English 101
First-Year Composition

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Office Hours: **M: 1:30-2:30** (in LC 343 & online),   **T: 10:30-11:30** (online only),   **W: 11:30-12:30** (in LC 343 & online),
R: 10:30—11:30 (in LC 343 and online), **F:10:30-11:30** (online only)

Required Texts:

1. Your choice of one or more current online or printed periodical publication (options available on Canvas)
2. Access to SCC Library Online for required readings (MEID & Password Required)
3. *The Master List Code Key and Rule Book (The MLCKRB "Milkherb")* (available on Canvas)
4. *Writing for Success* (available on Canvas)
5. *Sentence-Level Essentials* (available on Canvas)

Other Required Materials:

- An e-mail account (you can use your Canvas email, if you check it. Otherwise forward Maricopa email to personal email).
- Canvas Access – to find all course materials, complete online work and submit assignments, check grades, etc. : https://learn.maricopa.edu/login

General Education Statement:

General Education enhances students' abilities in critical analysis and effective communication in Written, Oral, Visual, and Numerical forms. General Education is WOVeN through the curriculum at Scottsdale Community College. In ENG 101 we will focus on developing effective written communication skills.

Official Course Description:

First-Year Composition: Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process, establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words. Prerequisites: Appropriate English placement test score or a grade of "C" or better in ENG091.

Course Purpose and Goals:

The primary purpose of English 101 is to help you to conceptualize, organize, and compose your writing in order to most effectively communicate your ideas, make your point to an audience (your reader/s), and validate your conclusions. Improvement in your writing will occur through a process of my grading and commentary, and your revision. My commentary will consist of technical (grammar, usage, etc.), organizational, and content-based advice. You will also be receiving advice from your peers through peer workshops. You will be doing a lot of writing in this class, but it will be interesting, and if you do the work required, improvement is practically guaranteed.

Another purpose of this class is to give you an interesting learning experience. Through your formal assignments, you will explore how various authors convey messages about issues in our lives. You'll analyze evidence expressed in texts and aim to validate your opinion about issues. The rest of your classmates will be doing the same. Because every degree-seeking college student must take English 101, the online classroom can become a unique environment where diverse people can come together to consider some interesting subjects. Some of the material we cover may be challenging, but it will be worth your time. Also, always feel free to come to me for help with understanding the subject matter or writing about it.

SCC expects you to make the following list of 7 course competencies your goals in this course. If you show competence in these areas, you will have met the goals of the course:

1. Analyze specific rhetorical contexts, including circumstance, purpose, topic, audience, and writer, as well as the writing's ethical, political, and cultural implications.
2. Organize writing to support a central idea through unity, coherence, and logical development appropriate to a specific writing context.
3. Use the appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.
4. Summarize, paraphrase, and quote from sources to maintain academic integrity and to develop and support one's own ideas.
5. Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing.
6. Assess one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods.
7. Generate, format, and edit writing using appropriate technologies.

Course Policies: (It is your responsibility to know and follow all information on the syllabus.)

Instructional Contact Hours: This is a three (3) credit-hour course. Plan to spend three hours on lecture/classwork (seat time/direct instruction) and four-six hours on homework (depending on how fast you read and write) weekly.

Assignments: To pass this course (a grade of C or higher), complete assigned lectures, classwork, and homework (informal and formal) assignments on time. Be conscious of the impact and potential failure that results from not submitting assignments. To receive full credit, all written assignments must respond to the assignment prompt and be submitted on time, in the proper format. BE SURE TO SAVE A COPY OF EACH ASSIGNMENT, in case it in needs to be resubmitted. If you do not have a copy, you will have to re-write the lost assignment.

The specific requirements of individual assignments may vary, but in all cases my evaluation of your writing will consider content, organization, development of ideas, expression, mechanics, and maturity of thought. If you have a question about my comments or a grade you have received, be sure to talk to me about it. Your course grade is determined by the following assignment categories:

Formal Assignments: Your main objective in this class is to write four college-level essays, one of which is in the form of an essay test. You will also be required to compose two paragraphs in the early weeks of the semester and submit an anonymous first draft of one essay. Assignment sheets with more details about each assignment will be available in the course modules on Canvas. Formal assignments must be submitted in an acceptable FORMAT (see format section below).

    PIE Paragraphs…………………………………………………………………… 10%
    Essay One……………………………………………………………………… 10%
    Essay Two……………………………………………………………………… 15%
    Essay Three…………………………………………………………………… 20%
    Final Essay……………………………………………………………………… 10%
    REQUIRED ANONYMOUS FIRST DRAFT FOR WORKSHOP...…………… 5%

        (I will email you in the first week of class about which essay you'll submit a first draft for and the due date. Email an electronic version to jared.aragona@scottsdalecc.edu for Canvas posting or provide physical copies for everyone. It's an easy grade if you submit on time – the only requirement. But if you miss the deadline, you can't make up these points.)

Online Classwork/Informal Assignments…..……………………………………………30%
Each lesson in this course includes classwork intended to exercise your understanding of course concepts. Classwork includes viewing lectures and completing related assignments. Ideally, complete the corresponding assignments directly after the lecture. Informal assignments are homework assignments related to your formal assignments, including preliminary thesis and outlines, essay self-reviews, the paragraph one first draft, and the one required master list. If the lesson asks you to complete an informal assignment prior to viewing the lecture, you will get the most out of the course by doing so.

To receive an **A** in this course, the total of all assignments on the above scale must average at least **90%**; for a **B**, at least **80%**; for a **C**, a least **70%**; and for a **D**, at least **60%**. Below 60% is an F. If you do not submit one or more assignments, you may not pass this class, even if you get 100% on the final essay assignment. Submit every assignment, even if you're unsure about whether you did it right. A submitted assignment will usually get some grade even if there are many errors, whereas an un-submitted assignment will only be a 0%, and mathematically that will hurt your grade worst of all. Consult assignment rubrics for exactly how points on each assignment are awarded.

Attendance/Course Withdrawal: Ours is FlexExpress Hybrid course, which means your work in the course can be entirely online, if you choose, with attendance in person as needed (after the first week). However, if you haven't attended in person or worked on the course online for two consecutive weeks, you will be withdrawn as a "non-attendee." **Just logging in doesn't count. Withdrawal will occur if you have done no "meaningful activity" (i.e. submit assignments, attend class in-person, or correspond with the instructor) in 14 days.** This is non-negotiable, as SCC must remain in compliance with federal regulations. If circumstances beyond your control are preventing you from working on the course and you do not want to be withdrawn, please send me an email letting me know that you plan to continue with the course and do not want to be withdrawn. Students may also initiate an official withdrawal from any course by submitting a withdrawal form with required signatures to the A&R office or by asking the instructor for a withdrawal within published deadlines. Failure to attend to any classes is not a guarantee for a refund or an excuse of debt incurred through registration. See Refund Policy in the College Catalog. Official date of withdrawal is last date of attendance as determined by student's withdrawal or as reported by the instructor. The official date of withdrawal will determine degree of refund, if any. Failure to file a withdrawal within published deadlines can result in a failing grade and may affect refund of course tuition and fees. Additional information on Withdrawals can be found in the College Catalog. **If you are withdrawn for non-attendance and do not have a passing grade, re-enrollment will not be authorized.**

Format: All writing assignments (both first drafts and final drafts) must be **typed** in normal Times New Roman or Garamond 12-point font, **double spaced** with 1.25-inch left/right margins and 1-inch top/bottom margins and titled. The student's name, the instructor's name, the course, and the date should be in the upper left-hand corner of the first page. Subsequent pages should include the student's last name and the page number in a header in the upper right-hand corner. If you do not have a computer at home, you must find a place on campus or elsewhere where you can type your assignments. **More on double spacing:** A single-spaced assignment is not an acceptable submission. If you turn in a single-spaced assignment, I will not grade it and you will not receive credit for it (until you turn in a double-spaced version – late charges apply). **Length requirements** will vary per assignment but must be met to avoid grade penalties.

Late Policy: Late assignments will have 10% (one letter grade) deducted per day (including weekends). An important element of this class is to teach you to meet deadlines with your writing, since most formal writing you'll do will have a deadline. You do get one late waiver on one formal assignment. After that, the late assignment policy will be in full force. The late waiver does not apply to the first draft. No late first drafts will be accepted. IT IS IN YOUR BEST INTEREST TO SUBMIT YOUR FIRST DRAFT ON TIME; you only get one reviewed and it's worth a sizable portion of your grade. With online classwork, 10% per day for the first three days will be deducted. After three days, all online classwork may be completed for a grade of 70%.

Master List: In my commentary on your first essay drafts, I will not comment upon sentence-level problems (sentence structure, grammar, usage, punctuation, spelling, & mechanics). I will assume you will correct all sentence-level errors in the final draft. However, I WILL DEDUCT POINTS FOR SENTENCE-LEVEL PROBLEMS when I grade your final draft. YOU CAN REGAIN THESE POINTS by doing the **Master List** assignment, which is designed to help fix your sentence-level problems. See the video entitled "How to Complete the Master List Assignment" for detailed instructions. Master Lists must be submitted within one week of day that you receive the assignment back from me. No Master List option will be available for the last formal essay.

*Tutoring***:** This course has an embedded tutor for all students. A Course Success Survey will be assigned in the first week, and four assignments are related to contact with the embedded tutor. If you do not need tutor support at the time of the assignment, you can get full credit for the assignment by submitting a statement like, "No assistance needed." However, if anything about the assignment or course materials needs further clarity, your correspondence with the embedded tutor will fulfill the assignment, offer further clarity, and improve your success in mastering the course learning objectives.

Plagiarism & Academic Integrity: All students are responsible for upholding academic integrity. Plagiarism (representing another writer's work as if it were your own) is one of the biggest problems with academic misconduct in First-Year Composition. Please know that English teachers are very perceptive when it comes to recognizing plagiarism. Carefully read the discussion of academic misconduct and its punishment in the student handbook. If you have questions about whether you may be plagiarizing, be sure to ask me rather than suffer the consequences after the work has been submitted.

   Turnitin.com: While my understanding of your writing style will often allow me to detect plagiarism, SCC has also engaged the service of ***turnitin.com,*** an online plagiarism prevention service that tracks student essays. Your final draft submissions will be automatically submitted to turnitin.com through your Canvas submission, and you will have access to the report it generates after you've submitted. Be sure to follow lessons about proper source representation taught in the early weeks of the course.
   Due to turnitin.com's integration into Canvas, separate Turnitin.com enrollment is now optional. If you would like to enroll anyway, you will need to following information: **Enrollment Password: utopia** and **Class ID: 27376723**

Accessibility Statement: Scottsdale Community College is committed to providing a fully accessible learning experience to all students. If you have a disability that may impact your work in this class and **for which you may require accommodations**, you need to notify the Disability Support Services office, located in room SC 144. Call 480-423-6517.

Guidelines for Online Classroom Interaction. To establish a positive learning environment for this class, SCC expects the following standards: **Instructors** are expected to be professional, courteous, respectful and empathetic to students; begin and end class on time; be prepared for each class section; provide academic feedback and grade assignments in a timely manner; be available for individual consultation; clarify assignments and inform students of any adjustments to the class schedule.
   Students are expected to be reflective, courteous, respectful, and empathetic to classmates, instructor, and other College staff assisting in your learning; be in class on time; be prepared for class sessions; participate in class activities; follow instructions and complete assignments; keep up with and turn in assignments by the due dates; put forth your best effort; ask questions when you don't understand; maintain knowledge of your grade status; contact instructor right away about concerns or situations that interfere with your success in class; comply with policies found in the College catalog and student handbook (see especially the guidelines for "Prescribed Conduct" on p. 160): http://www.scottsdalecc.edu/about-scottsdale/college-catalog (or link through Canvas).

The point of having guidelines for classroom interaction is ultimately to allow class participants to make the most of the opportunities this class offers. Following the guidelines will help you keep pace with the class and learn what the class is designed to teach you. Cooperate with me by letting me know when anything is unclear to you. Remember that all aspects of this course (essays, readings, discussions, workshops, tests, research, comments on written work, and grades) are opportunities to grow and learn, and to expand your skills and abilities. This is an attitude to develop for all your classes and future work to enhance your chances for success.

Sexual Harassment is any unwelcome, verbal or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that it alters educational opportunities and creates a hostile environment or reasonably interferes with, limits, or deprives a student of the ability to participate in or benefit from any educational program or activity. Sexual harassment and discrimination in any college education program or activity, is prohibited. Students should report any discrimination and/or harassment they experience and/or observe to the Vice President of Student Affairs (SCC's Title IX Coordinator); located in the Administration Building (AD), phone 480-423-6300. To view the full Sexual Harassment Policy, refer to the Student Handbook p. 254.

Maricopa Learning Tool Disclaimer: Maricopa's Canvas Instructure Learning Management System employs Learning Tools Interoperability ("LTI") standards to enhance the learning experience. Examples of learning applications that use LTI specifications to connect to Canvas include simple communication apps, learning environments for complex subjects like math or science, plagiarism detection apps, and other integration tools that may route users to another (vendor) website. MCCCD provides links to these sites. Please be aware that when you use these links, you are leaving the Canvas environment and the protections MCCCD has built in to assure compliance with Maricopa's Data Privacy and Security Standards and other legal compliance. At present, MCCCD has been unable to verify that the vendors' software and systems conform to Maricopa standards in this or any other regard. There is, therefore, some risk that individuals electing to use the products and services made available by these LTI vendors may place any student information shared with the vendor at a risk of disclosure that would concern MCCCD.

Use of Web-Based 3rd Party Tools: This course uses YouTube as a web-based 3rd party tool to complete or participate in assignments, activities and/or access course materials. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at a risk of disclosure.

*Pregnant & Parenting Students: S*tudents who are pregnant may receive accommodations similar to those given to students with a temporary illness when deemed medically necessary. Students may be eligible to receive attendance leniency, extended deadlines, alternative test dates, or in cases of severe temporary illness, an "incomplete" from a course. Students who are pregnant should contact Disability Resources & Services for consultation. If a student needs an academic or athletic accommodation due to pregnancy they will need to provide documentation, from their doctor, regarding their condition. Medical documentation regarding absences must also be provided. Disability Resources & Services is located in the SC Building; 480-423-6517.

Campus Security Services: The main security services that are provided on campus are provided to faculty, staff and students on a regular basis. Most importantly if you see something "out of place" or suspicious please contact the Safety Department.
SCC Emergency Numbers: Call 4-0- 911 or 480-784- 0911
All Maricopa County Community College Public Safety offices have a fully monitored, centralized dispatch center. This center is actively staffed 24 hours a day, and these numbers directly access the dispatch center, where dispatchers will then send officers to the location of the emergency activity. Non-emergency situations should be reported directly to the SCC campus safety office by calling 480-423-6175 or x36175

SCC Land Acknowledgment: Scottsdale Community College (SCC) credits the diverse Indigenous people still connected to the land on which we gather. Our college resides on the tribal territory of the Salt River Pima-Maricopa Indian Community (SRP-MIC). SRP-MIC is a federally recognized nation - one of 22 Arizona Indigenous nations and one of 574 across the United States. Attached to this physical space is a painful history of forced removal and the resulting intentional genocide of its Indigenous people. We remain appreciative of our ability to teach, learn, and serve in a space of such importance and reverence.
SCC acknowledges the land on which we are situated today as the traditional land and home, established by Executive Order on June 14, 1879, of two distinct tribal nations: the Onk Akimel O'odham (Pima) and the Xalychidom Piipaash (Maricopa) people. We take this opportunity to thank the original caretakers of this land. We offer our respect to their Elders and to all O'odham and Piipaash people of the past, present and future.

Course Schedule: Assignments or other information on the syllabus may change, so pay attention to updates announced online.
Assignments are due on the date they are referenced   *WfS = Writing for Success*

WEEK ONE: (M 8/22 in LC 364)
  Lesson 1: Introductions and Syllabus (Be sure to WATCH THE VIDEO)
      Online Classwork: Online Introduction
                                          College Success Survey
                                          One Sentence Definition of 5 Terms

  Lesson 2: Key Terms and Concepts in Composition (Be sure to WATCH THE VIDEO)
      Related Reading: *WfS* pp. 224-236 "Purpose, Audience, Tone, Content"
      Online Classwork: Telescoping & Outline
                                          Paragraph Breaks

  To be on time, all Week One work must be submitted by 11:59 PM on Sunday 8/28

WEEK TWO: (M 8/29 in LC 364)
  Lesson 3: PIE Paragraphs, AKA Deduction (Be sure to WATCH THE VIDEO)
      Related Reading: *WfS* pp. 238-249 "Effective Paragraphs"
      Online Classwork: Point, Illustration, or Explanation
                                          PIE Practice
      Informal Assignment: PIE Paragraphs (First Draft) -- submit before starting Unity lecture

  Lesson 4: Unity (Be sure to WATCH THE VIDEO)
      Related Reading: *WfS* pp. 325-329 "Creating Unity and Coherence"
      Online Classwork: Unity Practice

  To be on time, all Week Two work must be submitted by 11:59 PM on Sunday 9/4

WEEK THREE: (M 9/5 – LABOR DAY – no in-class meeting)
  Lesson 5: Coherence (Be sure to WATCH THE VIDEO)
      Related Reading: *WfS* pp. 249-250 "Transitions"; pp. 270-277 "Coordination/Subordination"; p. 303 "Methods of Organizing"
      Online Classwork: Coherence (Order)
                                          Coherence (Flow)

  Lesson 6: Representing Sources (Be sure to WATCH THE VIDEO)
      Related Reading: *WfS* pp. 505-564 "APA and MLA Documentation and Formatting"
      Online Classwork: Representing Sources

  To be on time, all Week Three work must be submitted by 11:59 PM on Sunday 9/11

WEEK FOUR: (M 9/12 in LC 364)
  Lesson 7: The Bottom-Up vs. Top-Down Approach to Evidence-Based Paragraphs (Be sure to WATCH THE VIDEO)
      Related Reading: *WfS* pp. 350-357 "Writing Body Paragraphs"; pp. 358-363 "Organizing Writing/Coherence"
      Online Classwork: Bottom-up Support/Refutation

  Lesson 8: How to Complete the Master List Assignment (Be sure to WATCH THE VIDEO)
      Informal Assignment: Required Master List (if no codes on the PIE Practice exercise, you get an automatic 100%)

  Lesson 9: Self-Review and Final Drafting
      Informal Assignment: Paragraph PIE Paragraphs Self-Review (complete Master List and Self-Review before submitting the final
                                                          draft of your PIE Paragraphs)
      Formal Assignment: PIE Paragraphs (Final Draft) – 5% of course grade

      Online Classwork: Essay One Subject Matter Discussion Board

  To be on time, all Week Four work must be submitted by 11:59 PM on Sunday 9/18

WEEK FIVE: (M 9/19 in LC 364)

    Lesson 10: Expanding into Essays and the Outline (Be sure to WATCH THE VIDEO)

        Related Reading: *WfS* pp. 2-13 "Reading and Writing in College; pp. 287-301 "Prewriting Strategies

        <u>Online Classwork:</u>   Expanding into Essay Outlines

    Lesson 11: Introductions and Conclusions (Be sure to WATCH THE VIDEO)

        Related Reading: *WfS* pp. 303-305 "Writing a Thesis Statement"; pp. 305-310 "Writing Outlines"; pp. 342-349 "Elements
            of a Thesis Statement"; pp. 364-370 "Introductions and Conclusions"

        <u>Online Classwork:</u>   Read, Outline, & Analyze and "A" Essay

        <u>Required Reading:</u>   Essay One Prompts and Readings (in Canvas, Week Five Module)

        <u>Informal Assignment:</u>   Essay One (Preliminary Thesis & Outline)

    <u>**To be on time, all Week Five work must be submitted by 11:59 PM on Sunday 9/25</u>

WEEK SIX: (M 9/26 in LC 364)

    Lesson 12: Twelve Steps to Essay Composition (Be sure to WATCH THE VIDEO)

        Related Reading: *WfS* pp. 311-323 "Drafting"

        Work on drafting Essay One

    Lesson 13: Taking Essay Tests (Be sure to WATCH THE VIDEO)

        <u>Online Classwork:</u>   Sample Essay Test 1

        <u>**Formal Assignment:**</u>   **Essay One (First Draft) <u>due for letters A, B, C, D, E, & F only</u> – 5% of course grade**

            Everyone else: get in the habit of writing first drafts in advance. Do it this week, even if not
            submitting a required first draft. If you want a draft review, click on Writing Center Online Help in
            the left side menu on Canvas.

    <u>**To be on time, all Week Six work must be submitted by 11:59 PM on Sunday 10/2</u>

WEEK SEVEN: (M 10/3 in LC 364)

    Lesson 14: Prompt-to-Response Unity Refresher

        <u>Online Classwork:</u>   Prompt-to-Response Unity Refresher

    Lesson 15: Essay One Peer Review

        Related Reading: *WfS* pp. 332-334 "Completing a Peer Review"; pp. 330-332 "Revising and Editing"

        <u>Online Classwork:</u>   Essay A Peer Review

                     Essay B Peer Review

                     Essay C Peer Review

                     Essay D Peer Review

                     Essay E Peer Review

                     Essay F Peer Review

    I will be posting my review of these essays in the Week Eight Module in Canvas.

    <u>**To be on time, all Week Seven work must be submitted by 11:59 PM on Sunday 10/9</u>

WEEK EIGHT: (M 10/10 – Class Cancelled – no in-class meeting) – *Great time to meet with a Writing Center tutor*

    Lesson 16: Essay One Professor's Review and Self-Review

        <u>Informal Assignment:</u>   Essay One (Self Review) – complete before submitting Essay One Final Draft

        <u>**Formal Assignment:**</u>   **Essay One (Final Draft) – 10% of course grade**

            Submit Essay One (Final Draft) BOTH on Canvas and Turnitin.com (see p. 3 of syllabus)

        <u>Online Classwork:</u>   Essay Two Subject Matter Discussion Board

    <u>**To be on time, all Week Eight work must be submitted by 11:59 PM on Sunday 10/16</u>

WEEK NINE: (M 10/17 in LC 364)
    Lesson 17: Writing Objective Analysis and Analytical Essays <u>(Be sure to WATCH THE VIDEO)</u>
        Related Reading: See handouts and samples on Canvas
        <u>Online Classwork:</u>   Objective PIE
        <u>Required Reading:</u>   Essay Two Prompts and Readings (in Canvas, Week Nine Module)
        <u>Informal Assignment:</u>   Essay Two (Preliminary Thesis & Outline)

    <u>**To be on time, all Week Nine work must be submitted by 11:59 PM on Sunday 10/23</u>

WEEK TEN: (M 10/24 in LC 364)
    Lesson 18: Taking Essay Tests 2
        <u>Online Classwork:</u>   Sample Essay Test 2

    Lesson 19: Drafting your Essay Two:
        <u>Formal Assignment:</u>   **Essay Two (First Draft) <u>due for letters G, H, I, J, K, & L only</u> – 5% of course grade**
            Everyone else: get in the habit of writing first drafts in advance. Do it this week, even if not
            submitting a required first draft. If you want a draft review, click on Writing Center Online Help in
            the left side menu on Canvas.

    <u>**To be on time, all Week Ten work must be submitted by 11:59 PM on Sunday 10/30</u>

WEEK ELEVEN: (M 10/31 in LC 364)
    Lesson 20: Essay Two Peer Review
        Related Reading: *WfS* pp. 332-334 "Completing a Peer Review"; pp. 330-332 "Revising and Editing"
        <u>Online Classwork:</u>   Essay G Peer Review
                      Essay H Peer Review
                      Essay I Peer Review
                      Essay J Peer Review
                      Essay K Peer Review
                      Essay L Peer Review
    I will be posting my review of these essays in the Week Twelve Module in Canvas.

    <u>**To be on time, all Week Eleven work must be submitted by 11:59 PM on Sunday 11/6</u>

WEEK TWELVE: (M 11/7 in LC 364)
    Lesson 21: Essay Two Professor's Review and Self-Review
        <u>Informal Assignment:</u>   Essay Two (Self Review) – complete before submitting Essay Two Final Draft
        <u>Formal Assignment:</u>   **Essay Two (Final Draft) – 15% of course grade**
            Submit Essay Two (Final Draft) BOTH on Canvas and Turnitin.com (see p. 3 of syllabus)
        <u>Online Classwork:</u>   Essay Three Subject Matter Discussion Board

    <u>**To be on time, all Week Twelve work must be submitted by 11:59 PM on Sunday 11/13</u>

WEEK THIRTEEN: (M 11/14 in LC 364)
    Lesson 22: Developing Higher Quality Statements <u>(Be sure to WATCH THE VIDEO)</u>
        <u>Online Classwork:</u>   Developing Statements

    Lesson 23: Formality in your Prose <u>(Be sure to WATCH THE VIDEO)</u>
        <u>Online Classwork:</u>   Formality in Prose
        <u>Required Reading:</u>   Essay Three Prompts and Readings (in Canvas, Week Thirteen Module)
        <u>Informal Assignment:</u>   Essay Three (Preliminary Thesis & Outline)

    <u>**To be on time, all Week Thirteen work must be submitted by 11:59 PM on Sunday 11/20</u>

WEEK FOURTEEN: (M 11/21 in LC 364)
    Lesson 24: Taking Essay Tests 3
      <u>Online Classwork</u>:   Sample Essay Test 3

    Lesson 25: Drafting your Essay Three:
      <u>**Formal Assignment:**</u>   **Essay Three (First Draft)** <u>**due for letters M, N, O, P, Q, R and beyond only**</u>**–5% of course grade**
          Everyone else: get in the habit of writing first drafts in advance. Do it this week, even if not submitting a required first draft. If you want a draft review, click on Writing Center Online Help in the left side menu on Canvas.

<u>**To be on time, all Week Fourteen work must be submitted by 11:59 PM on Sunday 11/27</u>

WEEK FIFTEEN: (M 11/28 in LC 364)
    Lesson 26: Essay Two Peer Review
      Related Reading: *WfS* pp. 332-334 "Completing a Peer Review"; pp. 330-332 "Revising and Editing"
      <u>Online Classwork</u>:   Essay M Peer Review
          Essay N Peer Review
          Essay O Peer Review
          Essay P Peer Review
          Essay Q Peer Review
          Essay R Peer Review
          And any others that are posted in this module
    I will be posting my review of these essays in the Week Sixteen Module in Canvas.

<u>**To be on time, all Week Fifteen work must be submitted by 11:59 PM on Sunday 12/4</u>

WEEK SIXTEEN: (M 12/5 in LC 364)
    Lesson 27: Essay Three Professor's Review and Self-Review
      <u>Informal Assignment</u>:   Essay Three (Self Review) – complete before submitting Essay Three Final Draft
      <u>**Formal Assignment:**</u>   **Essay Three (Final Draft) – 20% of course grade**
          Submit Essay Three (Final Draft) BOTH on Canvas and Turnitin.com (see p. 3 of syllabus)

<u>**To be on time, all Week Sixteen work must be submitted by 11:59 PM on Sunday 12/11</u>

WEEK SEVENTEEN (Finals Week) – No In-Class Meeting

    <u>**Final Exam Essay:**</u>   **10% of Course Grade** – This is a timed essay.
          You'll have 110 minutes to use all you've learned about essay tests

<u>** The Final Exam must be submitted by 11:59 PM on FRIDAY 12/16</u>