



## *A Quality Education –A Lifetime of Success*

**Professor: Dr. Jami L. Huntsinger ; Course Title: Accelerated Composition**

**Office Hours : T, 8 :00-9 :00 PM, Online ; T/R, 12:30-1:20 f-to-f, 925-8600**

**Course CRN and Dates: 38925; 1/14/19-5/11/19**

**Course No and Section, Dates and Times: 110.508, Online**

**Prerequisites: English 100 or ACT 19-25 or Compass 75-100**

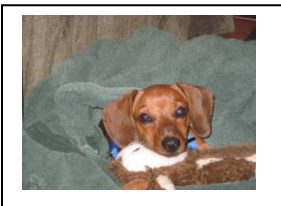
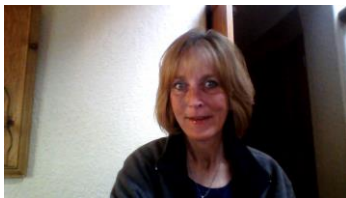


### **Course Description**

Welcome to Composition II: Exposition (English 110)! In this course, you will write essays, which may include summary analysis, rhetorical analysis, visual analysis, definition analysis, argumentation. These essays require your developing good writing habits, including prewriting, drafting, revising, and editing, which will help create a unified focus, strong development, and clear organization. You will also be required to integrate quotations from primary readings and web sources, to avoid plagiarism, and to evaluate web sources. Essays must demonstrate correct grammar and strong sentences. If you learn these writing skills, you will become a more successful communicator in college courses and a more thoughtful professional in your careers.

### **Your Professor**

I am Dr. Jami L. Huntsinger (pronounced Hun-singer). I grew up in South Dakota (I am Lakota French), and I moved to New Mexico in 1989. After graduating from the University of New Mexico in 1997, with a Ph.D. in English, I chose to work at a two-year college because I enjoy teaching. In 1997, I accepted a position as an assistant professor at Valencia Campus. I am now a tenured professor, who enjoys teaching classes, including Composition 101/110 (face-to-face and online), 102/120 (face-to-face and online), Composition 220, Grammar 240 (face-to-face and online), Introduction to Literature 150 (face-to-face and online), Southwest Literature 211, and Native American Literature 264 (face-to-face and online). I am a resident of Belen, New Mexico. I love my life in the valley; I especially enjoy hearing the braying of the burro, Chelsea, who lives next door. She is my 6:00 a.m. alarm clock. To make my life complete, I have three special animal friends – Heidi, a four-year-old Dachshund who loves to eat socks, and Mia, a Dachshund cross who loves to race about the yard. The newest addition to the family is Dawn Noel, a dachshund who Santa Claus dropped down the chimney Christmas.



## Learning Outcomes for Composition I: Exposition

The University of New Mexico's Learning Outcomes for Composition I: Exposition  
All students registered at any of the University of New Mexico campuses must meet the following goals and objectives to pass Composition II: Exposition. These learning outcomes are part of the grading matrix used to grade your writing. If your writing meets these learning outcomes, you will have successfully passed the course. By the end of the semester, you should be able to,

### **Students should be able to do the following:**

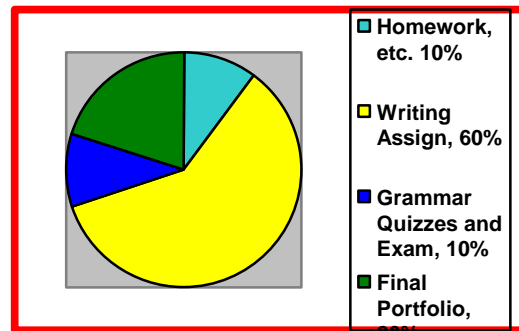
- 1. Use the appropriate rhetorical situation and genre** – You should be able to analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation.
- 2. Use writing as a social act** -- You must be able to describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level.
- 3. Approach writing as a process** – You will use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback to make your compositions stronger in various mediums and using multiple technologies.
- 4. Use Standard Written American English grammar and usage** – You will improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document, analyze, describe the value of incorporating various languages, dialects, and registers in your own and others' texts.
- 5. Reflect on your progress** – You will evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals.
- 6. Employ research responsibly** – You will 1) use writing and research as a means of discovery to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies, and 2) integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies.

### **To meet these objectives at the 110 level, we will focus these skills on this semester.**

- 1. Create essays using the appropriate genres required for writing tasks.** Genres are types of rhetorical strategies, or ways you present information, such as summary analysis, rhetorical analysis, visual analysis, definition analysis, or argumentation. You need to address the requirements of the questions asked.
- 2. Organize your essay.** Organization includes employing several skills, such as writing strong thesis statements and topic sentences, using transitions, organizing sentences within focused paragraphs, and ordering paragraphs in logical way.
- 3. Develop your paragraphs.** Development includes using examples and support to help illustrate your points. Personal examples and/or quotations from readings and/or web sources are also required in your essays. Essays need to be 3-4 pages in length.
- 4. Read texts accurately.** To be successful writers and thinkers, you should **read critically, summarize accurately, and/or analyze insightfully**. You will also be required to analyze and evaluate web sources that you use to support your points.
- 5. Revise and edit papers.** Using skillful writing strategies, including prewriting, drafting, revising, and editing, will help you create compelling essays. You must demonstrate an ability to **revise and edit** in the final portfolio and in papers submitted during the semester.
- 6. Write good, well-crafted sentences and use correct grammar.** Awkward sentences and grammatical errors make writing hard to read and result in bad communication. In English 110, you must demonstrate **competency** in these areas: **1) fragments, 2) comma splices/run-ons, 3) pronoun reference and point of view (second person), 4) punctuation, focusing on commas, apostrophes and quotation marks, and subject verb agreement.** You need to demonstrate this competency by passing a final examination with a 73% or higher and by writing correctly edited papers.
- 7. Use MLA for formatting papers and citing sources.** This learning outcome includes using **MLA formatting** for presenting papers citing sources to avoid plagiarism. You will focus on learning **MLA documentation** to cite primary readings and web sources.

## Grading Scale

**Not all assignments and their grades are equal in value.** At UNM VC, you can earn a course grade of **A, B, C, D (fractionated), F, W, or I** (See Incomplete section for more details about this grade). **C- or lower is failing**, and if you earn a C- or lower, you must retake the course. Some of your assignments are worth more than others are. For example, **homework and participation** are worth **10%**. **Grammar Quizzes and the Grammar Examination** are worth **10%**. Major **writing assignments**, which you submit during the semester, are worth **60%**. Finally, the **Final Portfolio** is worth **20%**. These assignments meet the learning outcomes and measure your readiness for 120.



## Grading Criteria

**The following outline is the criteria used to grade your writing. Knowing these criteria will help you know what you need to strive for to improve your writing.**

**To earn an "A," (Excellent, Pass):** This type of paper demonstrates a compelling, original, and thoughtful thesis that is supported by accurate details, examples, and explanations. The paper is easy to follow because it is clearly organized and has transitional markers. Paragraphs are unified and well supported. In addition, precise and lively word choices are combined into balanced, varied, and clear sentences. There are few, if any, deviations from standard usage, grammar, and mechanics, especially. The paper has very few sentence boundary errors, such as comma splices, run-ons, and fragments. This paper addresses the question asked clearly and imaginatively.

**To earn a "B," (Good, Pass):** This paper is also strong, but it is less polished than the "A" paper based on the quality of the thesis, diction, or the sentence variety. However, the essay is still focused and interesting. Its organization is correct, but transitions are sometimes strained. While developed, the paper needs some additional support to explain points more fully. Paragraphs are typically unified. The paper is generally correct mechanically, though there may be problems with complex grammar and punctuation, such as apostrophes or subject/verb agreement. There are few, if any, sentence boundary errors: comma splices, run-ons, and fragments. The paper addresses the question well.

**To earn a "C," (Average, Pass):** Although the paper contains good thought and interesting ideas, the essay's focus, while there, is not well written or maintained. The organization is acceptable, though some parts may be awry. The essay needs further development, but it contains a few well-placed examples or details. Some paragraphs are unified, but some need the focus of a strong topic sentence. Sentences in paragraphs may need organization. Though the paper has few major errors, there are some mistakes in spelling, grammar, and punctuation. The paper contains some sentence boundary errors, such as comma splices, run-ons, and fragments, but overall reflects a strong understanding of sentence structure. The paper addresses the question.

**To earn a "D," (Inadequate, Failing):** This type of essay too often seems an unfocused exercise, even though there may be promising ideas throughout. Usually, there is no thesis, but if there is one, it is too general to be effective. Some principle of organization is apparent, but the principle is not successfully followed or lacks consistency and coherence. Development is weak, and paragraphs are not unified and sometimes not used. Errors in spelling, grammar, and punctuation are frequent enough to distract and confuse the reader. Sentence level errors abound: too many comma splices, run-ons, or fragments exist. The paper often does not discuss the question asked.

**To earn an "F," (Unacceptable, Failing):**


The essay seems a mechanical exercise without purpose or audience. There is no clear principle or organization. Paragraphs do not exist. Development is weak, often indicated by a one-page essay. There are frequent sentence structure errors of the gravest sort. Sentences often do not make sense. Errors indicate failure to understand the basic grammar of the sentence. The paper does not address the question or is very hard to read.

**To earn a "0," (Unacceptable, Failing):**

The student has not turned in any work to be graded. (Important: Portfolios are not accepted late.) If the paper has been turned in, it is plagiarized.

## Writing Requirements

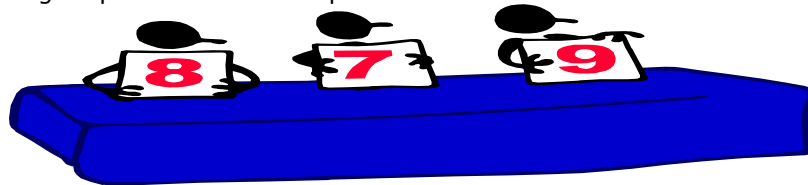
You will write a minimum of 3 essays of 2-3 pages in length. You must submit all essays to be able to submit a portfolio; if you do not submit all essays, you will earn a 65% for the course, which will require you to retake English 110. To receive full credit for your writing, you must follow the directions for each of the assignments and pay special attention to organization, focus, development, MLA formatting and documentation, and length guidelines. You need to word process writing assignments using MLA formatting rules. Writing is graded with a rubric.

1. **Submitting Your Writing Assignments:** Submit your writing assignments in Word file format using 12-point font as an attachment. If you are unsure how to "save as" a Word file, consult Blackboard Learn help desk (277-5757) or UNM Valencia Writing Center for help converting files wps, pdf, or wks files to Word documents.
2. **Due Dates for Homework and Essays:** The due dates for work in the class are posted in Blackboard Learn.
3. **Plagiarism:** Your writing assignments must not be plagiarized, or copied. Plagiarism means using words and/or ideas in your writing without acknowledging their source. Plagiarism includes copying another student's papers or ideas, downloading and submitting papers from the Internet, copying passages from sources without proper documentation, or rephrasing an author's ideas and then presenting them as your new, original thoughts. To learn how to avoid plagiarism, you can talk to me, e-mail me, consult a tutor, or complete the Plagiarism Tutorial in Course Materials in Blackboard Learn or at \*  \* <http://library.acadiau.ca/tutorials/plagiarism>. (Pick Dylan in the tutorial.) If you would like more reading about plagiarism, The Owl at Purdue website offers sage advice: <http://owl.english.purdue.edu/owl/resource/589/01>. If you do plagiarize, you will fail the assignment, fail the course, and/or facing disciplinary action taken by the University. Your actions will be reported to the Division Chair of Humanities and the Dean of Instruction. Further disciplinary action, in addition to the actions taken for the plagiarism, may be taken based on the severity of the behavior. The University considers plagiarism a serious form of academic dishonesty – stealing.

## Portfolio Requirements

During the semester, you must submit a Final Portfolio to pass the pass the class. The following are the requirements for the portfolio.

**Final Portfolio** – The Final Portfolio is a collection of your writing that may determine whether you pass/fail the course. The 110 English Panel evaluate your readiness for 120 and assign a pass or fail for the portfolio.



If the portfolio fails the 110 Panel evaluation, you may fail the course and earn a 72% or lower for the course; you must then retake English 110. If the portfolio passes the 110 Panel evaluation, your instructor will grade the content of your Final Portfolio and then average it with the other work you have completed during the semester. If you earn a 73% (C) or higher on all work completed in the course during the semester, you will pass English 110.

You must submit the following in the Final Portfolio: a self-evaluation and two revised essays.

## General Policies for English 110

### Reasons Students Can Be Dropped

You may be dropped if,

- You do not turn in any one of the assigned major writing assignments.
- You have not submitted 50% of the course work.
- You are disrespectful to classmates or to me in correspondence, such as discussions, e-mails, or peer editing sessions. This behavior includes rude comments, swearing, or



threats. Students who threaten the mental or physical safety or well-being of any member of the class will be dropped immediately. This includes stalking, cyber stalking, or threats of/actual physical violence. The student will be reported to Security and may be dropped immediately.

- You will receive a warning; if no change occurs, you will be dropped.

### Reasons for Failing

**Sadly, some students will fail the course.** Trying hard or turning in work does not guarantee a passing grade. You must write at an acceptable level of competency, and if you do not, your writing fails.

### Incompletes

If you earn an "I," or incomplete, you have neither passed nor failed the course. "I" is assigned only if you have completed all the coursework, but due to some unforeseen emergency, you are unable to complete the final portfolio. Accommodations are also made for soldiers who are deployed. I will ask for documentation. You must submit the work the next semester, or the University automatically converts the "I" to an "F."

### Grade Disputes

Because a panel of 110 instructors reads, evaluates, and passes or fails students' portfolios, it is rare that your writing has been misevaluated. However, if you wish to challenge your final grades, you must follow the following procedure.

- Check the University of New Mexico Student Handbook.
- Speak to your instructor first. If the problem is not resolved, then speak with the Division Chair of Humanities.
- The Student Privacy Act, a federal statute called **FERPA, strictly prohibits the instructor or administrators from talking to anyone but the student** about his/her grades, progress, or work. (No relatives or friends). I **WILL NOT** make any exceptions to this policy.

### Revising Your Writing

All revisions you do throughout the semester should illustrate substantial work done on the essay, such as working on organization, structure, or development. To revise, review peer editors' comments, ask your instructor questions, or get help from tutors at The Learning Commons or Writing Center. Revision means making substantial changes (see Example of Global Revisions below.)

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#### EXAMPLE OF GLOBAL REVISIONS

Sports on TV--A Win or a Loss?

Team sports are as much a part of American life as Mom and apple pie, and they have a good tendency to bring people together. They encourage team members to cooperate with one another, they also create shared enthusiasm among fans. Thanks to television, this togetherness now seems available to nearly all of us at the flick of a switch. *We do not have to buy tickets, and travel to a stadium, to see the World Series or the Superbowl, these games are on television. We can enjoy the game in the comfort of our own living room. After Thanksgiving or Christmas dinner, the whole family may gather around the TV set to watch football together.* It would appear that television has done us a great service. But is this really the case? *Although television does make sports more accessible, it also creates a distance between the sport and the fans and between athletes and the teams they play for.* The advantage of television is that it provides sports fans with greater convenience.

[insert] ←

*We can see more games than if we had to attend each one in person, and we can follow greater varieties of sports.*

### Editing Your Writing

#### Running the Spell and Grammar Checker

Before you submit any writing, run the spell/grammar check. While this is not a full "revision," it is a type of revision called line-by-line editing, a necessary step that will help you get a better grade. In Word (not Word Online), you can set the spell and grammar check to catch more errors. (If you need additional help, type "settings for spelling and grammar" in the help box.) The following are the directions for **Word**:

- 1) In the 2007 version of Word, click on "File" in the upper left-hand corner or the screen. Select "Options" located at the bottom of "File."
- 2) Click on "Proofing."
- 3) In the section that reads, "When correcting spelling and grammar in Word," make sure "Writing Style" is set to "Grammar and More."
- 4) Next, click on "Settings," which is right next to "Writing Style."
- 5) Make sure all boxes are checked.
- 6) "Punctuation required with Quotes" should be set as "Inside."
- 7) "Spaces Between Sentences" should be set as "Two Spaces."
- 8) Click on "Ok."
- 9) Every time you check grammar and spelling, click on "File," "Options," and "Recheck Document." This will ensure that your document is check thoroughly each time.

You are now ready to spell/grammar check your document. To spell/grammar check, click on the tab called "**Review**" in the upper middle of the screen and then click on "**Spelling and Grammar**," on the upper left-hand side of that screen. After you have run the "Spelling and Grammar," you must read your document carefully to catch any errors spell/grammar check may have missed – e.g. form/from. helpful grammar sites, like "Grammar Girl" if you have questions about usage: [Grammar Girl](http://www.quickanddirtytips.com/grammar-girl), <http://www.quickanddirtytips.com/grammar-girl>

The following example illustrates the type of editing you should be doing:






**EXAMPLE OF SENTENCE-LEVEL REVISIONS**

~~Televised~~  
Sports on TV -- A Win or a Loss?

Team sports, are as much a part of American life as Mom and apple pie. ~~and they have a good tendency to bring people together.~~ They encourage team members to cooperate with one another. ~~they also create shared enthusiasm among fans.~~ ~~Thanks to television,~~ this togetherness now seems available to nearly all of us at the flick of a switch. ~~It would appear that television has done us a great service.~~ But is this really the case? Although television ~~does make~~ sports more accessible, it also creates a distance between the sport and the fans and between athletes and ~~the teams.~~ ~~they play for.~~

The advantage of television is that it provides sports fans with greater convenience. We do not have to buy tickets/ and travel to a stadium/ to see the World Series or the Super Bowl/ ~~these games are on television.~~ We can enjoy ~~the game in~~ the comfort of our own living ~~room.~~ ~~We can see~~ more games than if we had to attend each one in person. and we can follow ~~greater varieties of~~ sports.

## Support for Student Success

<b>Resources</b>	<b>Description of Services</b> <i>Here are many ways that you can get help with the course material or with Blackboard Learn.</i>
<p><b>Dr. Huntsinger</b></p> 	<p>My office hours for this course are held online or by appointment. You may contact me anytime with "Mail" in Blackboard LEARN. In the Course Menu, click on "<b>Mail</b>" to send me a message. I will respond within 24 hours. Please do not wait for responses on Sunday – I rest. 😊</p>
<p><b>Blackboard Learn Support Services</b></p> 	<p><b>Computer Technicians:</b> Password problems? Trouble with files opening? Can't figure out why your browser doesn't work? What is a browser, anyway? If you have questions about computer problems, call 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. <b>Tutorials:</b> Having problem with one of the Course Tools in Blackboard LEARN? If you do not know how to use one of the tools, try one of the tutorials available on the Blackboard LEARN information page called "How to Use Learn."  <b>Tutors:</b> At The Learning Center at UNM Valencia Campus, tutors are available to help you navigate Blackboard LEARN:  <a href="https://valencia.unm.edu/campus-resources/the-learning-center/index.html">https://valencia.unm.edu/campus-resources/the-learning-center/index.html</a>. Call for an appointment if you need help.</p>
<p><b>Library Resources</b></p> 	<p>The UNM Valencia Campus library is available for our online learners as well. You can find articles and books by going to <a href="http://valencia.unm.edu/library/">http://valencia.unm.edu/library/</a>. If you wish to research remotely (from home), you will need passwords, which are on the website. Call (505)-925-8990 to ask for information about how to use the passwords available to UNM students.</p>
<p><b>Equal Access Services/ADA</b></p> 	<p>Equal Access Services, phone (505) 925-8560 and website <a href="https://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html">https://valencia.unm.edu/students/advisement-and-counseling/equal-access-services.html</a>, provides academic support to students with special needs. If you need alternative formats for completing coursework online, you should contact this service immediately to ensure your success because the staff there can help meet your needs in a timely manner. Once you have been tested and have had an appointment with Equal Access, you are responsible for requesting that all documented forms to me as soon as possible. Once I receive your paperwork, I <b>will</b> help you in all ways specified. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs, and I encourage students to discuss their concerns with me.</p>
<p><b>Tutoring</b></p> 	<p>Online tutoring is available through the Learning Commons: <a href="https://valencia.unm.edu/campus-resources/the-learning-center/index.html">https://valencia.unm.edu/campus-resources/the-learning-center/index.html</a>. The staff there will help you will writing issues or online tutoring. The staff can also help you find the Writing Center, where tutors are available to help you with writing.</p>

### Student Behavioral Code

While I do not expect problems when working with adult learners, these policies ensure a safe and productive classroom environment. These policies are also in University of New Mexico Student Handbook:

1. Students must treat one another and the instructor with respect. Nasty remarks and name-calling are prohibited.
2. Students should not post non-related comments or questions about matters that are not a part of course curriculum.
3. Students may discuss complaints about the course with their instructor; however, they must do so in the proper environment, e.g. in a private Blackboard Learn e-mail to the instructor.
4. Students should use appropriate, polite language. Class time, e.g. discussion postings, is a professional learning environment, so obscene or offensive language, such as cursing, will NOT be tolerated.
5. Sexual harassment will not be tolerated.
6. Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student may be dropped from the course. Threats, cyber stalking, or stalking fall into this category.
7. Threatening the instructor to get a change of grade is prohibited. This behavior is harassment and/or verbal assault. Grades can be disputed; students should use the process outlined in the UNM Student Handbook.
8. Students violating any of these rules will be given a written warning and may be dropped from the class. They may be required to meet with the Chair of CHES and the Dean of Instruction.

**E-mail Netiquette** – Please keep the following in mind when you write e-mails:

- **Send messages to me through Blackboard LEARN e-mail, not through my UNM e-mail account.** Please use UNM e-mail for emergencies ONLY. If you must use UNM e-mail, type “**\_\_ (Your Name) \_\_ from English 110: E-mail Concerning\_\_**” in the subject line. I am not expecting e-mails from you in the general account, and I do not want to delete your message as spam.
- **Include an informative subject line.** In **every e-mail you write to me**, the subject line should contain a descriptive phrase specifically about the problem. For example, “**Problems with Nouns Worksheet in Lesson 5, question 4**” is clear and helpful, but “**Homework**” is not. Unclear subject lines slow my response because I do not have enough information without having to ask you for clarification.
- **Include a salutation.** E-mails do not usually include "Dear," as a letter does, but they do include titles and last names. When you write to me, call me **Dr. Huntsinger or Professor Huntsinger**. Informal words of address, such as “**Hey,**” are never appropriate and are often rude.
- **Include a closing.** Please close with an appropriate phrase and sign your e-mail with your name. Signatures help me; I may not recognize your e-mail address. Some examples of appropriate phrases are “Sincerely” or “Thank you for your help.”
- **Capitalize only the first word of a complimentary close.** If you close your e-mail with a multi-word phrase such as "Thank you," only the first word is capitalized.
- **Use short paragraphs.** Because legibility on the screen is not as good as legibility on paper, use short paragraphs (3-4 lines maximum) to make the e-mail easy to read. In addition, be sure to skip lines between paragraphs.
- **Do not use instant-messaging spelling.** If u want 2 b treated like a pro, write like 1☺.
- **Adhere to the conventions of Standard English.** Please edit and proofread for spelling errors and grammatical mistakes. Use your spell/grammar check in Blackboard Learn, located above the right-hand side of the text box. In addition, the computer does not catch all errors (form/from), so give your document one final read before submitting/sending it.
- **DO NOT SEND ALL CAP MESSAGES.** All capital letters mean you are screaming at me. This is inappropriate behavior. To emphasize a point, underline it or put it in bold font.



## **Computer Policies**

### **Technical Safeguards**

Please save all your work. First, save all assignments on your hard disk and then save copies to memory sticks. For even better protection, print out hard copies of your work. **Important Note:** At UNM Valencia, losing a file is not an excuse for late work.

### **Getting Computer Help**

If you experience computer difficulties, you must call **(505) 277-5757** for help and fix the problem. These computer technicians can answer questions you may have concerning specific software, hardware, and other procedural issues related to this course.

### **Computer Policies in a UNM VC Lab**

If you use the computers on campus, you must adhere to all policies set forth by the University of New Mexico at Valencia Campus.

### **Using Printers at UNM VC**

If you print this syllabus at the UNM VC campus, please set the printer to print on both sides of the paper.



# Assignment Syllabus

## Accelerated Composition 110

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**Note: Assignments are subject to change: additions or changes may occur to meet the needs of the class. This is only a list of the type of assignments that you may be asked to complete. Always check Blackboard Learn Checklists in lessons for updated assignments. (I will be revising to update the course, which means some assignments listed here might change.) Due dates for assignments are on folders in Blackboard Learn. The following is the meaning of the color coding below:**

**Pink: Grammar**

**Blue: Daily Work**

**Orange: Writing Assignments**

1. Explore this course. There is nothing to submit for this lesson, but you must do several things to make your online experience better. (See lesson)
2. Post an introduction of yourself in DW Introduce Yourself! in Discussions.
3. Take GR Grammar Diagnostic 2017 in Assessments.
4. Complete DW Essay Diagnostic in Assignments.
5. Submit DW MLA Formatting in Assignments.
6. Take GR Q1 Parts of Speech in Assessments.
7. Take GR Q2 Frags in Assessments.
8. Post a response in DW Analysis and Analyze in Discussions.
9. Complete DW Reading an Image in Discussions.
10. Freewrite DW Freewriting in Blogs.
11. Complete the paragraph discussing "A vulture watches a starving child in southern Sudan, March 1, 1993," which was taken by David Carter, in WR Response to Visual in Discussions.
12. Take the GR Q3 CS/R-ons quiz in Assessments.
13. Take GR Q4 Wordiness in Assessments.
14. Post an answer DW Informal Writing in Discussions.
15. Complete posting DW Evaluating Your Diagnostic Essay in Blogs.

16. Submit a revision of your Diagnostic Essay in WR Revising Diagnostic Essay in Assignments.
17. Take GR Q5 Parallelism in Assessments.
18. Take GR Q6 Commas in Assessments.
19. Complete DW Class Research of Historical References in Discussions.
20. Post a draft of an introduction in WR Introduction for Analysis Essay in Assignments.
21. Submit the Works Cited page in WR Works Cited for "I Have a Dream" in Assignments.
22. Take GR Q7 Apostrophes in Assignments.
23. Take GR Q8 Pronouns in Assessments.
24. Submit the 1st body paragraph in WR Body Paragraph Essay #1. I should see the MLA formatting, the introduction, the 1st body paragraph, and the Works Cited page. Remember, you are building the essay step-by-step.
25. Complete the following exercise as GR Q9 S/V Agreement, and submit in Assignments.
26. Submit your final draft of Essay #1 on King's "I Have a Dream" in Assignments -- WR: Submitting Essay #1.
27. Post an introduction for Essay #2 in WR Introduction for Essay #2 in Assignments.
28. Evaluate the article using DW Evaluating a Web Source in Assessments to determine if you have a reliable source.
29. Complete DW Sharing Research in Discussions. Complete directions are in the posting.
30. Submit the Works Cited for Essay #2 in WR Works Cited for Essay #2 in Assignments.
31. Submit your outline in DW Outline for Body Paragraphs in Discussions.
32. Submit your final draft of Essay #2 on defining family in WR: Submitting Essay #2 in Assignments.
33. Take the Final Grammar Examination in Assessments called GR Q10 Engl 110 Final Grammar Exam. You must take this test to pass the course.
34. Send me an e-mail in Blackboard Learn with your decision to opt out or not to opt out. If you choose not to opt out, begin revising two of the following: Revising the Diagnostic, Essay #1, or Essay #2.
35. Submit the Final Portfolio in P1 Final Portfolio in Assignments. Once you have submitted the Final Portfolio and taken the Final English 110 Grammar Examination, you are finished with the course.