

English Composition I

Metropolitan Community College

Course Syllabus

SECTION I: CLASS & INSTRUCTOR INFORMATION

Title:	English Composition I
Prefix/Section:	ENGL 1010 4E
Credit Hours:	4.5
Class Begins/Ends:	Monday, March 11 th – Wednesday, May 22 nd , 2013
Meeting Days/Time:	M/W 12:00 – 1:55 p.m.
Last Date to Withdraw:	Wednesday, May 8 th , 2013
Class Location:	Fort Omaha Campus, Building 10, Room 122

CONTACT INFORMATION

Instructor Name:	Erin Herrmann
Instructor E-mail:	emherrmann1@mccneb.edu (This is the best way to reach me!)
Instructor Voicemail:	(402) 457 – 7200, ext. 8879
Office Hours:	By appointment/before or after class
Academic Area:	Communications and Humanities

SECTION II: COURSE INFORMATION

Course Prerequisites: Writing Assessment Test Score (70 or higher) or successful completion of English 0960 (Fundamentals of College Writing); Reading Assessment Test Score (70 or higher) or successful completion of RDLS 0100 (Reading Strategies)

Course Description: Students write short papers and essays based upon their experiences and/or assigned readings. The course emphasizes the clear written expression of ideas and the importance of organization, word choice, logic, and sentence construction. The process of planning, writing, revising and editing thesis-driven essays in a variety of genres for a particular audience is also emphasized.

Course Objectives: Upon successful completion of this course, students should be able to (1) exhibit rhetorical knowledge, (2) think, read, and write critically, (3) use a writing process effectively, and (4) exhibit knowledge of conventions.

Required & Supplemental Materials:

- (1) Textbook: Axelrod, Rise B., and Charles Cooper. *The St. Martin's Guide to Writing*. 9th ed. New York: Bedford/St. Martin's, 2010. ***Please bring your textbook to every class.***
- (2) Notebook/binder and writing utensil 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 ☺

Course Philosophy: This course is designed to help students identify their own writing strengths and weaknesses. The goal of this course will be to build a plan for writing improvement based on these personal strengths and weaknesses. Creating compositions and academic papers is a challenging experience and can often be daunting for even the best writers. However, with dedication and determination, writing skills can be learned and successfully developed. While English composition may not be a strong point for everyone, or even an enjoyable area of study, it is a foundation for all other classes. The English discipline teaches students to become better readers, writers, thinkers, researchers, and communicators. The expectations of students are outlined in this syllabus, and with a combination of enthusiasm and hard work, each student can succeed.

Class Structure: Instructional methods in this course will be comprised of the following:

(1) presentation of relevant information regarding the course content; (2) organization of in-class reading, writing, and discussion activities enabling students to develop their thinking, reading, and writing skills; (3) assigning and final grading of all assignments; and (4) assessing student progress through quizzes and exams.

SECTION III: ASSESSMENT OF STUDENT WORK

Criteria for Determining Final Course Grade: For the final grade, I will consider your attendance, your participation, your contributions to group projects and activities, your work on daily assignments and homework, your work on major assignments, and your scores on quizzes/exams. My process of evaluating your performance is admittedly subjective, which is quite in keeping with the writing process and the evaluation of written discourse. Writing is not a numbers game, not a count of errors. It is a matter of wanting and trying to learn, building a toolbox, and using the revision process to incorporate your tools. With this in mind, different assignments are graded with different attention and weight.

Major Assignments: Please refer to the Major Assignment Guidelines packet for detailed information and instructions for each major assignment. These guidelines will be expanded and clarified in course readings and during class discussions; absences are *not* an excuse for failing to meet all guidelines. Failure to complete *all* Major Assignments within the time limits allotted will result in automatic failure of the course.

Ramble OR Observation Essay	100 points
Rhetorical Analysis Essay	100 points
Midterm Exam	50 points
Argument Essay: Proposing a Solution	125 points
Argument Presentation	50 points
Final Course Reflection – Text Collage	<u>75 points</u>
TOTAL:	500 points

70%

Homework/Quizzes/In-Class Work: These assignments include both written and reading assignments given throughout the quarter and any quizzes that cover homework concepts. Homework assignments are designed to give students practice in the writing process and to prepare them for their major assignments. All homework must be typed.

20%

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 during group work and upon demonstrating a positive attitude. Students may earn up to 5 points per day for participation.

10%

Grading Scale:

A (90-100) – High effort, excellent writing and work in class, on-time assignments, strong attendance; 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) – Significant effort, good writing and work in class, rarely late assignments, good attendance; The B student demonstrates the potential to be an A student. Often they are a little shaky on two of the elements of the A student, 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) – Reasonable effort, fair writing and work in class, occasional late assignments, fair attendance; 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) – Low effort, poor writing and work in class, frequently late assignments, fair attendance; 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) – Significant lack of effort; The F student has failed to turn in major assignments, failed to do most/any homework, and/or failed to come to class.

Note on Feedback: Students can expect the instructor to return assignments with written feedback in a timely manner, typically within one week 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.

English Department Grading Standards for Essays:

An “A” (outstanding) paper is unique, original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It has a unique “voice” that reflects an individual writer behind it and will speak with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. Its treatment of the topic avoids a feeling of “anonymity.” It addresses the assignment directly without avoiding specific requirements.

A “B” (above average) paper falls short of an “A” paper usually in two areas: style and development. It has some errors in grammar, usage, punctuation, or spelling but usually very few; or it has some awkward phrases—but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. A “B” paper addresses the assignment directly and satisfies almost all of the requirements.

A “C” (average) paper addresses the assignment directly and relatively clearly, but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A “C” paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a “C” paper are fairly clear but often lack a sense of individuality of author or sense of authority. A “C” paper often has an “anonymous” quality to it, restating standard opinion or assertions without going into significant depth. A “C” paper is in control of its subject in a reasonable but not yet comprehensive manner.

A “D” (below average) paper addresses the assignment only in a brief way, avoiding some of the requirements of the assignment. It is often characterized by many general statements without proof, support, or justification. Its usage, grammar, punctuation, or spelling are such that reading the paper is somewhat difficult; it has more than a few such errors per page. It is kept from being an “F” paper by the fact that it does address the assignment in some way and that it has some structure and does make coherent points.

An “F” (unacceptable) paper has many grammatical, stylistic, punctuation, usage, or diction errors (enough to make reading the paper definitely difficult); it makes few if any coherent assertions about the point; it has little noticeable structure; or it has any combination of these problems. A paper which may be acceptable in style and development, but which does not address the assignment at all, may also be given a grade of “F”.

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.

Appeals of Final Course Grades: The procedure for a final course grade appeal at MCC requires that the student and instructor first have a conversation with the expectation of resolving the grading issue between them. The question is mainly whether or not the instructor's syllabus has been followed. If this conversation does not sufficiently address the issue, students who wish to appeal a final course grade need to follow the appeal procedure listed below. The appeal process for final course grades must be initiated no later than the end of the quarter (the last class day) following the quarter in which the course was completed. The appeal process begins when a student writes a letter to the Instructor (first level of appeal). Upon receipt of the instructor's response, the student may appeal, if necessary, in writing to the next level, the appropriate Academic Dean (second level of appeal). Upon receipt of the academic dean's response, the student may appeal, if necessary, to the final level, the Vice President for Academic Affairs, for a final decision.

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 BOTH the 1st and 2nd class meetings without prior notification to the instructor = WX

One or two total absences (exception regarding the 1st and 2nd class meetings) = no penalty

Three total absences = final grade is lowered by 10%

Four total absences or three absences in a row = F

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

*****Missing over 30 minutes of class will result in a full absence.**

*****Coming to class unprepared may result in being counted absent for the day.**

WX: After the first class meeting and through the Census Date, the instructor will de-enroll (WX) students who have never attended. For this course, students will be de-enrolled if they miss both the first and second class meeting and do not contact the instructor prior to these meetings.

FX: An FX is a final grade given to a student who stops attending a class, does not return, and fails.

Note: A student earning an FX grade or F following the Attendance Statement above prior to the end of the quarter may avoid receiving the failing grade by withdrawing from the course before the Last Date to Withdraw listed in Section I of the syllabus.

Late Work Policies:

Major Assignments: These assignments **MUST** be turned in on time. Any assignment turned in late will lose 10% of the grade per calendar day including the due date if not turned in on time. An assignment is late as soon as I have finished collecting them in class, so please be on time all the time. In the event of an emergency, a student may e-mail a major assignment to the instructor (emherrmann1@mccneb.edu). 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. You still need to bring a printed paper copy of the assignment the next day you are in class in

order to receive feedback on your work. Final projects/in-class work/presentations WILL NOT be accepted late—no exceptions!

Homework: Homework assignments will be collected during class, often at the beginning. Daily assignments are not accepted late—no exceptions. If you are not in class or are late to class, I will not accept your work late. With good reason, assignments may be e-mailed to me *before* the start of class on the due date and still receive credit. Additionally, we will often be working on pieces of larger assignments in class. Students who come to class unprepared to work will be counted as absent for the day.

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.

Student Withdrawal: If a student cannot participate in and complete this course, the student should officially withdraw through the MyWay portal accessible through www.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 a WX if you can be withdrawn by the census date or an attendance-related failure (FX) or failing (F) grade if the census date has passed. The last date to withdraw is noted in Section I of this syllabus.

Behavior and Communication Expectations: When you communicate with others in this course, you must follow the Student Code of Conduct (<http://www.mccneb.edu/catalog/studentinformation.asp>), which calls for responsible and cooperative behavior. This classroom will uphold a zero tolerance policy. Any student who violates the Code of Conduct will be removed from the class permanently and will receive a failing grade. 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. Yelling, swearing, threatening (in words or in gestures), texting, sleeping, doing homework for another class, speaking out of turn, and any other inappropriate behavior will result in the student being counted absent for the day and the student may be asked to leave. In some instances, depending on the level of severity/number of infractions, inappropriate behavior may result in expulsion from the class and/or a failing grade for the course.

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 Macintosh computers.

Cell Phones: Because cell phones are becoming more and more distracting in the classroom, please have cell phones turned off completely (not even on vibrate) while you are in class. 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, Ipads, 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—no exceptions.

Printing Requirements: Please be advised that you may need to allot additional funds for this course to cover printing. This is an English writing class, and drafting, workshopping, and revising are essential parts of this process. Not having access to a printer and/or not having credit to print in your student account are not acceptable excuses for not bringing the work assigned. Additionally, there may be days when you will need to be able to print work in class. You will be aware of these days ahead of time and will need to be sure you have credit to print on those days. If you do not have credit to print, you will not receive credit for your work.

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 composition 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: Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. It is the student's responsibility to request accommodations from Disability Support Services (DSS) located in each Student Services Office. After students have arranged for accommodations with DSS, the student and instructor should privately discuss these accommodations. For further information, please contact DSS or visit <http://www.mccneb.edu/dss/>.

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.

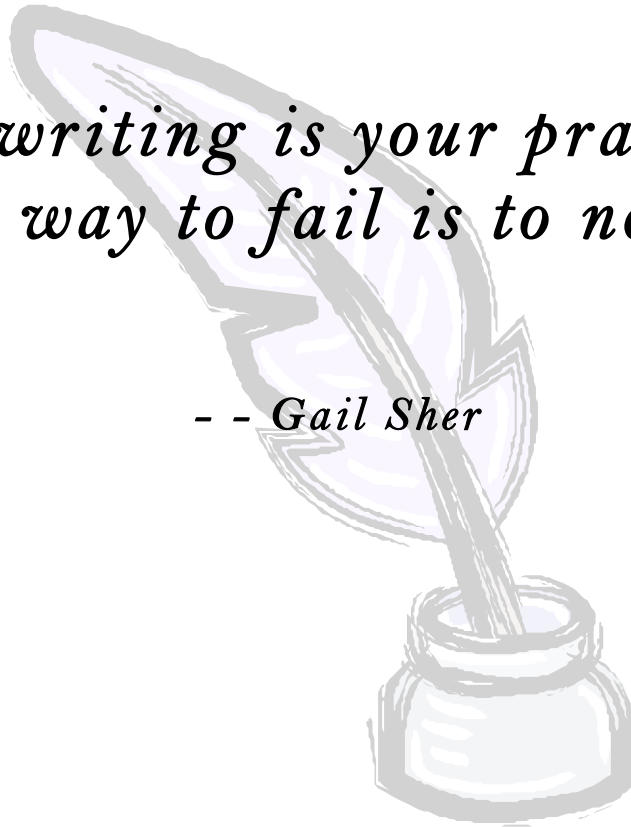
Important Dates: Wednesday, May 8th, 2013, is the last day to withdraw from the course. The College will be closed Saturday, March 30th – Sunday, March 31st, 2013 for Spring Recess.

Please see <http://www.mccneb.edu/sos/enrollman.asp> for further information about important dates, such as graduation information. See <http://www.mccneb.edu/academics/calendar.asp> to view the Academic Calendar.

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

*“If writing is your practice,
the only way to fail is to not write.”*

- - Gail Sher



DAY	DATE	ASSIGNMENT(S) DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
1	Monday, 3/11	<i>Although not assigned directly, students should spend several hours outside of class working on their writing, including brainstorming, composing, revising, and editing. Final Drafts of essays should demonstrate sincere and thoughtful revision, which means students should invest time and effort into their writing beyond class hours. Students are strongly encouraged to visit the writing center for additional assistance.</i>	Class Introductions Discuss Syllabus Discuss MLA Style Formatting
2	Wednesday, 3/13	READ: Chapter 1 (all), Chapter 15 (all) WRITE: 1-2 pages typed in MLA style discussing your thoughts about writing and your goals for this course *Show & Tell: Bring an item to share with the class that reveals something interesting and/or important about you.	Discuss Chapter 1: Introduction Discuss Chapter 15: Describing Description PowerPoint Small Group Activity: Drawing Sensory Detail Show & Tell In-class writing: Description
3	Monday, 3/18	READ: Chapter 12 and “Rhetorical Situations” (handout) WRITE: Type your in-class descriptive writing about your show and tell object. Be sure to write at least one paragraph in MLA style.	Discuss Chapter 12: Reading Strategies Grammar Lesson: Sentence Structure See Handbook: Sentence Boundaries (pages H-5 – H-10) Review Major Assignment Guidelines: - Packet and Author’s Note Assignment - Discuss Ramble or Observation Essay Watch “How To Be Alone” Discuss Rhetorical Situations
4	Wednesday, 3/20	READ: Chapter 11 and Chapter 3 (pages 64-69) WRITE: Complete some type of invention/brainstorming related to your Ramble/Observation essay using one of the strategies from Chapter 11.	Discuss Chapter 11: Invention Strategies Discuss Chapter 3: Writing Profiles Check-in: Topics/Places for essay? Group Work – Student Essay Analysis In-class work: Developing a Dominant Impression Discuss schedule and expectations for Roundtable Workshops

DAY	DATE	ASSIGNMENT(S) DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
5	Monday, 3/25	<p><i>Work on revising your Ramble or Observation essay this week. Be sure to revise for content and edit for grammar and usage, especially Sentence Boundaries as discussed in class. Remember to compose an Author's Note describing your writing process for this essay.</i></p>	<p><u>Roundtable Workshops for Ramble or Observation Essays</u></p> <p>Students will be assigned a specific day and time this week to meet with a small group and the instructor to review their essay rough drafts.</p>
6	Wednesday, 3/27		
7	Monday, 4/1	<p>READ:</p> <p>WRITE: Ramble or Observation Essay Final Draft with Author's Note</p>	<p>Discuss Roundtable Workshop experience</p> <p>Introduction to Rhetorical Analysis</p> <ul style="list-style-type: none"> - Discuss Rhetorical Appeals - Group Work: Letter Writing - Read Major Assignment Guidelines - Distribute & Discuss Letter Packet <p>Grammar Lesson: Comma Usage</p>
8	Wednesday, 4/3	<p>READ: Chapter 13 and "Appeals for Written Argument" (handout); Read through Donation Letters packet (handout)</p> <p>Review Handbook: Commas (pages H-57 – H-64)</p> <p>WRITE:</p>	<p>Comma Usage (continued) Hand out Midterm Study Guide</p> <p>Chapter 13: Cueing the Reader Discuss Thesis Statements</p> <p>Discuss Academic Style In-Class Prewriting: Outlining</p> <p>Review Sample Student Essay</p> <p>Discuss Formal Tone: The Cut List & Handbook: Appropriate Words (H-54 - H-56)</p> <p>Review Rhetoric & Donation Letters</p> <p>Discuss schedule - Roundtable Workshops</p>
9	Monday, 4/8	<p><i>Work on revising your Rhetorical Analysis Essay this week. Be sure to revise for content and edit for grammar and usage, especially Sentence Boundaries and Commas as discussed in class. Remember to compose an Author's Note describing your writing process for this essay.</i></p> <p><i>This would also be a good week to begin preparing for the Midterm Exam by reviewing the related readings and working through the topics on the Study Guide.</i></p>	<p><u>Roundtable Workshops for Rhetorical Analysis Essays</u></p> <p>Students will be assigned a specific day and time this week to meet with a small group and the instructor to review their essay rough drafts.</p>
10	Wednesday, 4/10		

D A Y	DATE	ASSIGNMENT(S) DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
11	Monday, 4/15	READ: Review Readings for Exam WRITE: Continue Revising Rhetorical Analysis Essay	Midterm Exam Review Game
12	Wednesday, 4/17	STUDY FOR MIDTERM EXAM!	Midterm Exam In-class Work Day: Rhetorical Analysis Essay Revisions
13	Monday, 4/22	READ: WRITE: Rhetorical Analysis Essay Final Draft with Author's Note	Introduction to Argument Free Writing Review Major Assignment Guidelines: - Proposing a Solution Essay - Argument Presentation Review Sample Student Essay: Argument
14	Wednesday, 4/24	READ: Chapter 7 WRITE: List 3 possible topics for Argument Essay with a minimum of 4 sentences of description for each topic that demonstrates how the topic can achieve the basic features for either a position or solution paper based on the assigned reading.	Discuss Chapter 7: Proposing a Solution Basic Features Organizing Your Argument Presentation (OWL PowerPoint) Argument Outlining: Introduction, Support, Counterargument, Conclusion Thesis Development
15	Monday, 4/29	READ: Chapter 19 WRITE: Argument Essay Idea Draft – Compose a full draft of your argument essay by drawing upon your own ideas. NO outside sources allowed for this draft and be sure to follow a clear academic structure. **BRING 2 COPIES**	Discuss Chapter 19: Arguing Peer Review: Idea Drafts Check-in: Thesis Statements
16	Wednesday, 5/1	READ: Chapter 23 WRITE: Revise your draft based on peer feedback	Chapter 23: Library & Internet Research Library Visit FOC #8 Research Scavenger Hunt Distribute Progress Reports

DAY	DATE	ASSIGNMENT(S) DUE ***Major Assignments are in bold.***	IN-CLASS FOCUS
17	Monday, 5/6	READ: Chapter 24 and Chapter 28 WRITE: <ul style="list-style-type: none"> • Finish Research Scavenger Hunt • Compose Rough Draft of Works Cited page • Begin adding research into your draft where applicable 	Discuss Chapter 24: Using Sources MLA Citation Style Avoiding Plagiarism: Quotations & Paraphrase Review Guidelines for Argument Presentation Discuss Chapter 28: Oral Presentations
18	Wednesday, 5/8 *Last day to withdraw	READ: Chapter 27 and “Troubleshooting your Draft” – p. 375 for Proposal <i>In addition to the reading listed above, work on revising your Argument Essay this week. Be sure to revise for content and edit for grammar and usage, especially Sentence Boundaries and Commas as discussed in class. Work carefully to accurately incorporate and cite your research materials. Remember to compose an Author’s Note describing your writing process for this essay.</i>	<u>Roundtable Workshops for Proposing a Solution Argument Research Essays</u> Students will be assigned a specific day and time this week to meet with a small group and the instructor to review their essay rough drafts.
19	Monday, 5/13		
20	Wednesday, 5/15	READ: WRITE: Argument Essay Final Draft with Author’s Note; Develop and Practice Presentation	Read Final Reflection Guidelines Discuss Chapter 27: Writing Portfolios Begin Argument Presentations
21	Monday, 5/20 *Last Day to turn in Extra Credit	READ: WRITE: Work on Final Course Reflection Project; Continue practicing presentation (if applicable)	Continue Argument Presentations
22	Wednesday, 5/22	READ: WRITE: Final Course Reflection: Text Collage	Argument Presentations (if needed)

ENGL 1010 Extra Credit Opportunities

*Students may complete each of the options below once for extra credit for a total of up to 50 points of extra credit. Each extra credit assignment should be typed following MLA format and should be turned in no later than the penultimate class meeting.

1) Cultural Event Analysis

Up to 20 points: Attend a cultural event of a culture other than your own and write a minimum 2 page analysis of the event. Visit the Institute for Cultural Connections and view their calendar for a list of many possible events: <http://resource.mccneb.edu/icc/>. Check with your instructor if you are unsure if an event you are interested in would qualify.

2) Writing Center Workshop

Up to 15 points: Attend a Writing Center Workshop (see the writing center website for a list of available workshops, times, and locations) and write a minimum 1 page response explaining what the workshop was about (including the name of the consultant facilitating the workshop), what you learned, and how you will apply this to your writing in our course and beyond.

3) Writing Center Underground Blog Question or Comment

Up to 10 points:

- i. Visit the blog at www.writingcenterunderground.wordpress.com
- ii. Search the past blog posts to find a topic that (a.) you would like to know more about, (b.) you have a question about, OR (c.) that an instructor has suggested you might work on.
- iii. Compose a question and/or comment (50 word minimum) to submit to the blog.
- iv. Post the question or comment by following these steps:
 1. Scroll to the bottom of the page at the conclusion of the post.
 2. In the box under "Leave a Reply," where it says, "Enter your comment here," type your question/comment.
 3. Once your question/comment is approved by the blog administrator, it will show in the "comments" section.
 4. Please use MCC e-mail address: The blog administrator may not approve a request from an outside e-mail address as it may go automatically into the "spam folder."
- v. Turn in to me a typed document that includes the following information:
 1. The title of the blog to which you are posting
 2. The question and/or comment you submitted
 3. A brief one paragraph explanation of why you chose to respond to the particular blog post you chose with your particular question/comment

4) Word of the Day Presentation

Up to 5 points: Sign up for a day to share a new vocabulary word with the class. The word should be a term that is new for you and will help expand the vocabulary learning in our course. On your presentation day, be prepared to share the word, its definition, where you found it, and an example sentence. Please be sure to come prepared to share your word on the day you sign up as there will be no make-up presentations due to scheduling constraints.