

# University of New Mexico-Valencia Campus

## SYLLABUS

### ENGLISH 1110Z: Composition I (Enhanced)

Fall 2019

Section 503, CRN: 66320

Room: C113

Tuesdays and Thursdays, 1:30pm to 3:10pm

**Lizbeth Axelrod, MFA**

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**Office/Campus Hours:** Room 113

T & Th 10:30am-11:30am, Thurs 3:30-4:30pm

### Course Description

16 week course

Tuesday, August 20, 2019 – Thursday, December 4, 2019

In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

### Instructor Information

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For assistance with course-related questions, I am available to meet with you during regular office hours. (See office hours) If you cannot meet during these times, let me know and we can schedule an appointment. You can also reach me by e-mail at [laxelrod@unm.edu](mailto:laxelrod@unm.edu) during normal business hours from 8:00 AM to 5:00 PM, M-F. Please allow 24 hours for a response.

**Biography:** Lizbeth Axelrod, MFA has been teaching undergraduate English and Writing for over five years, motivating her students with a true passion to discover the nuances of the written word. She teaches Writing & Rhetoric, Writing & Literature, Composition, Contemporary Literature, and Creative Writing. She has held previous academic appointments at State University of New York, Westchester Community College, and the New York City College of Technology. Liz received her MFA from the New School for Public Engagement, NYC in 2013. Her work has been published in Yes Poetry, The Rumpus, The Brooklyn Rail, Electric Literature, The Ampersand Review, Wicked Alice by Dancing Girl Press, Counterpunch.com, and many more. Her first book of poetry, "Go Ask Alice" (June 2016) was a finalist in the Finishing Line Press New Woman's Voices Competition. She has been a book reviewer for Kirkus Reviews, and Publisher's Weekly, and was founder, co-host and curator of the Cedarmere Reading Series in the home of William Cullen Bryant (2014-2018).

### Student Learning Outcomes

Throughout the semester in English 1110Z, you will progress toward the following student learning outcomes:

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

### **Library Information Literacy Outcomes**

1. Students will access LIBROS and find a book relevant to the writing project. Students will learn how to skim that book and find quotations that are both relevant and appropriate for the paper.
2. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
3. Students will write a correctly formatted MLA Works Cited page.

### **Course Materials**

*The following texts are required and may be purchased at the UNM-Valencia Bookstore or Amazon:*

Hacker, Diana. *A Pocket Style Manual*. 7<sup>th</sup> edition, Bedford/St. Martin's, 2015.

*Practical Argument*, Third Edition, Editors Laurie G. Kirszner and Stephen R. Mandell, Bedford/St. Martins, 2017. ISBN: 978-131902856-5

### **Grading Policy**

- Attendance, Participation, and Completion of Weekly Practice Writings and assignments that lead in to the major papers, including major paper first drafts and final drafts turned in on time, related multimodal projects and multimodal grammar presentation 50%
- Average of major papers (must include first drafts) 10%
- Grammar Exam 10%
- Final Portfolio 30%.

To pass this course, students must earn a final grade of C (not C-) or higher.

### **Course Outline Overview:**

Details on what is due throughout the semester will be available in Learn. Overall, you will be writing three major papers, one at a time, with many shorter, informal writings leading to these major papers. We will workshop drafts in class, you will reflect a LOT on your writing and writing process, and you'll do readings to inform your writing. You'll do at least one slide show (or other) presentation on a paper or two.

After you've completed the third major paper, you'll work on revision of papers you've chosen for the portfolio and on editing skills; the latter will include preparation for the Grammar Exam and group presentations.

At the end of the semester, you'll take the grammar exam and complete the portfolio including a reflection cover letter.

### **Formal Writing and Cover Letters**

Writing assignments are due at the *beginning of class* on the date due. Late assignments are subject to having their final grade reduced. Absence from class on the due date does *not* excuse the lateness of your assignment. Allow plenty of time for printing your paper in the computer lab, and/or keep an extra ink cartridge handy if using your own printer.

You will write three formal essays in this class. ALL formal essays and homework assignments must be typed and saved as word docs (Docx or PDF format) as a separate document in order to best facilitate revision. Use MLA formatting for font and point size (12 pt. Times New Roman/Calibri/Garamond are my preferred standard). ALL documents should be double-spaced with one-inch margins. Be sure to proofread every paper you turn in. Drafts—early and final—will usually be accompanied by a self-assessment and reflection: a cover letter or answered questions on the back or in our Blackboard Assignment Area. Papers which are handwritten or lack this reflection, when requested, will not be graded.

**NOTE: Save ALL the writing you do during the semester.** You never know what may prove useful during a revision or what I may require you work with or turn in. When you compose and revise major papers on a computer, periodically print out (in addition to saving electronically) versions of your drafts so that you have a record of its progress. Keep copies for yourself of all major assignments handed in to me. In addition, it is your responsibility to keep *all* drafts that I have commented on for the Final Portfolio.

### **Final Portfolio**

The end-of-semester portfolio consists of writing revised especially for the portfolio review, including a Self-Assessment and final revisions of two of the formal writing assignments. We will spend a considerable amount of time discussing portfolio requirements and working on revision during the latter half of the semester so please stay tuned.

### **Participation**

Participation is dependent on thorough preparation. Preparation requires thoughtfully reading the texts, writing down key points and/or questions, and being willing to share your thoughts and reactions during class discussion. Discussions become difficult and quite boring when all members of the class have not read the assigned texts. **Respect yourself as a necessary member of this community, as well as your fellow classmates, by being prepared every day.** Please note that many in-class writing exercises assume (and depend upon the fact that) you have read the assigned material. Review your syllabus frequently, and plan your workload accordingly.

### **Drop Policy**

Dropping or being dropped from a course can affect your GPA, enrollment status and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A drop before the end of the third week in a sixteen week semester session will not appear on your transcript, and you will not earn credit hours or a grade in the course.
- Your instructor can drop you from the course at any point in the semester before finals for violating the attendance policy.

- If you, your instructor, or the Dean of Students initiates a drop after the third week, you will receive W.
- If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.

In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning a grade below C as opposed to a W, and vice versa. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

### **Academic Integrity**

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>. The policy states:

*Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.*

Academic Dishonesty is defined as:

*"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.*

### **Plagiarism**

“Plagiarism” is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source.

#### **Types of Plagiarism**

Plagiarism can include any of the following

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

#### **Possible Consequences**

The instructor decides the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question;

- Fail the assignment in question;
- Be dropped from the class with a W; or
- Fail the class.
- Be subject to more severe sanctions.

**Deadlines:** I expect to receive written assignments on or before their due dates. If you arrange with me in advance, alternate assignments and/or due dates are possible; however, expect replacement and/or rescheduled assignments to be more challenging and more lengthy than the original assignments.

Many assignments in this class are turned in on Blackboard Learn in the Discussion Board. If you ever have difficulty putting these assignments in Learn, you must still turn them in on time: e-mail them to me at laxelrod@unm.edu. If you cannot do that but have completed the assignments, give me a copy of them next class. You will still need to solve whatever the issue is with Blackboard Learn and post the assignments there.

**Attendance Policy:** Attendance is extremely important: if you want to pass this course, you must attend class regularly, prepare for class, and participate fully in class activities. If you miss class, you are responsible for keeping in touch with me, and finding out about and making up missed work. (Some teachers will require documentation of excused absences; I do not, I just want to hear from you and see your work!) I may drop students who miss class sessions without being in touch with me, or who do not keep up with the work, or who fail to do the make up assignments (see below). Similarly, if you consistently fail to participate in the class by not turning in a significant number of assignments or not contributing to group work, or by not doing silent in class work, you will be dropped.

The bottom line: if you have missed four or more class sessions without keeping in touch with me AND making arrangements with me, you are likely to be dropped. If you miss a few sessions and keep in touch/keep up, but then miss several more without keeping in touch and keeping up, adding up to four overall, you may be dropped.

An exception to the above: In the first three weeks of the course, you may be dropped for missing two class sessions without contacting me, or for failing to turn in the work.

**Make Up Work:** Attendance is crucial to your success. While you cannot “get back” the learning you miss out on when you miss class, I want you to get the most out of your semester. I am therefore requiring that, for each class session you miss, you do a Make Up assignment. If you know about the absence ahead of time, talk with me and we can negotiate alternate Make Up assignments. You will have to do this assignment, in addition to other regular assignments, within one week of the day you miss; **if the absence occurs within the third week of class, however, noon on Friday of that week is the very latest you can turn in this assignment, or you will be dropped.** If you miss two days, you’ll be doing two additional assignments, and so on. This requirement stands whatever the reason for the absence, and I do not require notes from physicians, though other instructors may need such notes. **The typical make up assignment is for you to work with a Writing Center Consultant; however, I am open to both of us designing additional make up assignments.**

**“Extra Credit” or ALTERNATE Credit:** I once had a colleague who said, “It’s not an extra credit world.” That may be true, but in this class I am open to your earning some credit in alternate ways. You **must** make a complete, well-revised portfolio no matter what, but if your grade looks likely to suffer because of missing too many classes/practice writings, I would like to offer several ways to make up that credit to all of you. First, you may attend, and write about, a cultural event on this campus or in Albuquerque. I especially recommend slam poetry events: ask me for details. Second, and for even more credit, you may *perform* at an open mike at a cultural event, in a coffeehouse, or in another venue. You will also need to write about this event—and tell me about it ahead of time, so I can come cheer you on! Additional events on campus—career workshops, study skills workshops, special presentations—can also count: ask me.

Finally, you may work with a Writing Consultant in the Writing Center on one of your writings for this class.

**Tardiness:** Arriving to class late or departing early can count as an absence.

**Children on Campus:** According to the Catalog, at UNM-Valencia, “Parents must not bring children to University classes or leave children unattended while at campus activities or conducting business on campus.” This is an insurance issue and cannot be waived. If you experience an emergency involving a child in your care that prevents you from attending class, please be in touch with me.

**Respect and Classroom Community:** We are all going to write together and get to know each other fairly well, and so the following is particularly necessary: the class will be conducted on the basis of respect. This means that, while we might disagree (and in fact discussion and debate are part of the university experience, part of our education) we will do so courteously and with care for each other as human beings. We will all be learning from each other, and we all have things to learn from each other.

I would ask especially that we respect each other’s writing, offering encouragement and specific positive response before constructive criticism, making a place where we can write what we need to and share it when we write together. Part of this respect is your right *not* to share what you write. If we are writing and reading aloud, you may opt to pass. If you have written a rough draft for workshop and do not wish to share that draft with other classmates, let me know and I will look at it myself and return it directly to you.

**Technology and Food and Drink:** I ask you also to respect this classroom space appropriately. This includes turning off cell phones in the classroom and refraining from social media—on our classroom computers and on hand-held devices—during class time, except when needed for academic purposes. (Cell phones may be set to vibrate if you expect an urgent call, which you may take after stepping outside of the classroom.) I also ask you not to bring food near our computers in our computer lab classrooms. You may, however, bring drinks with screw caps—but take care to keep them away from keyboards.

**EQUAL OPPORTUNITY AND NON-DISCRIMINATION:** The following statement is from UNM Main Office of Equal Opportunity:

“In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered ‘responsible employees’ by the Department of Education (see page 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf><https://policy.unm.edu/university-policies/2000/2740.html>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: \_\_\_\_\_

In other words, if you tell me (out loud or in writing) about an incident or experience of “sexual harassment, sexual misconduct [and/or] sexual violence” which is based in gender—which can include stalking, and which may have occurred on or off campus—then I am obligated to share that information with our OEO folks. They will follow up with you and provide support and resources you can access. (Ignore the part of the statement above about TAs and GAs—those are just folks who can be your teachers once you are taking Main Campus classes.)

### **Technical Assistance**

If you have questions about computer-related issues, please call (505) 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems. For Blackboard Learn Assistance click on the tab entitled, “How to use Learn,” which is located on the left-hand menu bar of our course page.

**SAFEZONE:** I have been Safe Zone trained by the LGBTQ Resource Center at UNM-Main. This means I have some knowledge of issues and terminology for folks who are lesbian, gay, bisexual, transgender, and/or queer/questioning (that’s what the acronym stands for), I am familiar with resources and support available, and I am committed to being a support and advocate.

### **Accessibility and Universal Design**

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to

develop strategies for adapting assignments to meet both your needs and the requirements of the course.

If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or [jmlujan@unm.edu](mailto:jmlujan@unm.edu).

I also encourage you to approach me with any other life circumstances that may affect your participation in the course. These may be personal, health- or family-related issues, or other concerns. The sooner I know about these, the earlier we can discuss possible adjustments or alternative arrangements as needed in assignments or in the classroom.

**Office Hours/Writing Consultation:** I am happy to meet with you to discuss your work when I am on campus and our schedules coincide. Free writing consultation (tutoring) is also available on campus through the Writing Center, 9 to 6 p.m. Monday through Thursday and 10 to 1 on Fridays.

### Points Breakdown

3 Essays: 100 points each	300 pts
5 Blackboard Journal Posts (25 points each)	125 pts
4 Short Essays – 2 Literary Analysis/2 Rhetorical Argument (25 each)	100 pts
4 Grammar quizzes (25 each)	100 pts
3 Peer reviews (10 each)	30 pts
3 Writing Workshops (10 each)	30 pts
1 Grammar Group Presentation	60 pts
1 Essay Presentation	55 pts
Portfolio	200 pts
<b>Total Possible Points</b>	<b>1000 pts</b>
Possible Extra Credit:	30 pts



## Assignment Syllabus

- The assignment syllabus is a tentative schedule of assignments. I reserve the right to make changes, add assignments, or delete assignments from this syllabus. Changes will be announced in class and on Blackboard. Regular attendance is crucial for success in this course.
- All assignments must be read by the date indicated.
- Please bring all class materials to each meeting date, as well as a flash drive.
- For computer-related issues, call 277-5757.
- The following abbreviations are used to identify our texts:
  - *PA* = *Practical Argument*
  - *APSM* = *A Pocket Style Manual*
  - *TSIS* + *They Say I Say*

There are 1000 points possible in the course. Grades will be determined on a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73%= C (799-700 points); 69-60% = D (699-600); and below = F.

Score	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

### Week 1

#### **Tuesday August 20, 2019**

Introduction to English 1110Z, Syllabus Overview, Student Introductions

Introduction to Blackboard Learn, Diagnostic Essay-Literacy Narrative

Read Chapter 4 “Writing a Rhetorical Analysis” (*PA* PP. 99-121); Read Essay 1 – “Getting The Led Out” from *Poets & Writers* (on Blackboard & In Class)

**Assignments:** Read Syllabus; Purchase Books and Flash Drive; Secure Internet/E-Mail Access, Email Professor; Discuss Writing Assignment 1 - Short Literary Analysis of “Getting The Led Out”

**HW:** Blackboard Journal 1 – Netflix, what I binged this summer. See Blackboard for details 200 words minimum, Writing Assignment 1 - Literary Analysis of “Getting the Led Out”

#### **Thursday August 22, 2019**

Discussion on Plagiarism, Writing Proposal, Scaffolding your writing process, MLA Format Intro

**Assignments:** Essay Proposal Draft,

Read Chapter 1 “The Four Pillars of Argument” (*Practical Argument [PA]* PP. 23-56) &

Chapter 2 “Thinking & Reading Critically” (*PA* PP. 59-81)

**Due:** Writing Assignment 1

**HW:** Essay Proposal Draft, Read Draft & Final MLA Papers (on Blackboard in Course Content & Resources)

## Week 2

### **Tuesday August 27, 2019**

Introduction to Definition Essay 1 (Subject: Social Justice, Essay's on Blackboard), Discussion of Thesis Writing & Essay Format, Annotations and Citations

**Assignments:** Read "Grammar," "Punctuation," & "MLA Format" (*APSM* PP. 42-46, 58-65, & 159-162)

**Due:** Essay Proposal

**HW:** Writing Assignment 3 (Thesis Writing Exercise) Journal entry 2 on Blackboard

### **Thursday August 29, 2019**

Overview of Research Methods & MLA Format Requirements, Plagiarism, Sample Works Cited Page, Citation Worksheet (on Blackboard and in Class)

**Assignments:** Complete Citation Worksheet. Read "Documenting Sources/MLA" (*PA* PP. 345-355); Read Chapter 11 "Using Sources Responsibly" (*PA* PP. 369-411); Read and discuss Sample MLA papers (draft and finished paper) on Blackboard in Course Content & Resources, Continue work on Essay 1

**Due:** Writing Assignment 3

**HW:** Finish First Draft of Essay 1

## Week 3

### **Tuesday September 3, 2019**

Group Workshop for Essay 1: Use Workshop Guidelines in Blackboard Course Content & Resources.

**Assignments:** Read Chapter 9 "Summarizing, Paraphrasing, Quoting, and Synthesizing Sources" (*PA* PP. 329-343); Read "Research" (*APSM* PP. 91-98), Read "Plagiarism & Buzzfeed's Achilles Heel" (*PA* PP 398-400)

**Due:** First Draft Essay 1 (Please bring three printed copies of your paper to class)

**HW:** Continue work on Essay 1 (Make revisions based on peer review)

### **Thursday September 5, 2019**

In class discussion of work-shopping – what we learned, liked, need more of, want less of.

**Assignments:** Read "Punctuation/The Comma" (*APSM* PP. 57-64); Read "Research" (*APSM* PP. 99-105)

**HW:** Finalize Revisions of Essay 1, Journal Entry 3 on Blackboard

## Week 4

### **Tuesday September 10, 2019**

Grammar Review: (Comma Splices, Run-on Sentences, and Sentence Fragments);

Essay links on Blackboard, use with synthesizing research sources (Read *PA* PP 341-343)

**Assignments:** For writing assignment 4 - Read and be prepared to discuss one of the blackboard essay links in Course content & Resources.

**HW:** Write about what you agree with or disagree on the article use citations and back up to prove your points.

**Due:** Essay 1 Final Draft

### **Thursday September 12, 2019**

Introduce Argumentative Essay 2, Discuss Rhetoric and Argument, Thesis, back up, proper citation to prove your points. Discuss Topics for Essay Proposal #2

**Assignments:** Read Chapter 7 "Planning, Drafting, and Revising an Argumentative Essay" (*PA* PP. 253-284); Scan Sections 33A & B "MLA Documentation Style" (*APSM* PP. 124-173)

**HW:** Essay 2 Proposal

## Week 5

### **Tuesday September 20, 2016**

Writing Workshop Argumentative Essay 2

**Assignments:** Read “Mechanics” (*APSM* PP. 78-89); Read Chapter 8 “Finding and Evaluating Sources” (*PA* PP. 287-327)

**Due:** Writing Assignment 4, Essay Proposal 2

**HW:** Continue Work on First Draft of Essay 2

### **Thursday September 17, 2019**

Group Peer Review Session-Essay 2

**Assignments:** Read “Other Punctuation Marks” (*APSM* PP. 65-77)

**Due:** First Draft Essay 2 (Please bring three printed copies of your paper to class)

## Week 6

### **Tuesday September 24, 2019**

Source Citation and Annotation Discussion and Workshop

**Assignments:** Read Annotation Links on Blackboard in Course Content & Resources – Pick four and properly cite and annotate.

**HW:** Finalize revisions of Essay 2

### **Thursday September 26, 2019**

Film Screening “The Handmaid’s Tale”

**Assignments:** Read Chapter 6 “Rogerian Argument, Toulmin Logic, and Oral Arguments” (*PA* PP. 191-227)

**HW:** Writing Assignment 5 (Film Review: “The Handmaid’s Tale”)

**Due:** Final Draft of Essay 2

## Week 7

### **Tuesday October 1, 2019**

Continue screening “The Handmaid’s Tale”

Introduce Literary Analysis Essay 3

**Assignments:** Read Appendix A (Writing “Literary Arguments” (*PA* A-1 to A-11)

**HW:** Begin Work on Essay 3; Writing Assignment 6 (Handmaid’s Tale Questions and Essay Links on Blackboard)

**Due:** Annotations on Blackboard

### **Thursday October 3, 2019**

Discuss Writing Assignment 6 (Introductory Paragraph & Thesis Statement Literary Analysis)

**Assignments:** Independent Writing and Research on Essay 3 Proposal) find sources, develop argument)

**Due:** Essay 3 revision with sources

**HW:** Complete First Draft of Essay 3

## Week 8

### **Tuesday October 8, 2019**

Group Peer Review Session-Essay 3

**Assignments:** Review on MLA Manuscript format (*APSM* PP. 167-173); Read “A Plea For Close Learning” (*PA* PP. 236-240)

**Due:** First Draft Essay 3 (Please bring three printed copies of your paper to class)

**HW:** Continue work on Essay 3 (Make revisions based on peer review)

**Thursday October 10, 2019**

No Class Today-Fall Break

**Week 9**

**Tuesday October 15, 2019**

In-Class Writing Workshop & Review of MLA Source Citation Requirements

**Assignments:** Review core rules of Netiquette ([www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html))

**Due:** Final Draft Essay 3

**HW:** Read Essay assignments on Blackboard in Course Content & Resources

**Thursday October 17, 2019**

Discuss Short essay Assignments – topics, ideas, formats, sources, Individual Student Assessments & Extra Credit discussion.

**Assignments:** Read Chapter 3 “Decoding Visual Arguments” (*PA* PP. 83-97); Read “Subject-Verb Agreement,” “Verb Problems,” & “Pronoun Usage” (*APSM* PP. 22-39)

**HW:** Work On Short Essay 1

**Due:** Extra Credit Assignment, Journal Entry 4 on Blackboard

**Week 10**

**Tuesday October 22, 2019**

Oral Presentations-Essay 3

**Assignments:** Read “Adjectives & Adverbs,” “Sentence Fragments,” “Run-On Sentences” & “Concerns of Multi-Lingual Writers” (*APSM* PP. 22-55)

**Due:** Short Essay 1

**HW:** Begin Work on Short Essay 2

**Thursday October 24, 2019**

Writing Workshop Short Essays

**Assignments:** Read Chapter 5 “Understanding Logic and Recognizing Logical Fallacies” (*PA* PP. 123-189)

**HW:** Catch up on any missed reading

**Due:** Short Essay 2

**Week 11**

**Tuesday October 29, 2019**

Introduce Group Grammar Presentations

**Assignments:** Read “Clarity” (*APSM* PP. 3-20)

**HW:** Meet with team to plan Group Grammar Presentation

**Due:** Short Essay 3

**Thursday October 31, 2019**

In-Class Workshop-Group Grammar Presentations – costumes optional

**Assignments:** Read “Glossary of Grammatical Terms” (*APSM* PP. 298-305); Continue work on Presentations

**HW:** Finalize Presentations

**Week 12**

**Tuesday November 5, 2019**

Group Grammar Presentations

**Due:** Presentations (Please Upload to Blackboard Learn)

**HW:** Prepare for Grammar Exam; Do Sample Quizzes Online at CommNet

(<http://grammar.ccc.commnet.edu/grammar.htm>), Short Essay 4

**Thursday November 7, 2019**

Grammar Review-Parallelism, Pronoun Usage, Subject-Verb Agreement

**Assignments:** Review (*APSM* PP. 21-55)

**Due:** Grammar Quiz 1

**HW:** Review (*APSM* PP. 21-55)

**Week 13**

**Tuesday November 12, 2019**

Overview of Portfolio Requirements, Portfolio Workshop

**Assignments:** Assemble Portfolio

**HW:** Work on Portfolio Revisions

**Thursday November 14, 2019**

Grammar Review-Punctuation

**Assignments:** Prepare for Grammar Exam

**Due:** Grammar Quiz 2

**HW:** Review (*APSM* PP. 56-77)

**Week 14**

**Tuesday November 19, 2019**

Grammar Review/Portfolio Workshop

**Assignments:** Revise student papers for portfolio; Review all *APSM* readings

**HW:** Grammar Quiz 3; Revise Portfolio Papers

**Tuesday November 21, 2016**

Grammar Review

**Assignments:** Review *APSM* readings; Do Sample Quizzes at CommNet

**HW:** Study for Grammar Exam

**Week 15**

**Tuesday November, 26, 2019**

Grammar Examination

**HW:** Work on Portfolio Revisions, Journal Entry 5 on Blackboard

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**Thursday November 28, 2019 Thanksgiving Holiday**

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**Week 16**

**Tuesday December 3, 2019**

In-Class Essay Exam-English 1110Z Cover Letter

**Assignments:** Work on Portfolio Revisions

**HW:** Work on Portfolio Revisions

**Thursday December 6, 2019**

Final Day of Class/Portfolio Workshop

**Due:** Final Portfolio (No late portfolios accepted)