

English Composition II  
Metropolitan Community College  
Course Syllabus

**SECTION I: CLASS & INSTRUCTOR INFORMATION**

|                    |   |
|--------------------|---|
| Title:             | English Composition II  |
| Prefix/Section:    | ENGL 1020 1D  |
| Credit Hours:      | 4.5   |
| Class Begins/Ends: | Wednesday, September 5 <sup>th</sup> - Monday, November 19 <sup>th</sup> , 2012 |
| Meeting Days/Time: | Monday/Wednesday 12:00 – 1:55 pm  |
| Withdrawal Date:   | Monday, November 5 <sup>th</sup> , 2012   |
| Class Location:    | Elkhorn Valley Campus, Room 157   |

**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:** A Passing Grade (D or higher) in English Composition 1010 (Composition I)

**Course Description:** This course will further develop the skills students acquired in English Composition I. By the end of the course, students should be able to express their written ideas clearly, concisely, and effectively using logical organization and documented evidence. Students will enhance their skills of interpretation and organization of primary and secondary sources of information for the purpose of composing several analytical and research-based argumentative essays with correct MLA citations.

**Course Objectives:** Today, many positions in the work world require the ability to assimilate, analyze, organize, and evaluate sources of information and present this information in well-written reports. This course is designed to enable students to achieve such competence. To this end, upon successful completion of this course, students should be able to (1) express written ideas and opinions more clearly and thoughtfully; (2) locate and use various primary and/or secondary sources; (3) use appropriate methods of documentation to integrate outside information into their own writing; and (4) write research-based argumentative essays that present thoughtful, organized, and convincing material supported with well-documented sources.

**Required & Supplemental Materials:**

- (1) Required Textbook: Axelrod, Rise B., and Charles Cooper. *The St. Martin's Guide to Writing*. 9<sup>th</sup> ed. New York: Bedford/St. Martin's, 2010.
- (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

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

**\*\*Students should bring their textbook, notebook, writing utensil, and flash drive with them to every class.**

**Course Philosophy:** Like any learning experience, students will get out of this course whatever they put into it. Writing and learning is a challenging (and often *frustrating*) process, 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 in 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 ability. A student's final grade in this course is a representation of his or her level of ability in regards to the course objectives and is based on the quality of work displayed throughout the course.

**Class Structure:** Throughout the quarter, we will work on various types of analytical and argumentative essays. For each essay assignment, we will learn about the methods, structure, research, and components of each type of essay, compose a draft, utilize Peer Review, and revise and edit before submitting a final draft for grading. We will focus on the processes of argumentation and research as well as how to compose a high quality academic essay. Students will be graded on participation, quizzes, homework assignments, and major assignments.

To achieve the objectives of this course, students must be actively involved in and take responsibility for their 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. Compose and revise assigned writing projects
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 students' written work 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 are also considered when evaluating student progress.

### **SECTION III: ASSESSMENT OF STUDENT WORK**

**Criteria for Determining Final Course Grade:** For the final grade, I will consider your attendance, participation, contributions to group projects and activities, work on daily assignments and homework, work on major assignments, and scores on quizzes. 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.

|   |                  |
|---|------------------|
| Analysis of an Advertisement Essay (with rough draft) | 100 points       |
| Rhetorical Analysis Essay (with rough draft)          | 100 points       |
| Annotated Bibliography                                | 100 points       |
| Detailed Working Source Outline                       | 50 points        |
| Proposal Argument Essay (with rough draft)            | 150 points       |
| Argument Presentation                                 | <u>50 points</u> |

**TOTAL: 550 points**

**70%**  
of overall  
course grade

**Homework/In-Class Work/Quizzes:** These assignments include shorter written assignments for the quarter in addition to reading assignments, quizzes, and in-class projects. Homework assignments are designed to give students practice in the writing process and to prepare them for their major assignments.

**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 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.

**10%**

### **Grading Scale:**

**A (90-100)** – High effort, excellent writing and work in class, on-time assignments, strong attendance

**B (80-89)** – Significant effort, good writing and work in class, rarely late assignments, good attendance

**C (70-79)** – Reasonable effort, fair writing and work in class, occasional late assignments, fair attendance

**D (60-69)** – Low effort, poor writing and work in class, frequently late assignments, fair attendance

**F (59 and below)** – Great lack of effort and significantly low quality work

**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. **Rough drafts of essays will *not* receive specific comments from the instructor as these are designed to allow students to revise and improve their drafts in order to compose a Final Draft worthy of assessment. Each rough draft will be worth 25 points of the total available for each essay.**

### **English Department Essay Grading Standards:**

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 yet 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.

#### **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 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 it 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](mailto: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 must bring a printed paper copy of the assignment the next day you are in class in order to receive feedback on your work. Projects due on the last day/in-class work/presentations WILL NOT be accepted late—no exceptions!

**Homework:** Daily assignments are not accepted late—no exceptions. Homework assignments will be collected during class, often at the beginning. 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, sometimes we will work 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, and/or dismissal from the College.** Disciplinary procedures are available in the Student Services Office or at [http://www.mccneb.edu/procedures/V-4\\_Student\\_Conduct\\_and\\_Discipline.pdf](http://www.mccneb.edu/procedures/V-4_Student_Conduct_and_Discipline.pdf).

No previously submitted papers or drafts written by the student or by another person are acceptable in this course. **Any instance of plagiarism in this course will result in an automatic failing grade on that assignment. Any second instance of plagiarism in this course will result in an automatic failure of the course. Since we will be using multiple outside sources for the assignments in this course, it is extremely vital that students understand what constitutes plagiarism and know how to avoid it.**

**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 Macintosh 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 habitually 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](mailto: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](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 5<sup>th</sup>, 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>.

|   | DATE              | ASSIGNMENTS DUE<br>***Major Assignments are in bold.***  | IN-CLASS FOCUS  |
|---|-------------------|--|---|
| 1 | Wednesday,<br>9/5 | <i>Although not assigned directly, students should spend several hours per week outside of class reading, writing, taking notes, researching, gathering materials, annotating sources, and revising and editing your work.</i>                               | Class Introductions<br>Overview of Course and Syllabus<br>Visit to the Writing Center<br>Advice from Past Students<br>Review MLA Style Formatting   |
| 2 | Monday, 9/10      | READ: Handouts: "Rhetorical Situations" and "Appeals for Written Argument"; Excerpt of "Letter from Birmingham Jail" (p. 576 – 582)<br><br>WRITE: MLA Format Review  | Rhetoric: Ethos, Pathos, Logos<br><br>Discuss Readings & "Letter from Birmingham Jail" (rhetorical situation)<br><br>Effective Annotation<br><br>Writing Academic Essays: Structure & Style |
| 3 | Wednesday, 9/12   | READ: Chapter 20: Analyzing Visuals<br><br>WRITE:<br><br>*Find and bring in two print advertisements (Consider magazine or newspaper ads, internet ads, or even photos of billboard ads. Just make sure you have a hard/printed copy of the advertisements). | Review Guidelines: Ad Analysis Essay<br>Discuss Advertisements<br><br>Discuss Reading<br><br>Formulating a Thesis Statement<br><br>Brainstorming: Clustering, Outlining                     |
| 4 | Monday, 9/17      | READ:<br><br>WRITE: Complete Visual Rhetoric Worksheet; Draft a thesis statement   | Ad Analysis Essay Topic Approval & Working Thesis Statements<br><br>Drafting an Introduction Paragraph  |
| 5 | Wednesday, 9/19   | READ:<br><br>WRITE: Introduction and 1 <sup>st</sup> Body Paragraph  | Paragraph Workshop: Introduction & 1 <sup>st</sup> Body Paragraph   |

|    | DATE             | ASSIGNMENTS DUE<br>***Major Assignments are in bold.***  | IN-CLASS FOCUS  |
|----|------------------|--|---|
| 6  | Monday, 9/24     | READ:<br><br>WRITE: Ad Analysis Essay Rough Draft (Bring ____ copies for workshop)   | Discuss Workshop Structure<br><br>Peer Review Workshop: Ad Analysis Essay Rough Draft   |
| 7  | Wednesday, 9/26  | READ:<br><br>WRITE: <b>Final Draft: Analysis of Advertisement Essay</b>  | Review Guidelines: Rhetorical Analysis Essay<br><br>Introduce Letters for Analysis  |
| 8  | Monday, 10/1     | READ: Donation Letter Packet<br><br>WRITE: Take detailed notes on letters<br><br>*Bring in your own donation letters if you have some!   | Discuss Letters<br><br>Group Activity: Letter Writing<br><br>Rhetoric Review<br><br>Rhetorical Analysis Topic Approval                    |
| 9  | Wednesday, 10/3  | READ: Chapter 19: Arguing (Complete Reading Journal)<br><br>WRITE: Draft a working thesis statement (See exercise 19.3)  | Discuss Reading<br><br>Rhetorical Analysis Essay Working Thesis<br><br>Outlining: Rhetorical Analysis Essay<br><br>Incorporating Research |
| 10 | Monday, 10/8     | READ: Find and read one article about the organization who wrote your letter.<br><br>WRITE: Draft introduction and first body paragraph (should discuss one rhetorical appeal) | Discuss Reading – impact of research<br><br>Paragraph Workshop  |
| 11 | Wednesday, 10/10 | READ:<br><br>WRITE: Rough Draft of Rhetorical Analysis Essay<br><br>(Bring ____ copies for workshop)   | Peer Review Workshop: Rhetorical Analysis Essay   |

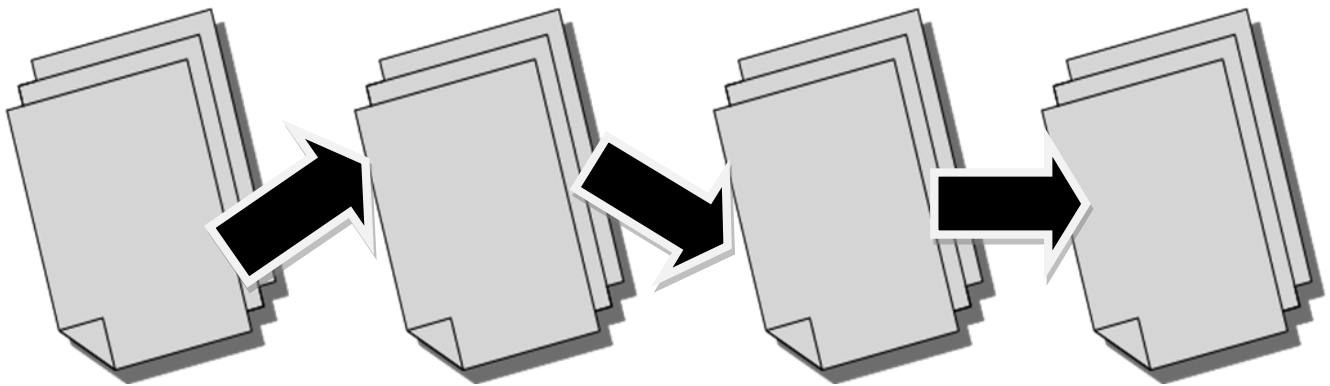


|    | DATE             | ASSIGNMENTS DUE<br>***Major Assignments are in bold.***   | IN-CLASS FOCUS  |
|----|------------------|---|---|
| 12 | Monday, 10/15    | <p>READ: Chapter 7: Proposing a Solution (320 – 325) and Sample Essay (handout)</p> <p><b>WRITE: Final Draft of Rhetorical Analysis Essay</b></p>   | <p>Introduction to Argument</p> <p>Review Guidelines: Proposal essay, Annotated Bib., Source Outline</p> <p>Discuss Sample Essay</p> <p>Choosing a Research Topic</p> <p>Proposal Thesis Structure</p>                      |
| 13 | Wednesday, 10/17 | <p>READ: Chapter 25: Annotated Bibliographies (pages 795 – 804)</p> <p>WRITE: Draft a working thesis statement</p>  | <p>Library Visit: Using Metro’s Databases (Refer to Chapter 23 for more information about library research)</p> <p>Topic Approval &amp; Working Thesis</p> <p>Research Scavenger Hunt</p>                                   |
| 14 | Monday, 10/22    | <p>READ: Chapter 24: Using Sources (pages 755 – 765) &amp; “Questionnaires” (pages 723 – 727)</p> <p>WRITE: Finish Research Scavenger Hunt; Write 10 survey questions about your topic</p> <p><i>**Continue reading and annotating your sources. Taking good notes now will help you later!</i></p> | <p>Discuss Reading</p> <p>Understanding Audience: Online Surveys</p> <p>Using and Citing sources &amp; Exercises on Avoiding Plagiarism</p> <p>Review Annotated Bibliographies</p> <p>Discuss Source Outline Guidelines</p> |
| 15 | Wednesday, 10/24 | <p>READ: “Outlining” (pages 564 – 568) &amp; Finish ALL of your sources</p> <p><b>WRITE: Annotated Bibliography and Research Binder</b></p>   | <p>Course Evaluations</p> <p>Review Guidelines: Source Outline</p> <p>Discuss Outlining</p>   |

|    | DATE                                      | ASSIGNMENTS DUE<br>***Major Assignments are in bold.***  | IN-CLASS FOCUS  |
|----|---|--|---|
| 16 | Monday, 10/29                             | READ: "Planning and Drafting" (pages 366 – 368)<br><br>WRITE: <b>Detailed Working Source Outline;</b><br>Conference Preparation Worksheet  | WORK DAYS – Begin drafting<br><br>Individual or Group Student Conferences<br>Discuss Outlines<br>Return Annotated Bibliographies<br><br>Progress Reports                  |
| 17 | Wednesday, 10/31<br><br>Happy Halloween!  | <i>***These assignments are due on the day of your scheduled conference. Use the time this week when you are not in conference to work on composing the rough draft of your proposal.</i>                            |   |
| 18 | Monday, 11/5<br><br>*Last day to withdraw | READ: "Drafting" (pages 368 – 373) & Chapter 28: Oral Presentations<br><br>WRITE: Compose at least 3 pages of your Argument Essay Rough Draft<br>(Bring a printed and digital copy for workshop)                     | Discuss Reading<br><br>Review Guidelines: Arg. Presentations<br><br>Workshop: Partial Draft (at least 3 pages)<br><br>Revision Exercises: Introductions & Body Paragraphs |
| 19 | Wednesday, 11/7                           | READ:<br><br>WRITE: Complete Argument Essay Rough Draft<br>(Bring ____ copies for workshop)  | Peer Review Workshop: Argument Essay<br>- Clarity of argument<br>- Use of sources<br>- Effectiveness of counterargument and opposition<br>- Academic style                |
| 20 | Monday, 11/12                             | READ: "Revising" (pages 374 – 375) & "Editing and Proofreading" (pages 377 – 381)<br><br>WRITE: 2 <sup>nd</sup> Draft of Argument Essay<br>(Bring ____ copies for workshop)<br><br>*Last day to Turn in Extra Credit | WORK DAY – Revision work on essay and develop presentations<br><br>Group Workshops with Instructor  |
| 21 | Wednesday, 11/14                          | WRITE: <b>Final Draft of Argument Essay</b><br><br><b>***Prepare &amp; Practice Argument Presentation</b>  | <b>Argument Presentations</b><br>Course Celebration   |
| 22 | Monday, 11/19                             | <b>***Remaining Presenters: Prepare &amp; Practice Presentation</b>  | Finish Argument Presentations   |

*“Commit yourself to the process,  
[in addition to] the project.”*

--- Frank Conroy



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