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# Composition I

Deborah Anderson

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### Recommended Citation

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**Central Park Campus  
COURSE SYLLABUS SPRING 2019**

**Course Number:** ENGL 1301.C13

**Course Title:** Composition I

**Professor:** Deborah Anderson

**Office Hours:** By appointment 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:** C13

**Meeting Times:** Tues/Thurs 10:00-11:15 am

**Meeting Location:** Room C-115, Central Park Campus

**Minimum Technology Requirement:** A PC (personal computer) or a Macintosh computer, (laptop or desktop), with the ability to create and open Word documents, (or an equivalent on a Mac computer) an internet connection, Adobe Acrobat PDF reader, and a Cougar Mail email account.

**Minimum Student Skills or Technical Skills:** The ability to email attachments, to upload/download documents, to use common word processing programs, and to simultaneously work on multiple browser windows.

**Netiquette and Classroom Expectations:** Keep the Collin College Core Values in mind: Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity, Respect and Integrity. Be kind, courteous and appropriate (respectful language and tone) in your communications with others and be aware of and sensitive to our diverse class members.

**Course Description:** Intensive study and practice in writing processes, from invention and researching to drafting, revising and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement and style. Focus on writing the academic essay as a vehicle for learning, communicating and critical analysis.

**Course Credit Hours:**

Lecture Hours: 3 hours per week

Lab Hours: 1 hour per week

**Prerequisite:** Meet TSI college-readiness standard for Reading and Writing; or equivalent

**REQUIRED Course Textbook (not the e-book or phone app):** *The Norton Field Guide to Writing with 2016 M.L.A. Update: with Readings and Handbook* (4<sup>th</sup> edition), by Bullock, Goggin, and Weinberg, ISBN# 9780393617399. The textbook is available at the Collin College Bookstores. *It is required to 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 to back up your documents/files, a college ruled notebook, index cards, post-it-notes, colored reference tabs, pencils, pens and highlighters.

**State Mandated Student Learning Outcomes:** Core Objectives: Communication Skills, Critical Thinking, Empirical Quantitative, Personal Responsibility, Social Responsibility, and Teamwork. Upon successful completion of this course, students should be able to demonstrate:

1. Develop ideas with appropriate support and attribution. (Communication skills)
2. Write in a style appropriate to audience and purpose. (Communication skills)
3. Read, reflect and respond critically to a variety of texts. (Critical Thinking)
4. Use edited American English in academic essays.

**Additional Collin Outcome:** Upon successful completion of this course, students should be able to demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Method of Evaluation:** Your points for each assignment will be converted into a percentage on Canvas. 100-90%=A; 89-80%=B; 79-70%= C; 69-60=D; 59% and below= F (fail).

**Course Requirements:**

1. **Essays and Power Point Presentation:** Students will write two essays that respond to assigned 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 format, including in-text citations and a Works Cited page. Essays must have a clear thesis with 3-5 supporting sub points, clear supporting evidence, and logical analysis and evaluation of evidence. Essays should be well organized and free of errors of grammar, punctuation, and mechanics. They must follow the guidelines of standard MLA page layout/formatting and **not exceed 25% research-based quotes/information**. All essays must be on time, uploaded in the modules on Canvas, typed and double-spaced with one inch margins, using a standard 12 point font, refer to MLA rules in your textbook. **Please bold your thesis statement and closely follow the guidelines sheets.**

Essay #1 (Evaluation Critique— 4 pages): 150 points

Essay #2 (Problem Solving Group Essay—8 pages): 200 points

Power Point presentation debate (Argument 10 pages): 200 points

Essays must be attached in a Word or PDF document. *Work that has been submitted to any other class previously is considered to be plagiarism.* **24/7 Canvas Technical Assistance** is available by calling **972-377-1777, option 5.** ***It is your responsibility to read my detailed, constructive feedback for every essay on Canvas.*** Students can get Office 365 for free at the link below, including Power Point. You will need to use your Cougar Mail 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 on Canvas for more details)*

Essays and Power Point presentations are graded according to the English Department Essay Grading Criteria. In brief, I have broken it down into 5 categories. Uploading to Canvas required.

***Mechanics:*** The work 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 work provides a clear, relevant and arguable thesis statement including 3-5 sub-points (pre-approved by your professor as a requirement). The essay includes a solid argument, covers the main issues of the topic with in depth analysis also demonstrating the ethos, pathos, logos of persuasion. (20% of grade)

***Originality, Organization and Structure:*** The work 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 work provides sufficient and credible research sources and specific, fact-based support as indicated on the guidelines sheet, 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.** I will provide overall comments at the end of your essays, and feedback will be provided within 7-10 days after the due date. Specific examples may be identified in order to demonstrate my conclusive feedback. **Power Point presentations must be presented in class *and* must also be uploaded to Canvas on time for full credit.** College-level work is expected.

**2. Attendance/Discussion and Participation Grade:** ***The participation grade will reflect more than attendance. You are not guaranteed an "A" in the course if you have more than 3 unexcused, undocumented absences.*** Ongoing, at midterms and at the end of the semester, I will assess your participation to reflect the overall focus, attention, behavior, engagement and participation in the classroom discussions, readings, workshops, presentations and other assigned work. There are several things I expect and take into account, including having cell

phones turned off and put away when class begins, paying attention, respect, integrity, (Collin College core values), staying on task, having a positive attitude and being on time. Sleeping in class and side conversations during instruction are not allowed. Other core virtues for successful higher education learning include: deep curiosity, a strong work ethic, intellectual humility, intellectual carefulness, intellectual thoroughness, not blaming others, and open-mindedness to finding the truth, supported with credible research-based facts.

Throughout the semester you will participate in activities including peer reviews, discussions, group projects, 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. Collectively, participation will be worth a total of **150 points**. In class activities cannot be made up. *Watch for announcements on Canvas and bring drafts of your essays to class when assigned.*

3. **M.L.A. 8<sup>th</sup> edition Formatting Quizzes (2)** on Canvas, worth 20 points each, for a total of 40 points, **due Feb. 7<sup>th</sup>**.

4. **Library Orientation January 29<sup>th</sup>**: The class will attend a Library Orientation, and receive participation points for attending, taking notes and conducting research after the presentation (cell phones off and put away).

5. **Lab Work including Grammar Quizzes**: The lab component, *required by the English Department*, is designed to support writing as a process and writing improvement, is an integral part of the course. Students should complete lab assignments weekly and keep the proofs. These assignments will generally be worth 10 points each. You will be responsible for 160 points worth of lab credits, which will affect your final grade. Midterm grades for lab work will be posted on Canvas. **All grammar quizzes on Canvas will be due by February 15<sup>th</sup>**, or a zero score will be entered. **All remaining labs must be turned in by May 2<sup>nd</sup>**, and can be submitted via the Canvas modules, in class or via email. **These will require evidence of your participation (screen shots or scanned in copies of signed verification forms from tutorials, workshops, etc. should be attached); do not procrastinate and complete 1-2 each week to stay on track.** You may choose any of the following lab work options below to earn 10 points for each. Once the grammar quizzes are completed, you will have 8 more labs to complete, and you may choose from the list below. **Seeking free tutoring online or going to the campus Writing Center for tutoring will earn you DOUBLE POINTS for a 20-30 minute session (20 points for each).** Be sure to make an appointment early. Choose from the list below, however the quizzes are required.

- **REQUIRED: Online Grammar/Punctuation Quizzes (8 quizzes on Canvas worth 10 points each). Due Feb. 15<sup>th</sup>.**

- Quiz scores will automatically upload to the gradebook for a total of **80 points** possible. (*Questions 3 and 4 have been deleted.*)
- **(RECOMMENDED) Campus Writing Center** (*free of charge*) in person tutoring to help you improve your essay scores. They will help you at any stage of the writing process, including rough drafts. Make an appointment for success!
- **(HIGHLY RECOMMENDED) Online Tutoring, “Net Tutor” via Canvas** (free of charge) or [www.collin.edu](http://www.collin.edu) Click “Student Resources” then click “Tutoring” (available 24 hours a day, 7 days per week). *Detailed, written feedback is provided.*
- **The Collin College Online Writing Lab** (a few days turn-around time, submit early.)  
<https://www.collin.edu/studentresources/writingcenter/onlinetutor.html>
- **Writing Center Tutorial Conference**
- **Writing Center Workshops**
- **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**
- **View an educational video at <https://www.ted.com>** and write a 1-2 page report on it. Be sure to give proper credit to the speaker in M.L.A. formatting and include the title of the speech.
- **Write about Outside Events:** school event, community event, college event, Collin College **Auteur Film Series** (Spring Creek campus) attendance (write a 1-2 page typed description of the rhetorical situation in MLA formatting (think ethos, pathos, logos and turn in your ticket stub and/or program.)
- **Journal Entries:** Some students enjoy writing about daily activities, music, movies, travel, sports, hobbies, news, etc. These must be typed and in MLA formatting. Journals are expected to be at least 1-2 typed pages for each entry. You may submit up to 5 of these. (I do not wish to read about traumatic or inappropriate events.)

**7. Final Test: May 14th at 10am** (100 points), based on lectures, logical fallacies and Chapters 13, 36 and 52 of the textbook. This will be a matching and true or false test (25 questions worth 4 points each).

**Attendance Policy:** You will receive 10 points for each date you attend class on time and fully participate with a positive attitude. 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 and unavoidable issues, but I will need timely communication and documentation of the emergency to consider excusing them. ***Please stay home and email me promptly if you have a contagious illness like bronchitis or the flu.***

**Late to Class Policy:**

Students who are late to class starting in week two, up to 5 points will 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, or special circumstances, and it will be at the discretion of your professor. Plan on arriving a few minutes early. Being on time is expected on the college level. *Talk with your professor after class if you have a special circumstance.*

**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)*

**Make-Up or Late Work:** Workshop and lab assignments cannot be made up any under circumstances after the due date. Essays will not be accepted late, 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. Other late work may be considered at the discretion of your instructor, and will receive minimal—if any—commentary, and discretionary 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/rough drafts 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 **March 22nd**.

**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 at the beginning or before 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. **Access Office, 972.881.5898**

**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, which is unacceptable.

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.95-96).

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, conferences, etc.) by the Dean of Student's Office may be required to revise an individual paper, or the student may receive a failing grade (of zero to 50 percent) on the individual assignment, or the student may also earn a failing grade in the course. 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, you 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 on due dates regardless of 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 should 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, except in designated areas.

**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.

**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 for ENGL 1301. 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 is also available at no charge online.

**COURSE CALENDAR:** This course calendar is for proposed due dates of major and minor assignments. Note that this syllabus and course schedule is subject to change. If changes occur, I will let you know in class, via Canvas and/or via email. **Essay guidelines and announcements**

**will be posted on Canvas, please check it and your Collin.edu email regularly for updates.** It will generally take 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 a holiday break or the finals grading period. Read the book chapters prior to class, and take notes of your thoughts, questions and connections to be prepared for discussions and reviews.

**1<sup>st</sup> Week of January 22<sup>nd</sup>:** Log on to Canvas, read the welcome page and the entire course syllabus posted online, highlights will be covered in class. Read Chapters 1-2, and 6-8: "Writing/Reading in Academic Contexts," "Audience," "Genre," "Stance" (*Norton Field Guide*). **Essay #1 assigned:** Evaluation Critique Essay (the guidelines sheet will be posted on Canvas in the Module area) and you should begin work on this immediately. There will be a Plagiarism Power Point presentation, Great Expectations (classroom conduct and ethics), and MLA formatting examples from the Purdue English Owl website.

Study **MLA formatting in Chapter 52, Norton Field Guide**. The guidelines sheet for Essay #1 will be covered, ***Send me your film choice and thesis statement for pre-approval via email by January 24<sup>th</sup>. No horror films, or films that degrade anyone***. Choose to critique an award-winning film, or one with respectful, inspirational artistic merit. Creating outlines and thesis statements handouts will also be provided.

**Thursday Jan. 24<sup>th</sup>:** Analyzing film examples will be shared in class, be sure to attend this session for success on Essay #1! Also, the basics of MLA formatting will be taught.

**2<sup>nd</sup> Week of January 29<sup>th</sup>:** **Library Orientation** on 1-29-19 at 10am in LA-115 of the library, and bring your student I.D. card. **Essay #1 due on Canvas Thursday Jan. 31<sup>st</sup> by 11:59 pm**, via the link in the modules, no late work, please follow the guidelines sheet. Read and analyze "Consumer Reports: Fast Food: Four Big Names Lose" Evaluation example essay in class (page 772, *Norton*). Read/discuss Chapter 16: Evaluations (p. 197-205).

**3<sup>rd</sup> Week of February 4<sup>th</sup>:** Study/read Chapter 52 on MLA formatting. **Feb. 7<sup>th</sup>, two MLA quizzes are due on Canvas (40 points)**. MLA formatting will also be shown and studied in class. **Essay #2 assigned (group essay)** with guidelines, please send me your topic from the pre-approved list and thesis statement by the end of this week.

**4<sup>th</sup> Week of Feb. 11:** : How to Identify Credible Sources handout, "In Defense of Rhetoric" video. Go over "5 Ways to Begin an Essay", The Power of Metaphors Power Point.

**February 14<sup>th</sup>:** Celebrating Pablo Neruda poetry. Bring in a favorite poem by this poet to share in class.

**5<sup>th</sup> Week of Feb. 18<sup>th</sup>:** **Persuasive Media Oral/Visual presentations due in class.** Annotating scholarly articles and creating topic sentences and transitions will be covered this week.

**6<sup>th</sup> Week of Feb. 25<sup>th</sup>:** Read Chapters 25, 27-28—“Writing as Inquiry,” “Generating Ideas and Text,” and “Drafting”. Read and discuss Chapter 11-- “Analyzing Texts” (pages 94-127 *Norton Field Guide*).

**7<sup>th</sup> Week of March 5<sup>th</sup>:** **Essay #2 due**, each group be prepared to share your findings in class and turn in a hard copy to your professor. Each member of your group should also receive a copy. **Power Point Argumentation Presentation Debate assigned.** Read/review/discuss Chapters 50-52 “Acknowledging Sources, Avoiding Plagiarism”, “Documentation” and “MLA Style”. Read Chapters 47- 49—“Evaluating Sources”, “Synthesizing Ideas” and “Quoting, Paraphrasing, and Summarizing”.

**8<sup>th</sup> Week of March 11-17<sup>th</sup>:** **SPRING BREAK, no classes.**

***Midterm grades for lab work will be posted on Canvas.***

**9<sup>th</sup> Week of March 18:** Read and discuss Chapters 29, 30, and 31-- “Assessing Your Own Writing,” “Getting Response and Revising” and “Editing and Proofreading” (*Norton*). Discuss Nicholas Carr’s “Is Google Making Us Stupid?” p. 735 (Argument).

**10<sup>th</sup> Week of March 25:** Read & discuss Chapter 46—“Finding Sources,” visit the campus library as a class to conduct research, ask questions and check out books.

The last day to withdraw is **March 22<sup>nd</sup>**.

**11<sup>th</sup> Week of April 1<sup>st</sup> :** Read and discuss Chapters 13 & 36 “Arguing a Position” and “Arguing”. Read and discuss Alina Tugend, “Multitasking Can Make You Lose . . . Um . . . Focus” (p. 725). Billy Collins poetry, “Everyday Moments” Ted Talk video excerpt.

**12<sup>th</sup> Week of April 8:** Write a story based on the logical fallacies on page 370-372 of your textbook in a small group. Continue credible research for the upcoming debate.

**13<sup>th</sup> Week of April 15:** Review Chapter 52—“MLA Style” (*Norton*), Read & discuss Rob Baker’s “**Jimmy Santiago Baca: Poetry as a Lifesaver**” (page 893, *Norton*); related poetry handouts; students bring personal poetry in response to Baca’s poem to share aloud with the class!

**14<sup>th</sup> Week of April 22:** Read and discuss Peter Singer’s article, “**The Singer Solution to World Poverty**” (p. 931), work with your partner to prepare for the debate and follow the guidelines sheet.

**15<sup>th</sup> Week of April 29:** **All remaining lab work is due May 2<sup>nd</sup> (last 8 weeks) with signed verification/staff signature forms, turned in during class, upload to Canvas or via email (no late work).** Model (student) essays will be read aloud in class, by invitation (I will notify you if selected).

**16<sup>th</sup> Week of May 7<sup>th</sup>:** **Oral/Visual Debate Presentations due in class, 5-7-19** delivered in a Power Point format, follow the guidelines sheet posted in the modules on Canvas. You will be

required to upload this assignment to Canvas as well, or you will only receive half of the points at most.

**Final Exam: May 14<sup>th</sup> at 10am in room C-115.** (Review Chapter 52, Chapter 13 and 36, including the logical fallacies and review your class notes.)

**Note: Inclement Weather Plan or Professor out sick:** *Please read the upcoming textbook chapters, work on your major assignments, 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. Check Canvas announcements and your email inbox for possible updates from your professor.

**Free and 100% confidential academic and personal counseling is available to all students.  
Contact the Counseling Center for more information.**

*“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

*“Most professors 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