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# Composition II

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*Collin College*

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### Recommended Citation

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Central Park Campus  
COURSE SYLLABUS FALL 2018

**Course Number:** ENGLISH 1302

**Course Title:** Composition II

**Professor:** Deborah Anderson

**Office Hours:** By appointment, Mondays before or after class

**Department Office Number:** B342

**Phone number:** 972-548-6830

**Email:** DebAnderson@collin.edu

**Department** in case of emergencies: Office of Academic Affairs, B122F, 214-491-6270

**Class Information:**

Section Number: C71

Meeting Times: 5:30 pm-8:20 pm Mondays

Meeting Location: B-116

**Course Description:** Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

**Course Credit Hours: 3**

Lecture Hours: 3 hours per week

Lab Hours: 1 hour per week

**Prerequisite:** Successfully completed English 1301

**Course Resources: Required Textbook (not the e-book or phone app):** *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings* 11th edition, by Barnett, Bedau, and O'Hara (2017). Highly recommended: *M.L.A. Handbook, 8<sup>th</sup> edition*, (2016) published by the Modern Language Association (available online). *Please bring your textbook to class each day.* Another helpful resource for the course: <https://owl.english.purdue.edu/>.

**Supplies:** One gig (or larger) flash drive (RECOMMENDED), college ruled notebook, index cards, post-it-notes, colored reference tabs pencils, pens and 3 different colored highlighters.

**State-mandated Outcomes:** Core Objectives: Communication Skills, Critical Thinking, Empirical Quantitative, Personal Responsibility, Social Responsibility, and Teamwork. Upon successful completion of this course, students should:

1. Demonstrate knowledge of individual and collaborative research processes.  
(Teamwork)

2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
5. Apply the conventions of style manuals for specific academic disciplines (e.g., MLA, etc.).

**Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:

Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

### **Method of Evaluation:**

Your points will be converted into a percentage on Canvas, which will determine your final grade. 100-90%=A; 89-80%=B; 79-70%= C; 69-60=D; 59% and below= F (fail).

### **Course Requirements:**

**Writing Sample:** For this in-class essay, (for participation points) you will demonstrate your best response to a topic that is given to you. While this essay will be kept on file, you must complete it before I will accept any other work from you. If this assignment is not completed, all activities and assignments that follow will receive a zero for a grade.

**Essays and Debate Presentation:** Students will write 2 essays that respond to topics that will be given to you in class. Each essay will require that you provide support for the claims you make about the topic. All evidence must be clearly attributed to sources and when specified, documented correctly using MLA formatting, including in-text citations and a Works Cited page. Essays must have a clear thesis statement making a refutable claim, with 3-5 sub points that will be discussed, clear supporting evidence, and logical analysis and evaluation of evidence. Essays should be well organized and free of errors regarding grammar, punctuation, and mechanics. Students must follow the guidelines sheet and the rules of standard MLA page layout/formatting and **not exceed 25% research based quotes/information**. Essays must be typed and double-spaced with one inch margins, using a standard 12 point font. **Please bold your thesis statement.** The values are:

<b>Essay #1</b> (Analysis—5-6 pages):	200 points
<b>Essay #2</b> (Problem Solving 5-6 pages):	200 points
<b>Argument Presentation</b> —(Power Point Debate):	200 points

Essays will be submitted and graded on Canvas. They must be attached in a Word document. I typically do not accept late assignments. Use your time wisely and plan ahead. Make an appointment with the Writing Center to help with your rough drafts, so you can earn lab credits. You will be expected to read my constructive feedback on your essays for improvement. **Call tech support 24/7 at 972-377-1777 option 5 for Canvas help.** Students can get

Office 365 for free at the link below. You will need to use your Cougarmail email when signing up. Go to <https://www.microsoft.com/en-us/education/students/default.aspx> If needed, Google search "free online Power Point training" there are numerous sites that offer it.

### **GRADING RUBRIC ENGLISH 1302**

*(See the English Department rubric for more details)*

Essays are graded according to the English Department Essay Grading Criteria. In brief, I have broken it down into 5 categories.

***Mechanics:*** The essay contains correct English spelling, grammar, punctuation, cohesive logical and critical thinking, accurate word choices and proper sentence structure. (20% of grade)

***Thesis and Persuasive Elements:*** The essay provides a clear and arguable thesis statement including 3-5 sub-points (pre-approved by your professor as a requirement). The essay includes a solid argument, in depth analysis and/or the ethos, pathos, logos of persuasion (depending on the essay genre assigned). (20% of grade)

***Originality and Structure:*** The essay includes originality of thought, fresh/intriguing ideas, good structure, a well-developed introduction, body and a conclusion that synthesizes the information, including a call to action. (20% of grade)

***Research:*** The essay provides sufficient and credible research sources and factual support as indicated on the guidelines, not exceeding 25% outside research within the essay. (20% of grade)

***Formatting:*** The essay follows proper and required M.L.A. formatting for both in-text citations within the body of the essay and on the Works Cited page; they must correlate. (20% of grade)

**If an essay is substantially weak in one of these areas, a full grade drop could occur for each category. Plagiarized essays will receive a zero score/failing grade for the assignment.** Specific examples may be identified in order to demonstrate my conclusive feedback. I will provide overall comments at the end of your essay. College-level work is expected.

**M.L.A. Formatting Quizzes:** Due Sept. 13th, 20 points each, 40 points total on Canvas.

**Attendance/Participation Grade:** **If you have more than 3 unexcused absences, it will *not* be possible for you to earn an "A" in the course.** I will assess the overall participation grade to reflect the overall focus, attention, behavior, and participation in the classroom discussions, readings, workshops, presentations and assigned work. There are several things I take into account, including having cell phones put away when class begins, respect, integrity, (Collin College core values), paying attention, having a positive attitude and being on time. Sleeping in class and side conversations during instruction are not allowed.

**The participation grade will reflect more than attendance (150 points).**

Throughout the semester you will participate in activities including peer reviews, discussions, reading responses, and individual writings as part of the preparation for final drafts of your essays. If you show up after an activity has started, you may not have the opportunity to participate in that activity, or you may only get partial credit for it, depending on how late you show up. If you leave and return during an activity or if you leave early during an activity and do

not return, you may not receive full credit for the activity. Individually, these assignments will be worth 10 points each, per day. In class activities cannot be made up under any circumstances. Watch for announcements on Canvas (also announced in class) regarding bringing drafts of your essays to class.

**Visual/Oral Presentations:** Individual students will create two 3-4 minute persuasive oral/visual presentations regarding **persuasive media (due Sept. 17th)** and a presentation on an **assigned logical fallacy due date TBA**. Presentations will be worth daily participation points, (10 points each). This will help you practice effective oral/written communication skills, and we will get to know each other personally with these assignments.

**Library Orientation:** You will need to attend a Library Orientation on Sept. 10th in room LA-115, which will introduce you to resources for research. Attendance will be worth participation points, which includes paying close attention, (cell phones put away) and taking detailed notes.

**Lab Work:** The lab component, designed to support writing as a process and writing improvement, is *required by the Collin College English Department*. Students will complete “lab assignments” throughout the semester. These assignments will be worth 10 points each. You will be responsible for **160 points** worth of lab credits. All labs must be completed by **November 26<sup>th</sup>**, but the **online grammar quizzes are due by midterm**. Some of these will require **signed & submitted documentation of your attendance signed by a staff member**. You may choose any of the following options, but the grammar quizzes are required. **You will receive double points for receiving tutoring at the campus Writing Center, or free online tutoring. For live tutoring, be sure to make an appointment early.**

Complete at least 1-2 per week to stay on track:

- (REQUIRED) **8 Grammar Quizzes** on Canvas in the learning modules (80 points), *Questions 3 and 4 have been deleted. Due by midterm.*
- **Online Tutoring:** [www.collin.edu](http://www.collin.edu) Click “Student Resources” then click “Tutoring” (available 24 hours a day, 7 days per week) or use Net Tutor on Canvas.
- **The Collin College Online Writing Lab** (5 day turn-around time, submit early.) <https://www.collin.edu/studentresources/writingcenter/onlinetutor.html>
- **Writing Center Tutorial Conference**
- Writing Center Workshop
- Library RAPS Session (A personal meeting with a librarian for research help)
- Library Workshops
- Study Skills Workshops (Writing Related Only)
- Study Skills Seminar (Writing Related Only)
- ENG1301 Access or Group Tutoring
- Watch an educational video at [www.ted.com](http://www.ted.com) and write a 1-2 page typed report.
- **Outside Events:** school event, community event, college event, Collin College Auteur Film Series attendance (write a 1 page typed, double spaced description)

in MLA formatting of the rhetorical situation (think ethos, pathos, logos and turn in your ticket stub and/or program.)

- **Journal Entry:** Some students enjoy writing about daily activities, music, movies, travel, sports, hobbies, news, etc. Journals are expected to be 1-2 pages in MLA formatting, typed and double spaced for each entry. You may complete up to 5 of these. (I prefer *not* to read about traumatic events.)

**Final Exam:** This will test you on some of the logical fallacies we will study over the semester, and other terms and definitions from your textbook. It will be a multiple choice, true/false test worth 100 points and we will have a review.

**“The instructor shall have full discretion over what behavior is considered appropriate/inappropriate in the classroom. Any behavior the instructor deems to be inappropriate shall be addressed according to Collin College’s policies and procedures.”**  
(*Strategies of Behavioral Intervention-SOBI statement*)

**SOBI Team:** Collin College's Strategies of Behavioral Intervention (SOBI) Team serves as a central network focused on preventive and timely intervention before a crisis arises. The SOBI Team has designed a process that reflects the best practices for referring, assessing, responding to, and assisting students who may display various levels of distressed, disturbed, and/or unregulated behavior. The SOBI Team is a resource for Collin College faculty, staff and students by which they can report student behaviors of concern.

**Attendance Policy:** Your prompt and regular attendance and a strong work ethic is crucial to your success in this class. If you miss class, you are missing material that you will be responsible for in your essays. It is your responsibility to be in class, and on those rare occasions when you are legitimately unable to attend, it is in your best interest to make a friend in class, someone you know you can trust, who will share their notes with you. Please contact me via email regarding legitimate absences and make sure to catch up. I do understand illness. **If you have a contagious illness, such as the flu, please stay at home.**

**Late to Class Policy:**

Students who are late to class starting in week two, up to 5 points could be deducted from your participation grade for each day you are late. Lectures and discussions are interrupted when students arrive late, and important information (including announcements) are missed by the student. Only emergency situations will be excused, and it will be at the discretion of your professor. Plan on arriving a few minutes early. (Please sit near the door if you are late.)

**Make-Up or Late Work:** Workshop and lab assignments cannot be made up any under circumstances. Essays cannot be made up except in extreme circumstances such as hospitalization of the student or a death in the student’s immediate family (parent, child, sibling, significant other or grandparent) with proper documentation. Excused or unexcused absences will be determined at the discretion of the instructor. Late work might be considered at the discretion of your instructor, and will receive minimal—if any—commentary, and points will be deducted for it being late if accepted. It is your responsibility to check for assignments and deadline dates on Canvas. (*One of the honors of earning a college degree is having the ability to meet deadlines.*)

**Revisions:** I rarely accept revisions for assignments and essays after the due date in this class. Exceptions for true emergency situations with proper documentation would be discussed on a case by case basis. Revisions should happen before the due date, during the peer editing and workshop sessions, or when you attend required labs. Revising an essay is no guarantee of an improved grade.

**Withdrawal Policy:** See the current Collin Registration Guide for the last day to withdraw. The last date to withdraw from the course is **October 19<sup>th</sup>**.

**Americans with Disabilities Act:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations before or early in the semester. See the current *Collin Student Handbook* for additional information.

**Collin College Academic Policies:** See the current *Collin Student Handbook*.

### **Accommodations at Collin College for Equal Support Services (ACCESS) 5.2:**

Specialized services and academic accommodations are available for students with a documented disability. The law requires that students must self-identify to the ACCESS Office and provide required current documentation to that department. Only documentation from a licensed professional (psychologist, diagnostician, or physician) is acceptable. The report must be current; on official letterhead; include the name and title of the person completing the report; their telephone number, address, and signature; the specific diagnosis; current functional limitations related to the educational setting; and the projected duration of the condition. Students seeking accommodations should contact the ACCESS Office at least one (1) month before the services are needed. Services are available for students at all campus locations.

It is the student's responsibility to pick up their accommodations letter each semester to receive requested accommodations. Students should contact their ACCESS advisor immediately if they are having difficulty in their classes or having problems with their requested accommodations. Students must schedule special testing arrangements with ACCESS at least 2-5 days in advance, due to limited space. Students must take exams on campus for which they are enrolled. Assistive technology and software are available on each campus for students with disabilities. Please contact the ACCESS Office for more information.

### **Scholastic Dishonesty:**

To view the Board policies associated with this section, go to <https://pol.tasb.org/Policy/Search/304?filter=flb>. Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices,

tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.

2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.

3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, **Modern Language Association (MLA) Style**, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor. In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question. Essays/Work submitted to other classes constitutes self-plagiarism, and is not acceptable.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member shall delay posting a grade for the academic work in question, until the case is final. A student found responsible for a scholastic dishonesty offense(s) shall receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member shall determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course (*Student Handbook* p. 95).

In this class, ignorance of what constitutes academic dishonesty is not an acceptable excuse. Regardless of intent and depending on the severity of the incident, a student who is found responsible for scholastic dishonesty (at any stage of the writing process, including writing, drafting, in-class activities, peer review, etc.) by the Dean of Student's Office may be required to revise an individual paper, or the student may receive a failing grade on the assignment. The penalty for academic dishonesty will be assessed on a case-by-case basis by the professor, depending on the severity of the issue and the findings of the Dean.

**Cougar mail:** All email communication with your instructor must be through your Cougar mail account. Your instructor will not respond to any emails that come from outside e-mail addresses due to FERPA Laws. Please allow approximately 24 hours for email replies Monday through Thursday and if your email is sent over the weekend, it will receive a reply by Monday.

**Class Cancellation:** In case of class cancellation (due to weather, illness, or any other reason) keep up with the assigned reading and check our Canvas course page and your Cougar mail e-mail for assignments so that you don't get behind. (Be aware that sometimes students don't get the group emails that I send from home, so be sure to check for announcements on Canvas and



check your “spam” email box. You will be responsible for keeping up with the required work regardless of class cancellation. Essays will be due regardless of possible class cancellation.

**Cell Phone Policy and Disruptive Behavior:** Certain behaviors disrupt the educational process of the class and will not be tolerated. These include verbal outbursts, talking during class, text-messaging, arriving after class has begun, leaving before class is dismissed, getting up in the middle of a lecture or discussion to use the restroom, tossing something in the trash can or to sharpen a pencil, etc. When a student engages in disruptive behavior, he/she should expect the instructor to 1) make a note of it, 2) pull him or her aside to discuss the disruptive behavior, 3) ask the student to leave the class, and/or 4) report the disruptive behavior to the Dean of Students who will evaluate the situation and take appropriate disciplinary action. **All cell phones, laptops, and other electronic devices must be turned off and put away in a purse, backpack, or pocket before class begins. These devices should never be in your hand or on your desk during class.** Water bottles are allowed with screw tops, and must be kept on the floor. Food, coffee and soda is not allowed in the computer rooms or in the library study areas.

**Writing Center:** Remember that as a part of the Lab portion of this class, you may choose to visit the Writing Center or participate in a Writing Center Workshop. You are encouraged to make use of the services, which is located in Room A-104, and the phone number is 972-548-6857. All students are encouraged to visit the Writing Center on campus for assistance with writing assignments. In addition, the Writing Center will periodically offer Writing Workshops that will address various areas of the writing and research process.

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

**COURSE CALENDAR:** This course calendar is for proposed due dates of major assignments, exam dates, projects, etc. Note that this syllabus and course schedule may change to meet the needs of the class. When changes occur, I will let you know in class or via e-mail. **Other assignments, essay topics and announcements will be announced in class and posted on Canvas, please check it and your Collin.edu email regularly for updates. Please read the book chapters prior to class, and take notes of your thoughts, questions and connections for in class discussions.** It will generally take me about 7-10 days to grade essays once they have been submitted. I will let you know if there is a delay. Please allow extra time for grading during holiday breaks or the finals grading period.

**1st Week (of the semester) August 27<sup>th</sup>-**Introduction to Course, course syllabus, introductions, plagiarism PowerPoint presentation, Great Expectations PowerPoint, Canvas, Turnitin.com, Read Chapter 1 “Critical Thinking”. Essay #1 assigned and Diagnostic Writing Sample.

**2<sup>nd</sup> Week of Sept. 3<sup>rd</sup>- Labor Day holiday, no class this week.** Read Chapter 1 this week at home. Review MLA formatting on the Purdue English Owl website and in your textbook to prepare for the upcoming MLA quizzes on Canvas.

**3<sup>rd</sup> Week of Sept. 10<sup>th</sup>- Library Orientation: meet in room LA-115 during class and bring your student ID card. Two MLA quizzes are due on Canvas by Sept. 13<sup>th</sup> (open book quizzes).**

Read Chapter 3, “Critical Reading: Getting Deeper into Arguments” Bring a hard copy of Martin Luther King Jr.’s “I Have a Dream” speech with three different colored highlighters, instructions will be given in class. Annotation handout.

**4<sup>th</sup> Week of Sept. 17-** Discuss Chapter 3, read Chapter 5: “Writing an Analysis of an Argument” “Animal Liberation” by Peter Singer. and **Persuasive Media Oral/Visual presentations due Sept. 17<sup>th</sup>**.

**5<sup>th</sup> Week of Sept. 24- Essay #1 due Sept. 24<sup>th</sup>** on Canvas (in the modules) by 11:59 p.m., follow the guidelines sheet, no late work. Discuss Chapter 5, read Chapter 6: “Developing an Argument of Your Own”.

**6<sup>th</sup> Week of Oct. 1-** Discuss Chapter 6, read Chapter 7: “Using Sources” Read, discuss, and actively respond to the famous/classic short story “**The Necklace**” by Guy De Maupassant, you may access it online at the following URL address and we will read it together in class:

**<http://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml>**

Engage in active reading: what is persuasive about this story? Be prepared to answer analysis questions/respond.

**7<sup>th</sup> Week of Oct. 8-** Discuss Chapter 7, read Chapter 8: “A Philosopher’s View: The Toulmin Model”

**8<sup>th</sup> Week of Oct 15-** Discuss Chapter 8, read Chapter 9: “A Logician’s View: Deduction, Induction, Fallacies”

**9<sup>th</sup> Week of Oct. 22-** Logical Fallacies Power Point presentation, discuss Chapter 9 including Max Schulman’s classic and comedic short story, “**Love Is a Fallacy**” (p. 365-372). Assign logical fallacies student presentations.

Read Chapter 10: “A Psychologist’s View: Rogerian Argument”.

**10<sup>th</sup> Week of Oct. 29- Essay #2 due Oct. 29<sup>th</sup>** on Canvas by 11:59 p.m. Discuss Chapter 10 and “Communication: Its Blocking and Its Facilitation” essay, this is a good example of a Rogerian Argument.

**11<sup>th</sup> Week of Nov. 5<sup>th</sup>-** Analyze The Declaration of Independence (p. 651-653) in class (Cross-curriculum analysis). Find the rhetorical situations in interactive, educational websites “In the Shadow of Red October”.

**12<sup>th</sup> Week of Nov. 12- Logical fallacies student oral/visual presentations due Nov. 12<sup>th</sup>**. Read and discuss “**Inner Contentment**” by the Dalai Lama and Howard C. Cutler (p. 745-47). *The spiritual leader of the Tibetan people, in conversation with an American physician, talks about the relationship between desire and contentment.* Questions will follow.

Thursday: Read, discuss, and respond to the persuasive nature of Shirley Jackson’s famous short story, “**The Lottery**”. How does this artful piece of writing create rhetoric? Access it online at **[https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson\\_lottery.pdf](https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf)**

**13<sup>th</sup> Week of Nov. 19-** Read and discuss Chapter 22: “Is Facebook Making Us Lonely?” (p.545-554). **Thanksgiving Break Nov. 21-25<sup>th</sup>**.

**14<sup>th</sup> Week of Nov. 26- All lab assignments (16) are due by Nov. 26th, no late work.**

Be prepared to print (from home) and share your best essay from the semester in class. Discuss Chapter 19: "A College Education: What Is Its Purpose?" with exercises.

**15<sup>th</sup> Week of Dec. 3- Debate Power Point Presentations due December 3rd.**

**16<sup>th</sup> Week of Dec. 10- Final Exam: December 10<sup>th</sup> at 5:30pm in B-116.**

**Note: Inclement Weather Plan or Professor out sick:** *Please read the upcoming textbook chapters, work on your major essays, and/or labs.* Be sure to check for weather alerts and Collin College closures on the local news, radio and Cougar Web. Make sure your active phone number is connected to Cougar Web for updates from Tech Services.

***Free and confidential academic and personal counseling is available to all students.***

**Please follow Collin College's Core Values:**

Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity, Respect and Integrity.

*"Every class is a collaboration with the students. What can happen in the classroom is so dependent on students' preparation and engagement."* –Professor Frances Dolan,

University of California, Davis

*"I read my eyes out and can't read half enough... The more one reads the more one sees we have to read."* - John Adams, 2<sup>nd</sup> President of the United States

*"Professors and scholars agree that the very best writers are those who are voracious readers, they enjoy feeding their minds, which sparks ideas, influences styles, sets technical conventions and directions before they begin to write. Nothing influences writing more than a combination of life experience, research, creativity and especially reading the best books and articles."*

-Professor Anderson