* to your final course outcome. Following a professional model, no distinction is made between excused and unexcused absences—if you are absent, I *assume* it is for a good reason, but you are nevertheless responsible for turning in work due that day on time and coming prepared for the following class.

Missing the first class meeting = WX (automatic disenrollment)

One or two total absences (not counting the first day of class) = no penalty

Three total absences = final grade drops by a letter

Four total absences or three absences in a row = FX (absence-related failure)

Arriving late OR leaving early (more than 15 minutes either way) = ½ absence

WX: After the first class meeting and through the Census Date, the instructor will disenroll (WX) students who have never attended. The Census Date is listed under the Important Dates for the course in the official Class Schedule at <http://www.mccneb.edu/schedule/>. For this course, students will be disenrolled if they do not attend the first class meeting and do contact the instructor prior to the first meeting.

FX: A student who fails to meet class attendance expectations will receive a final grade of FX, indicating an absence-related failure. A student earning an FX grade prior to the end of the quarter may avoid receiving the failing grade by withdrawing from the course before the Last Date to Withdraw from Class.

Late Work Policy:

Major Assignments will be accepted late for a maximum of three calendar days (including the day it is due) with the following deductions:

Submitted on the due date after initial collection: -10%

Submitted the day after the due date: -15%

Submitted two days after the due date: -20%

Submitted any time three days (or later) after the due date: NOT ACCEPTED

As stated previously, **any major assignments submitted late forfeit the opportunity for revision.** Major Assignments that have not been turned in within the three days provided will not be accepted. This would result in a failing grade for the course as per the “Criteria for Determining the Final Course Grade” section of this syllabus. **Any late major assignments will be counted as turned in from the time they are received via e-mail at emberrmann1@mccneb.edu. Students are required to bring a printed copy of the assignment to the following class period in order to receive feedback.**

Homework will NOT be accepted late in this course. All assignments must be turned in on time since our learning builds upon completed work. An assignment is late as soon as I have finished collecting them in class, so please be on time all the time. If you are not in class or are late to class, I will NOT accept your homework late. With good reason, assignments may be e-mailed to me *before* the start of class on the due date and still receive credit. The assignment will be considered turned in on time if the e-mail’s time stamp is *before* the start of class on the due date. A student who electronically submits the assignment must bring a printed paper copy

of the assignment to the next class meeting in order to receive feedback. A student who is in class is expected to bring a paper copy of their work. Electronically submitted homework will not be accepted as a substitute. If you are falling behind with an assignment, talk with me immediately. Extensions on assignments are granted only in extreme situations or emergencies, and communication is essential in order to work out an extension.

Academic Honesty Statement: Students are reminded that materials they use for class work may be subject to copyright protection. Additional information about copyright is provided on the library website at <http://www.mccneb.edu/library> or by your instructor. In response to incidents of student dishonesty (cheating, plagiarism, etc.), an Academic Misconduct Report will be filed with the Dean's office, which will result in failure of the test/assignment and may also result in failure of the course, suspension from the College, or dismissal from the College. No previously submitted papers or drafts written by the student or by another person are acceptable in this course. Disciplinary procedures are available in the Student Services Office or at http://www.mccneb.edu/procedures/V-4_Student_Conduct_and_Discipline.pdf.

Specifically, NONE of the papers in this course require or allow students to do outside research (beyond your personal observation skills). To help avoid plagiarism issues, **students MAY NOT look anything up on the Internet for any of the essays.** Failure to follow these guidelines, even if the research is correctly cited, will result in a zero for the assignment, and any plagiarism will be dealt with according to the policies above.

Student Withdrawal: If you cannot participate in and complete this course, you should officially withdraw through WebAdvisor at <http://webadvisor.mccneb.edu> or by calling Central Registration at 402-457-5231 or 1-800-228-9553. Failure to officially withdraw by the deadline will result in either an attendance-related failure (FX) or failing (F) grade. The last date to withdraw is noted in the Class Information section of this syllabus.

Communication Expectations: When you communicate with others in this course, you must follow the Student Code of Conduct: <http://www.mccned.edu/catalog/studentinformation.asp>, which calls for responsible and cooperative behavior. Please think critically, ask questions, and challenge ideas, but also show respect for the opinions of others, respond to them politely, and maintain the confidentiality of thoughts expressed in the class. You may also wish to review information at <http://www.albion.com/netiquette/>.

Recording in the Classroom: Students may not video or audio record class sessions without the instructor's knowledge and permission. If recording of class sessions is authorized as a reasonable accommodation under Americans with Disabilities Act (ADA), the instructor must have the appropriate documentation from College Disability Support Services. Permitted recordings are to be used only for the individual student's educational review of the class session and may not be reproduced, posted, sold or distributed to others. Students who violate this policy are subject to disciplinary procedures as outlined in the Student Conduct Code.

Use of Campus Computers: The computers in the classroom (if available) or in any computer lab we visit are for academic purposes and are to be used only when directed to do so during class. You may not print your homework in our classroom. If you need to print on campus, arrive early and use the Academic Resource Center. Additionally, any student using the computer for reasons other than those assigned will be asked to leave and counted as absent for the day. This means you may not check your e-mail or any personal networking site (facebook, Twitter, etc.); you may not play games during class; you may not work on homework for another class. Do not log-in if you have not been asked to do so. We are fortunate to have access to computers on our campus; please do not abuse the privilege.

Note on Software/File Requirements: Metropolitan Community College uses Microsoft products as part of its standard software and encourages students to do the same. You may save word-processed documents for file attachments in Microsoft Word .doc or .docx format. If your software does not allow either of these, then save files in Rich Text Format (.rtf). This is especially important for students using Mac computers.

Cell Phones: Because cell phones are becoming more and more distracting in the classroom, please have cell phones turned off completely or on silent while you are in class. Leave cell phones in your bag during class and check them at break time only. Any student texting during class will be asked to leave; this will be counted as an absence for the ENTIRE day, even if it happens at the end of class. If you need to make a call before or after class or at break time, do so in the hallway or outside since other students and the instructor are likely to be present and do not need to hear your conversation. If, for a very important reason discussed previously with the instructor, you need to have your cell phone on in class, have it on vibrate; if it is an emergency and the phone needs to be answered immediately, leave the room as quietly as possible.

Ipods, laptops, PDAs, and other electronic devices: The classroom is a place for learning. There are times when we, as a class, will be using computers or other technology to aid us in that learning. All other electronics are a distraction; turn them off and put them away BEFORE entering the classroom. These devices are a distraction not only to you, but to your fellow classmates and your instructor. If you violate these policies you will be asked to leave and will be marked absent for the day. If you feel that you need to use a laptop for in-class note-taking or any other reason, you MUST clear it with the instructor first.

SECTION V: LEARNING & TECHNOLOGY SUPPORT

Resource Centers: MCC's Academic Resource Centers, Math Centers, and Writing Centers offer friendly, supportive learning environments that can help students achieve educational success. Staff members in these centers provide free drop-in assistance with basic computing, reading, math, and writing skills. Self-paced, computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available. Detailed information about the Writing, Math, and Academic Resource Centers is in the Student Handbook, College Catalog, and online at <http://www.mccneb.edu/arc/>.

As this is a writing course, you may find the assistance offered in the Writing Center to be particularly useful. For more information, including locations and hours, please visit the Writing Center website at <http://resource.mccneb.edu/writingcenter/>. The Writing Center utilizes an online scheduler for students to make appointments for consultations. Please visit <http://mccneb.mywconline.com> to create an account and schedule appointments to work with a writing center consultant.

Accommodations for Students with Disabilities: If you have a disability that may substantially limit your ability to participate in this class, please contact a Disability Support Services Counselor located in the Student Services Office on each campus. Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. However, it is the student's responsibility to request accommodations. For further information, please visit <http://www.mccneb.edu/dss/> and/or contact Student Services.

The Password Center: <http://www.mccneb.edu/password> is a website that allows you to change (reset) your password even if you do not recall your username and password as long as the personal information you provide matches the information on file with the College. Verification information includes student ID number (or the last 5 digits of your Social Security number), last name, birth date, street address, and ZIP Code. For further assistance with student email, passwords, and most other MCC technology, contact the Help Desk at 457-2900 or mcchelpdesk@mccneb.edu.

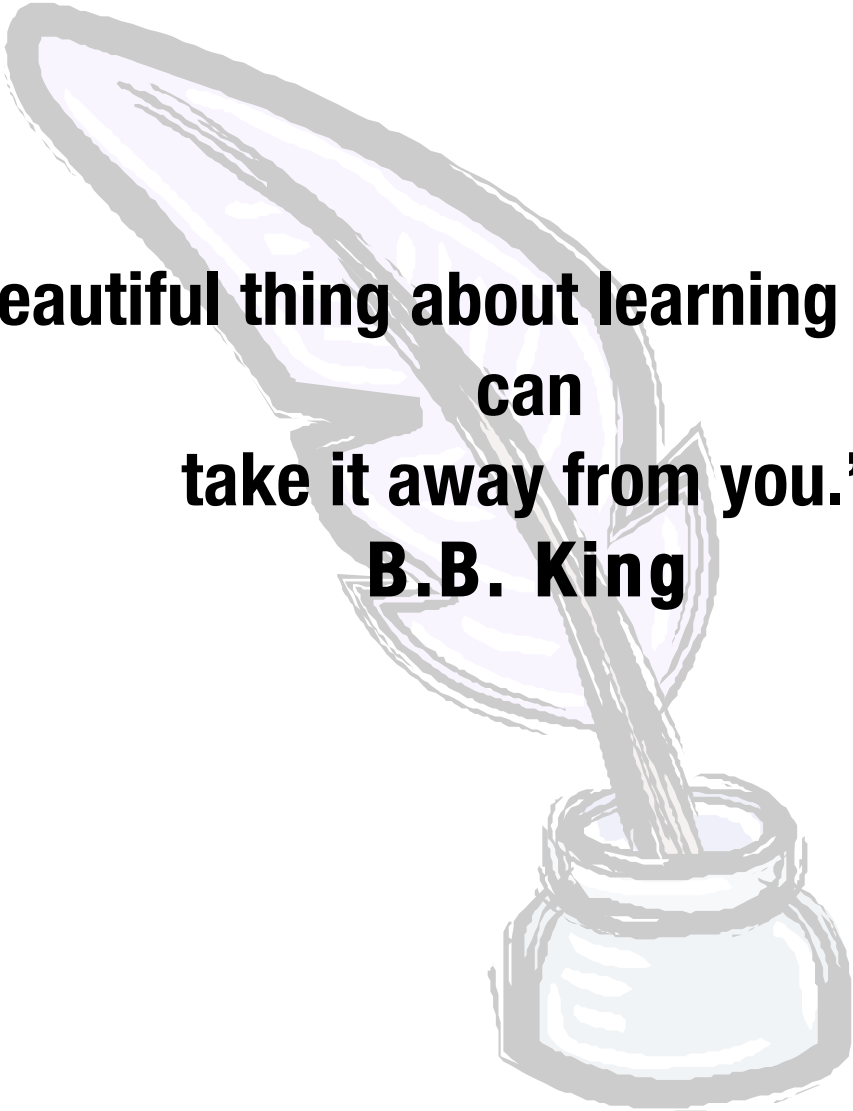
Technology Resources: By using the information technology systems at MCC (including the computer systems and phones), you acknowledge and consent to the conditions of use as set forth in the Metropolitan Community College Procedures Memorandum on Acceptable Use of Information Technology and Resources. It is your responsibility as a student to be familiar with these procedures. The full text of the Procedures Memorandum may be found at the here: http://www.mccneb.edu/procedures/X-15_Technology_Resources_Use.pdf.

SECTION VI: SCHEDULE OF ASSIGNMENTS

This schedule is subject to change. The syllabus sets forth a tentative schedule of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to modify this schedule to enhance learning for students. You are expected to be in class and be responsible for noting any changes we make to due dates, assignment guidelines, and assignments.

Important Dates: Monday, November 5th, 2012, is the last day to withdraw from the course. Please see <http://www.mccneb.edu/sos/enrollman.asp> for further information about important dates, such as graduation information. To view the Academic Calendar, visit <http://www.mccneb.edu/academics/calendar.asp>.

NOTE: Your attendance after the first day of discussing the syllabus communicates your acceptance of the policies and procedures outlined within this document.



**“The beautiful thing about learning is that no one
can
take it away from you.”
B.B. King**

DAY	DATE	ASSIGNMENTS DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
1	Wednesday, 9/5	<p><i>Although not assigned directly, you should spend several hours outside of class working on your writing, including brainstorming, composing, revising, and editing. You are encouraged to visit the writing center for additional assistance.</i></p> <p><i>All homework assignments MUST BE TYPED and printed before class on the due date.</i></p>	<ul style="list-style-type: none"> • Class Introductions • Discuss Syllabus • Discuss MLA Style Formatting • Grammar Basics – Parts of Speech Notes • Back to School Madlib
2	Monday, 9/10	<ul style="list-style-type: none"> • Write “Why I Came to College” – Directions in the Syllabus • Syllabus Take Home Quiz • Read pages 44-50: be prepared for a quiz • Bring Required Supplies 	<ul style="list-style-type: none"> • Introduce Free Writing, Vocabulary, and Homophones • Review Reading: Active Reading Strategies • Continue with Parts of Speech – Worksheet assigned • Discuss Prepositions and Prepositional Phrases (Schoolhouse Rock) • Assign and Discuss Descriptive Food Paragraph
3	Wednesday, 9/12	<ul style="list-style-type: none"> • Prepositional Phrase Worksheet • Read Chapter 12: Description (pages 267-275) • Develop two possible topics for your food paragraph and begin brainstorming each one 	<ul style="list-style-type: none"> • Review Parts of Speech WS • Discuss Capitalization • Introduction to Description (PowerPoint) • Read “Asparagus” • Review Paragraph Guidelines • Sensory detail • Action Verbs: Alpha Detailing Activity • Topic Approval
4	Monday, 9/17	<ul style="list-style-type: none"> • Finish Capitalization Worksheet • Description Prewriting: Topic Development, Sensory Detail, Alpha Detailing, Sandwich Chart • Write the opening sentence for your descriptive paragraph: think dominant impression and sensory detail 	<ul style="list-style-type: none"> • Grammar Review: Parts of Speech, Prepositions, Capitalization • Grammar: Subjects and Predicates • Discuss Dominant Impressions (Exercise 12.2, page 273) • Workshop of First Sentences • Discuss “Asparagus” and Dominant Impression • Read Sample Student Essay • Discuss Vague vs. Specific detailing

DAY	DATE	ASSIGNMENTS DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
5	Wednesday, 9/19	<ul style="list-style-type: none"> • Grammar Worksheet: Level 1 Sentences • Complete p. 18 Revision Activities from Description packet • Draft 1 of Descriptive Food Paragraph • Bring ____ copies of your Descriptive Paragraph for workshop. <p>**Remember to bring your best work, so you can get feedback that is really meaningful and helpful.</p>	<ul style="list-style-type: none"> • Grammar: Level 2 Sentences • Discuss Guidelines for Peer Review • Peer Review Workshop: Descriptive Paragraphs • Revision Work Time/Conferences • Review Key Terms of Description (p. 18) – Apply these to your draft!
6	Monday, 9/24	<ul style="list-style-type: none"> • Prepare Final Draft of Descriptive Paragraph • Practice Reading your paragraph aloud • Grammar Worksheet: Level 2 Sentences 	<ul style="list-style-type: none"> • Share work: Descriptive Paragraph • Grammar Review • Assign Pauline and Bruno WS • Introduction to Summary (PowerPoint) • Major vs. Minor Detail: Sticky note activity • Read “Abolish the Penny” and work on skeleton outline (545-546)
7	Wednesday, 9/26	<ul style="list-style-type: none"> • Grammar Worksheet: Pauline and Bruno • Finish “Abolish the Penny” Skeleton Outline • Read pages 526-527: “Writing a Summary” 	<ul style="list-style-type: none"> • Review Pauline and Bruno • Discuss: Grammar Exam #1 Study Guide • Assign Summary (Part of Response Essay #1) • Introduce two articles
8	Monday, 10/1	<ul style="list-style-type: none"> • Practice Active Reading Strategies as you go through the two assigned articles (be prepared to show your annotations/notes) • Read “Black Men and Public Space” (pages 160 - 162) • Read “Hey Mom, Dad, May I Have My Room Back?” (pages 331 - 333) • Select the article that interests you more and draft a summary outline for your chosen article 	<ul style="list-style-type: none"> • Discuss two articles • Discuss Transitions & Author Tags • Review Summary assignment grade breakdown • Begin Summary Assignment (if time allows)

DAY	DATE	ASSIGNMENTS DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
9	Wednesday, 10/3	<ul style="list-style-type: none"> Begin studying for Grammar Exam Write a complete summary for one of the two essays. Be sure to follow the formatting and style guidelines stipulated on your assignment sheet. 	<ul style="list-style-type: none"> “This I Believe” Review Game for Grammar Exam
10	Monday, 10/8	<ul style="list-style-type: none"> Continue studying for Grammar Exam Write your own “This I Believe” essay Descriptive Paragraph Sentence Revisions 	<ul style="list-style-type: none"> Introduction to Response Assign Response Essay Understanding Thesis Statements and Body Paragraphs Read Sample Student Essay: response to “Goin’ Gangsta” Take Grammar Exam #1 Discuss Class Mini-Workshop
11	Wednesday, 10/10	<ul style="list-style-type: none"> Mini-Workshop: Draft a thesis statement and one body paragraph of Response Essay Read “Writing Paraphrases” & “Recording Quotations” (pages 611-613) 	<ul style="list-style-type: none"> Begin new homophones Discuss Argument and Support Discuss Responding to a text Mini Workshop Assign Summary Sentence Revisions
12	Monday, 10/15	<ul style="list-style-type: none"> Summary Sentence Revisions Revise thesis statements and body paragraphs Complete Rough Draft of Summary/Response Essay Bring ____ copies of draft for workshop <p>**Remember to bring your best work, so you can get feedback that is really meaningful and helpful.</p>	<ul style="list-style-type: none"> Review Workshop Guidelines Peer Review Workshop: Response Essays Return Summary Sentence Revisions Discuss Exam #1 Results
13	Wednesday, 10/17	<ul style="list-style-type: none"> Final Draft of Summary/Response Essay (include advice/ideas from mini workshop, peer review workshop, and summary sentence revisions as well as your own self-analysis and proofreading). Review Sentences in Handbook 	<ul style="list-style-type: none"> Begin new Vocabulary Review Grammar (clauses) Introduction to Compare/Contrast Read Sample Essay: Thesis Statement, Purpose, Topic Sentences, Synthesis, and Examples Assign C/C Essay

DAY	DATE	ASSIGNMENTS DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
14	Monday, 10/22	<ul style="list-style-type: none"> • Read Chapter 15: Comparison and Contrast (pages 373 – 382) • Complete Sample Essay WS (in packet) 	<ul style="list-style-type: none"> • Grammar: Fragments and Run-ons • Distribute new grammar packets • Review C/C WS • Discuss reading • activity Pairs: Draft sample thesis statements
15	Wednesday, 10/24	<ul style="list-style-type: none"> • Type a list of three possible Compare/Contrast topics with 3-4 points of comparison for each topic • Read “Academic Style” (pages 23 – 26) • Finish Fragment and Run-on Worksheet 	<ul style="list-style-type: none"> • Discuss Fragment and Run-on WS • C/C Topic Approval • Discuss Writing in Academic Style • Begin Topic Development Worksheets in Class • Assign Response Essay Sentence Revisions • Discuss and sign up for conferences • Distribute Conference Prep. WS
16	Monday, 10/29	<ul style="list-style-type: none"> • Response Essay Sentence Revisions • Finish Topic Development WS for C/C • Compose introduction, thesis statement, and first body paragraph of C/C essay for conference. <u>Bring 2 copies to your conference.</u> • Conference Preparation Worksheet 	<ul style="list-style-type: none"> • Individual/Group Conferences of Comparison and Contrast partial drafts • Progress Reports
17	Wednesday, 10/31 Happy Halloween!	<ul style="list-style-type: none"> • Revise C/C partial draft • Finish fragment/RO paragraph work • 	<ul style="list-style-type: none"> • Review Fragments and Run-ons • Grammar: Apostrophes • C/C: Introductions and Conclusions • Sample Intros. and Conclusions
18	Monday, 11/5 *Last day to withdraw	<ul style="list-style-type: none"> • Finish Apostrophe Worksheet • Complete Compare/Contrast essay rough draft. • Bring ____ copies for workshop. <p>**Remember to bring your best work, so you can get feedback that is really meaningful and helpful.</p>	<ul style="list-style-type: none"> • Review Apostrophe Worksheet • Discuss Grammar Exam #2 • Distribute Grammar Exam #2 Study Guide • C/C Peer Review Workshop • Discuss Essay for in-class summary and response writing

D A Y	DATE	ASSIGNMENTS DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
19	Wednesday, 11/7	<ul style="list-style-type: none"> • Compare/Contrast Essays Final Draft • Reread article for in-class essay 	<ul style="list-style-type: none"> • Review reading for in-class essay • Discuss sample student essay • Jeopardy Review for Grammar Exam #2
20	Monday, 11/12	<ul style="list-style-type: none"> • Review ideas for in-class summary/response essay • Study for Grammar Exam • Turn in Free Writing 	<ul style="list-style-type: none"> • Draft In-Class Summary and Response Essay
21	Wednesday, 11/14	<ul style="list-style-type: none"> • Study for Grammar Exam • Consider how to revise in-class essay • Complete Major Assignments Revisions (if needed) 	<ul style="list-style-type: none"> • Discuss Conference opportunity • Take Grammar Exam #2 • Revise In-Class Summary and Response
22	Monday, 11/19	<ul style="list-style-type: none"> • Complete Major Assignments Revisions (if needed) 	<ul style="list-style-type: none"> • Conferences (optional)