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Composition II

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English 1302.WC1: Composition II

Spring 2019, Central Park Campus

Course Number: ENGL 1302

Course Title: Composition II

Instructor: Dr. Wendy Commons

Office: E221, Central Park Campus

Office Hours: Monday: 12:00-2:15 on-site

Tuesday: 1:00-1:30 on-site, 1:30-2:00 online

Wednesday: 12:00-12:45 on-site

Thursday: 1:00-1:30 on-site, 1:30-2:00 online

Friday, 10:30-11:30 a.m. online

(Other times available by appointment. Please note that all students are welcome to contact me during either on-site or online office hours; I do not have separate office hours for online versus on-site students.)

Email: wcommons@collin.edu (Preferred contact method; please allow 24-48 hours for response. Email may not always be checked on weekends.)

Office Phone: 972-548-6823

Department office contact in case of emergencies: Office of Academic Affairs, B122G, 214.491.6270

“When asked, ‘How do you write?’ I invariably answer, ‘One word at a time.’” - Stephen King

Class Information: Section number WC1, online, Central Park Campus

Special Considerations for Online Students: Because this class has no face-to-face component, your primary method of receiving information will be through text. *You must read all course materials thoroughly and carefully.* You also need to check course materials and email regularly (I’d suggest at least three times a week), which naturally requires a computer with internet access. If you don’t have one at home, I highly recommend choosing a study location where you can access one (library, home of a friend or relative, etc.) and planning to spend a lot of time there over the course of the semester.

Technology Requirements: To successfully complete this course, students must have ready access to a computer with internet access and access to Canvas. Students should also know how to send emails, attach files to emails and discussion board posts, and type and save documents in Microsoft Word or a similar word processing program.

Netiquette: Part of your evaluation will include work done in online class environments (Canvas and TurnItIn.com). The activities in which you participate in our online class space should be conducted as if you were in a classroom. Be courteous to your fellow students and to your instructor. In discussion board posts, emails, and other online exchanges, I expect you to use the sort of written language I would see in an essay that you would turn in for a grade: no IM-speak, no slang, no all-caps, no no-caps. I don’t have problems with the occasional emoticon, but just make sure that everyone can understand the point you are trying to communicate.

Note that the Collin College Code of Conduct prohibits “failing to secure, misusing, and/or sharing College Wide ID (CWID) numbers, CougarMail email accounts, or other restricted access codes or passwords” (Student Handbook 7-2.3P). Please keep your login information secure and use only college-sponsored communication systems (i.e., Cougarmail and Canvas messages) to protect your privacy and to ensure that communications with your instructors remain confidential.

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
Lab Hour:	1

Course Format: Lectures, class discussion, small group discussions, computer-assisted instruction, audio/visual materials, personal conferences, lab assignments, in-class writings/responses.

Prerequisite: ENGL 1301

Course Resources:

Carolyn E. Channell and Timothy W. Crusius, *Connect Online Access for Engaging Questions: A Guide to Writing 2e* with Connect Composition, 2016. McGraw Hill. ISBN: 9781259287473.

They Say, I Say: The Moves that Matter in Academic Writing, 3rd edition, by Gerald Graff and Cathy Birkenstein. ISBN: 9780393617436.

Supplies:

1. Access to the Internet for using Canvas and for turning in assignments.
2. An active Collin email (Cougarmail) address. Please note that all emails to the professor must be sent via your Collin email due to the college's privacy policies.

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 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., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Method of Evaluation: This class is set up to give you every possible advantage toward making a decent grade. A passing grade in this class constitutes an average of **60 or better**. Completion of all assignments is vital to your success in my class; **any student who does not receive credit for all major essays will not be eligible to pass**. All your assignments must be original works produced by you specifically for this class. (In other words, you may not submit, in part or whole, work that you have done for another class or for another purpose as work for this class. You may not submit someone else's work as your own. See scholastic dishonesty policy provided in this syllabus.)

As your instructor, I also reserve the right to require tutoring through the Writing Center or Online Writing Lab for students I feel need extra help completing and/or revising their assignments. For more information about the Writing Centers and the OWL, please visit <http://www.collin.edu/writingcenter>.

Your final grades will be determined as follows:

- Essay 1 (Argument Critique): 15%
- Essay 2 (Annotated Bibliography): 15%
- Essay 3 (Researched Critical Analysis Essay): 20%
- End-of-semester reflection: 10%
- MLA exam: 10%
- Lab assignments: 15%
- Participation and professionalism: 15%

I will use the following grade scale to determine final grades:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = all grades under 60

Essays will usually be graded within **two weeks** of the due date. I will provide feedback for your graded material via Canvas, Turnitin.com or email. Please note that late or incomplete work may not be graded or may not receive feedback.

Grades for essay assignments are contingent upon completion of one or more mandatory peer reviews; missing a peer review may result in a point deduction on the final grade for that essay. Students must both submit a peer review draft on time and review the draft of a classmate in order to receive full credit for participating. If extenuating circumstances arise, students may be allowed to visit the writing center to receive partial credit for missed peer reviews. However, each student will only be allowed one such pardon. I reserve the right to refuse to grade any essay that has not been submitted for peer review, taken to the Writing Center, or sent to an online tutoring service.

Be aware that your essay grades are actually comprised of any pre-writing or post-writing activities assigned in addition to the essay itself. These would include peer reviews, topic proposals, and reflections, among others. The idea is that if you participate in the process, you'll be rewarded with these extra points that will boost your essay grades. Failure to complete these assignments will negatively impact your essay grades.

Lab Component: The lab component is an integral part of this writing course. Over the course of the semester, you will need to complete a combination of selections from the list below. This lab work is not the same as regular daily coursework that you must complete to stay on track in the class; it is, instead, designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

For this course, you are required to complete 16 units of lab work. All students will be required to complete a customized assignment in Connect Composition by the middle of the semester; this will count as eight of the 16 required lab units. For the remaining eight lab units, which will be due later in the semester, you may do any combination of the assignments below:

- **Additional Customized Assignment in Connect Composition: up to 8 lab units.** For those of you who find the first Connect assignment helpful and prefer to complete the lab component online, I will create a second assignment covering additional topics. Keep in mind that if you do not finish the entire assignment, you will receive partial credit based on the percentage you've completed.
- **Writing Center visit for Essay 1, 2, and/or 3: 2 lab units.** Each Collin College campus has a writing center. I encourage you to use this complementary service to get assistance with your essays and other writing assignments. You must work on an assignment for this class to receive lab credit for your visit, which must be completed before the assignment's due date. If you cannot get to campus, you may also send your paper to the Online Writing Lab (or OWL), but be aware that the turnaround time for the OWL can be

up to 5 days (meaning you should send your essay to them at least that many days before it is due). If you visit a Writing Center, ask your tutor for documentation of your visit; if you submit to the OWL, you should forward the reply they send you to me at wcommons@collin.edu. For more information about the college's writing centers and the OWL, visit www.collin.edu/writingcenter.

- **Attend a Writing Center Workshop or a "Book a Librarian" session (1 lab unit each):** The Writing Center hosts occasional workshops on each campus, which you may attend for lab credit. These workshops cover topics like MLA documentation, research, and argumentative writing. Our libraries also offer one-on-one sessions with librarians to help you find resources and gather research for your essays; this service is called Book a Librarian. If you attend a workshop or a session with a librarian, please send me via Canvas messages a brief summary (at least 300 words) of what you learned and how this information will be applied in your writing for this class, along with any pertinent documentation your host may have provided if applicable (i.e., forms you may have filled out).

If you have an idea for a short project or an opportunity to attend an event related to composition and rhetoric that you think might count for lab credit, please let me know. The Collin College campus event calendar can be found here: <http://calendar.collin.edu>.

Due Dates: Assignments for this class, including essays and discussion posts, will be due Sundays before midnight unless otherwise noted on the course calendar and/or in the assignment's instructions.

Make-up or Late Work: In this class, all your assignments will be submitted electronically. Major assignments submitted the day after the due date will receive an automatic twenty-point deduction and will not receive my comments; after that, they will not be accepted at all. To avoid complications due to technical problems, you should avoid waiting until the last possible minute to submit your assignments. If turnitin.com is down, you may email your essay to me before the due date and time in order to receive full credit. Participation, pre-writing, post-writing, and lab assignments may not be accepted at all after their respective due dates.

Parachute Clause: I will waive the twenty-point deduction for late work on one major assignment per student per semester. Points will be added back to the assignment grade at the end of the semester.

Online Discussion or Collaborative Activities: All discussion and collaborative activities must be submitted in a timely manner. Discussion posts must include substantive comments, including at least one response to other posts. (Avoid posts that don't really add to the conversation, like "I agree" or "good point" – elaborate your thoughts more clearly.) Maintain a collegial tone appropriate for class discussion, and never resort to insults, slurs, or inappropriate language. Don't plagiarize; if you include information from an outside source in your post, let us know where you found it. Discussion and collaborative activities will be evaluated based on timely submission, substantive contribution to the conversation, and proper tone, including appropriate grammar and syntax. Please see the course netiquette statement for more details.

Delivery Method of Feedback and Graded Material: All grades and feedback will be posted via Turnitin.com or Canvas, usually within two weeks of the due date.

Contacting Your Professor: Your main means of contacting me will be via email. If at all possible, please send messages to me via Canvas; this will ensure the fastest response.

Due to the college's privacy policies, all emails sent to me at wcommons@collin.edu MUST be sent from your official college email (Cougarmail); otherwise, I may not be able to respond.

Emails will usually be returned within two to three days but may not always be answered on weekends. Be sure to include your full name in the text of each email submission, and always write the course and section number in the subject box of your email - example: ENGL 1302.WC1.

I have found that the majority of emails I receive from students are about things that can readily be found either in the syllabus, emails I've sent, or on Canvas (in the course shell or in the announcements). If you cannot find the answer to your question after trying all of these means, then please feel free to email me. Questions like the following may be ignored:

- What were we supposed to read?
- When was this assignment due?
- How long is this essay supposed to be?

Attendance Policy: Students are expected to check their college email accounts and Canvas discussion forums at least twice per week.

Professor's Requirements and Behavior Expectations:

1. All essays are to be submitted as Word files (.doc, .docx, .rtf) and must be formatted in accordance with the MLA documentation style. Be sure that you use 12-point font, include a heading, and set all of your margins to 1". For additional information, consult your textbook, handbook, or the MLA style manual. I reserve the right to refuse to grade work that is not properly formatted and documented.
2. In some cases, I may ask you to let me approve your essay topics before you begin your work. If you fail to submit a topic proposal or do not receive my approval, then your work may not be graded.
3. This course stresses writing as a process, and if you fail to complete part of the process, you fail to complete the assignment. Therefore, **assigned pre-writing activities must be submitted on time for your essay to receive full credit.**
4. Peer reviews will be done for most, if not all, of the major assignments you will be completing in this class. **These conferences are not optional and must be completed in order to receive full credit for the assignment.** Each student is allowed to make up one missed peer review per semester by visiting the Writing Center or submitting his or her essay to the Online Writing Lab before the essay's due date. I reserve the right to refuse to grade any essay that has not been submitted for peer review, taken to the Writing Center, or sent to an online tutoring service.
5. In this class, **any cases of plagiarism will automatically be reported to the College's Dean of Students.** I reserve the right to refuse future work from students who are found guilty of plagiarism; thus, **students found guilty of plagiarism may not receive a passing grade.** Plagiarism is unacceptable in college-level courses and is therefore grounds for failing. Students should also avoid submitting work from other/previous classes for a grade in this class as I consider this plagiarism as well. See Collin College's plagiarism policy below for more details.
6. This is an intellectual, not antagonistic, environment. In discussions, students should remain respectful of the opinions of others and engage in non-aggressive debates based on logic, reasoning, and evidence.

Withdrawal Policy: See the current Collin Registration Guide for last day to withdraw.

Dropping a class means that you remove yourself from the class up to the census date. Dropped classes do not appear on your official transcript. You may now drop online up to the census date. The last day to drop this class is Sunday, March 22, 2019.

Withdrawal from a class means that you remove yourself from the class after the census date. Withdrawn classes appear as a W on your official transcript but are not calculated in your grade point average. Withdrawals are not permitted online. Please read the Spring 2019 Registration guide or contact the admissions office for information on how to withdraw. The last day for withdrawal from this class is Friday, March 22, 2019. Should you choose to withdraw from this class, you must see the Registrar's Office for the proper paperwork. Students who do not formally withdraw will receive a performance grade.

Incomplete: Students prevented from completing the course because of extenuating circumstances may qualify for a grade of Incomplete if the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract. (See the College Catalog about Incomplete Grades and Contracts.)

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. It is the student's responsibility to contact the ACCESS office, CPC-D-118(I) or 972.548.6816 or V/TTD: 972.881.5950 in a timely manner to arrange for appropriate accommodations.

Collin College Academic Policies:

7-2.2 Scholastic Dishonesty (from the 2018-2019 Student Handbook)

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 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 conduct through electronic or computerized means. Scholastic dishonesty shall involve, but is not limited to, one or more of the following acts:

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or other electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. 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.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation or patchwriting. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments 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; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty.

See the current *Collin Student Handbook* for additional information.

Instructor clarification: MANY CASES OF PLAGIARISM ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING. Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. **IN EITHER CASE, YOU MUST DOCUMENT.**

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The English Department's policy is that an assignment containing plagiarized material receives an automatic "F."

In this class, any cases of plagiarism will automatically be reported to the College's Dean of Students, and penalties for plagiarism may range from receiving a zero for the plagiarized assignment to failing the class, depending on the circumstances. **I consider submitting work from other/previous classes without permission from me plagiarism.**

Gender Identity: This course affirms people of all gender expressions and identities. If you prefer to be called a different name than is what on the class roster, please let me know. Please advise me of this preference early in the semester so that I may make appropriate changes to my records, and so I may call you by your preferred name and pronouns.

Writing Workshops for Students: Several Writing Workshops will be held each semester to address specific areas of the writing and research process. These workshops address topics such as sentence structure, MLA documentation, writing a literary analysis, essay organization, ESL issues, how to spot and correct common writing errors, etc.

Grading Standards: To unify grading, I will be using the following guidelines unless otherwise indicated.

I. EXCELLENT/SUPERIOR (A/B)

- a. Note: Although "A" and "B" papers possess many of the same features, the style, originality, and level of excellence of the "A" paper are exceptional.
- b. **Preparation:** The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.
- c. **Contents:** The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.
- d. **Development:** The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.
- e. **Sentence Structure:** Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.
- f. **Diction:** The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

- g. **Grammar and Punctuation:** Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.
- h. **Appearance:** The student has carefully proofread and correctly documented the paper. The student will type out-of-class papers using standard 10- or 12-font size on standard white paper using 1" margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

- a. The "C" paper is clear, competent, and controlled, but its style and originality are undistinguished.
- b. **Preparation:** The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment.
- c. **Content:** The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.
- d. **Development:** The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.
- e. **Sentence Structure:** The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.
- f. **Diction:** The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.
- g. **Grammar and Punctuation:** Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.
- h. **Appearance:** The "C" paper conforms to the guidelines established for the superior paper.

III. UNSATISFACTORY (D-F)

- a. Although "D" and "F" papers may share the same faults (such as inadequate development or absence of a discernible thesis), the "F" paper exhibits an obvious breakdown in style and structure.
- b. **Preparation:** The student's ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.
- c. **Content:** The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.
- d. **Development:** The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective, or rudimentary.
- e. **Sentence Structure:** Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.
- f. **Diction:** The level of language is inappropriate to the subject; errors in usage are frequent.
- g. **Grammar and Punctuation:** Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.
- h. **Appearance:** An illegible presentation is always a liability.
- i. **Plagiarism:** Collin College faculty do not tolerate plagiarism. A paper containing plagiarism will earn a failing grade.

Possible Changes to Syllabus or Course: This syllabus is intended to be a set of guidelines for this course. Collin College and I reserve the right to make modifications in content, schedule, and requirements as necessary to promote the most effective learning possible within the prevailing conditions affecting the course. I will announce any changes. Changes will only be made in an effort to improve the course and allow students to be more successful.

Tentative Course Calendar

EQ = Engaging Questions: A Guide to Writing; TSIS = They Say, I Say. Readings listed should be completed before the first class day of the following week unless otherwise indicated in class. Note that this calendar contains due dates for readings and key assignments. Due dates for additional assignments will be available in the Weekly Schedule modules in Canvas.

- Week 1: January 22-27
 - Read through the information in the Orientation folder in Canvas
 - Read Chapters 1 (“Critical Thinking and the Art of Questioning”), 2 (“Reading Critically and the Art of Questioning”), and 10 (“Critiquing an Argument”) of *EQ* using the SmartBook in Connect Composition
 - Introduce yourself in the Week 1 discussion forum
 - Select an artifact to analyze for Essay 1 (requires instructor approval)

- Week 2: January 28-February 3
 - Read Chapters 18 (“Incorporating Source Materials”) and 19 (“Using Sources Responsibly”) of *EQ* using the SmartBook in Connect Composition
 - Read the introduction and Chapters 1 (“They Say”), 2 (“Her Point Is”), and 3 (“As He Himself Puts It”) of *TSIS*
 - Begin work on Composition 3.0 in Connect Composition

- Week 3: February 4-10
 - [Monday, February 4: Census date](#)
 - Post draft for peer review before midnight on Thursday
 - Read Chapters 14 (“Editing Fundamentals”) and 20 (“Documenting Your Sources: MLA”) of *EQ* using the SmartBook in Connect Composition
 - Read chapter 4 (“Yes/No/Okay, But”) in *TSIS*

- Week 4: February 11-17
 - Post completed peer reviews before midnight on Tuesday
 - Read Chapters 27 (“How Do I Write a Rhetorical Analysis?”) and 35 (“How Do I Write an Annotated Bibliography?”) of *EQ* using the SmartBook in Connect Composition
 - Read Chapters 5 (“And Yet”) and 6 (“Skeptics May Object”) in *TSIS*
 - **Essay 1 (Argument Critique) due Sunday before midnight via Turnitin.com**

- Week 5: February 18-24
 - Read Chapters 15 (“Planning a Research Project”), 16 (“Finding Sources”) and 17 (“Evaluating Sources”) of *EQ* using the SmartBook in Connect Composition
 - Read Chapters 7 (“So What? Who Cares?”), 8 (“As a Result”), and 10 (“But Don’t Get Me Wrong”) in *TSIS*

- Week 6: February 25-March 3
 - Read Chapter 3 (“Writing and the Art of Questioning”) of *EQ* using the SmartBook in Connect Composition
 - MLA Exam Review due Sunday before midnight
 - **Lab credit check: all students must have completed Composition 3.0 before midnight on Sunday**

- Week 7: March 4-10
 - Post draft for peer review before midnight on Thursday
 - Read Chapter 7 (“Presenting Information”) of *EQ* using the SmartBook in Connect Composition

- Read Chapters 12 (“I Take Your Point”) and 14 (“What’s Motivating This Writer?”) in *TSIS*
- **MLA Exam due Sunday before midnight**

☐ Spring Break: March 11-17

☐ Week 8: March 18-24

- **March 22: Last day to withdraw**
- Post completed peer reviews before midnight on Tuesday
- Read Chapters 4 (“Claiming Voice”) and 11 (“Making a Case”) of *EQ* using the SmartBook in Connect Composition
- **Essay 2 (Annotated Bibliography) due Sunday before midnight via Turnitin.com**

☐ Week 9: March 25-31

- Submit outline for Essay 3
- Read Chapter 22 (“Choosing Strategies of Development”) of *EQ* using the SmartBook in Connect Composition
- Read Chapters 11 (“Using the Templates to Revise”) and 13 (“IMHO”) in *TSIS*

☐ Week 10: April 1-7

- Post draft for peer review before midnight on Thursday

☐ Week 11: April 8-14

- Post completed peer reviews before midnight on Tuesday
- **Essay 3 (Researched Critical Analysis) due Sunday before midnight via Turnitin.com**

☐ Week 12: April 15-21

- Read Chapter 29 (“How Do I Write a Reflection?”) of *EQ* using the SmartBook in Connect Composition
- **Campuses closed for Spring Holiday, April 19-21**

☐ Week 13: April 22-28

- **All lab units due Sunday before midnight**

☐ Week 14: April 29-May 5

- **Essay revisions (optional) due Sunday before midnight**

☐ Week 15: May 6-12

- **Essay 4 (Reflection) due Tuesday before midnight via Turnitin.com**

☐ Week 16: May 13-19 (Final Exam Week)

- Complete online survey in Canvas before Thursday

All dates and assignments listed here are tentative and subject to change. Students are responsible for recognizing and following any alterations made to this schedule.