

South Plains College

Course Syllabus: ENGL 1301

Fall 2026

Department: English and Philosophy

Division: Arts and Sciences

Course Number: English 1301

Course Title: Composition I

Available Formats: on-campus, online, ITV, flex

Campuses: Levelland, Lubbock Downtown Center, Lubbock Career and Technical Center, Plainview, High Schools

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Instructor: Dr. Buffy Rattan, Professor of English

Office Location: Communications-English Building (CME106) on the SPC Levelland Campus

Office Hours: Monday and Wednesday, 1:00 PM-2:00 PM; Tuesday and Thursday, 10:00 AM-Noon; Friday, 9:30 AM - 11:30 AM

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Course Description: This course is an intensive study and practice of the composition process from invention and researching to drafting, revising, and editing, both individually and collaboratively. The curriculum includes the teaching of effective rhetorical modes as well as audience, purpose, arrangement, style, and collateral readings. The instructional focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisite: Students must be TSI-complete or waived in both writing and reading.

Credit: 3 **Lecture:** 3 **Lab:** 0

Core Curriculum: this course partially fulfills Communication Core 010

Core Curriculum Objectives addressed:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Write essays that exhibit logic, unity, development, and coherence.
3. Develop ideas with appropriate support and attribution.
4. Write in a style appropriate to audience and purpose.
5. Read, reflect, and respond critically to a variety of texts.
6. Use American English, with an emphasis on correct grammar, parallelism, punctuation, spelling, and mechanics, in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

Student Learning Outcomes and Core Curriculum Objectives

Assessment: Students must write a proctored diagnostic essay before access to the course material is granted. A post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

Required Textbook:

Your textbook material and required course readings are provided at no cost to you via Blackboard and OER resources. All software required for the course is provided at no cost and/or free to sign up. You do not need to make any additional purchases for the course.

Supplies: Access to a computer with printer and reliable internet access; three-ring binder

Technology Requirements:

1. **SPC username and password:** email helpdesk@southplainscollege.edu or call the SPC Help Desk at 806-716-2600 for help with your username/password
2. **SPC student email access:**
 - **SPC Student Email Account:** If you haven't already, you must go ahead and activate your SPC student email account. Not only will you need access to your SPC email account to receive TURNITIN digital paper submission receipts for our class, but you must use it to communicate with me.
 - Your SPC Email address is: **yourSPCUsername@southplainscollege.edu** (ex. jsmith1234@southplainscollege.edu).
 - Your student email password is the same as your Blackboard password. If you need help, call the SPC Help Desk at 806-716-2600.
 - To access your SPC email account, log in to [MySPC here](#)
 - You can also set up access to your SPC email account through mobile phone mail apps, such as default smartphone Mail app or the Outlook app.
 - Check with the SPC Help Desk for assistance: 806-716-2600.
3. **Regular access to a computer and reliable internet service:**
 - Open computer labs are available free to students with an SPC I.D. on all SPC campuses (Levelland, Lubbock Downtown Center, Lubbock Career and Technical Center, Plainview).
 - Computer or internet connection problems may occur for you at some point this semester. **Understand that it is your responsibility to find alternate computers you may use to submit your work on time.** Find your alternate resources **now**; do not wait until you suddenly need them! Line up three friends TODAY who would be willing to loan you a laptop if yours suddenly crashes.
 - Free WiFi is available in all SPC campus buildings, some SPC parking lots, most coffee shops, etc.
4. **Blackboard:** grades, assignments, quizzes, videos, and many other resources for this class are accessed through the Blackboard learning management system. Use your SPC credentials to log in here: <https://southplainscollege.blackboard.com>
5. **Google Docs:** Google Docs is the required writing platform for the course to preserve an editing history and ensure the integrity of your work is protected. Use your SPC information to set up a free Google account here: <https://docs.google.com/>
6. **Adobe Reader:** Available to download free from this website: <http://www.adobe.com/products/reader.html>

Computer Help: need help with your computer, laptop, email address, or username and password?

- helpdesk@southplainscollege.edu

- 806-716-2600

Blackboard Help:

1. **Get Help by Email:** blackboard@southplainscollege.edu
 - Be sure to include your full name, your instructor's name, the course and section you are enrolled in, and a detailed description of the problem.
 - The blackboard@southplainscollege.edu account is monitored from 8:00 a.m. – 10:00 p.m., Monday – Sunday.
 - You can expect a response within 24 hours by email; however, the average response time is less than one hour.
2. **Get Help by Phone:** 806-716-2180 (available between 8 AM and 4 PM Monday through Friday, except on holidays)
3. **Get Help Online:** click on the Help link listed in the Blackboard course menu.

Writing and Grammar Help:

Tutoring services are FREE to all SPC students!

Visit this link to view the drop-in tutoring schedule or make an appointment with a tutor in one of the Writing Centers on the Levelland, Downtown Lubbock, or Plainview campuses:

[Tutoring Information](#); [SPC Writing Center](#)

- Email: tutoring@southplainscollege.edu
- Email: writingcenter@southplainscollege.edu
- Phone: 806-716-2538

Brainfuse:

You also have 180 FREE minutes of tutoring with Brainfuse each week, and your hours reset every Monday morning. Brainfuse can be accessed through Blackboard under the “Assist” and “Tools” tabs in Blackboard. Brainfuse tutors are available nights and weekends:

- Monday-Thursday 8:00 PM-8:00 AM
- Friday 6:00 PM-8:00 AM
- Saturday-Sunday 24/7

Course Organization:

- The course is organized into sixteen weeks.
- Each week has its own folder on the **Course Content** page in our Blackboard course.
- Each course week runs from midnight on Monday to Sunday at 11:59 PM.

Assignment Deadlines: The weekly assignment deadline is Sunday at 11:59 PM unless otherwise noted.

Grade Calculation:

A final letter grade will be assigned based on this grading scale: A (90-100), B (80-89), C (70-79), D (60-69), F (59 and below).

Persuasive Essay	20%
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Multimodal Remix with Statement of Goals & Choices	20%
Final Showcase	10%
Process Work <i>Includes Perusal + Prewriting + Outlines + Rough Draft & Peer Review</i>	35%
Quizzes	15%

Each week, click on the **My Grades** link in the Blackboard menu to view your grades and current average. If at any time you wish to discuss your course progress, contact me. Extra credit opportunities may be announced throughout the semester at instructor's discretion. Any extra credit opportunities combined will add no more than three additional points to the overall course average for the semester.

General Guidelines for Written Assignments:

1. All major papers should meet the guidelines of the assignment prompt and be properly formatted in MLA 9th edition. You are responsible for understanding and following MLA format and asking questions when needed. Here's a quick overview: <https://www.scribbr.com/mla/formatting/>. Final drafts should be double-spaced, and written in a 12-point, readable font. The title of your essay should be centered; the body of your essay should be left-aligned. Margins should be one inch wide on all sides. A correct heading and running header are required. Points will be deducted for final drafts that do not meet basic formatting standards for a college essay.
2. All major written assignments must be written from start to finish in Google Docs to preserve a detailed draft and edit history. When submitting a writing assignment for the course, you should download the completed assignment from Google Docs as a Microsoft Word file (.doc, .docx) or PDF (.pdf) for submission to Blackboard or Turnitin. Incorrect file types are considered late until the appropriate file is uploaded. It is your responsibility to make sure you receive submission confirmation and that your file is readable in the preview on Blackboard when turning in assignments. Any submission that is blank or corrupt is considered late until properly submitted.

Essay Assessment Guidelines:

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

"A" Essay (Superior)

To earn an "A," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.

3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

"B" Essay (Strong)

To earn a "B," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

"C" Paper (Acceptable)

To earn a "C," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay's purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing)

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable)

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”

Student Responsibilities:

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment

3. Have a cooperative attitude and use appropriate language in academic environments; avoid condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form
4. Behave respectfully toward instructor and classmates to contribute to the atmosphere necessary for learning
5. Be courteous to others, especially by putting away cell phones and other distractions while in class
6. Write down all grades and apply them to the grading scale used for the class, which is shown in the syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration and unauthorized AI usage
9. Ask questions when something is unclear

Attendance: Online students are required to log in to Blackboard frequently. Even if there is nothing due, I frequently post announcements and send emails with important information.

- There is no on-campus attendance requirement for this course.
- I strongly recommend that you access (“attend”) our course daily Monday through Thursday to work on the week's assignments. That way all you have to do on Fridays is turn in assignments. If you were attending a face-to-face class, you would spend an hour and fifteen minutes in class with me twice a week, and then you would have about six hours of homework to complete outside of class.
- If you have not submitted any assignments by the 12th class day, your access to the course will be blocked and the Registrar’s Office will remove you from my class roll.
- To experience more success, do not procrastinate and attempt to complete a whole week's assignments the day (or night!) before they are due.

Late Work Policy*

Note that this late policy applies to **major assignments only. Late work is not accepted for any reason on all other assignments, such as outlines, drafts, peer reviews, quizzes, activities, or reflections.*

1. If you submit after the deadline without a prior authorization for an extension, 20 points are automatically deducted from your grade, and this penalty increases by 10 points each day until submission. Major assignments will not be accepted more than one week after the deadline.
2. If technical difficulties prevent you from submitting a major assignment, email me and attach the assignment or document the issue including a timestamp. This may help avoid late penalties in the event of technical difficulties, but you’re expected to upload the final draft appropriately after technical issues are resolved. I will not grade assignments sent via email.

Dropping the Class: The last day to withdraw/drop from a course this semester is listed on the academic calendar [here](#). It is the student’s responsibility to withdraw from this course. Otherwise, students will be assigned their earned letter grade at the end of the course. Course grades are continually available in Blackboard each week. For more information regarding

drops/withdrawals, please visit <https://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php>.

Plagiarism and Cheating:

There is zero tolerance for academic dishonesty in this course. Do not under any circumstances use words you didn't write in an essay or assignment without proper documentation (including AI generated content). If you're not sure about proper documentation, you must reach out via email or office hours to ensure academic integrity. Plagiarism will automatically result in an F for the assignment and can result in getting dropped from the course with an F. In addition, an Academic Dishonesty Report may be filed with the Dean of Students.

Plagiarism violations include, but are not limited to, the following:

1. Using Artificial Intelligence websites or apps to generate or revise all or part of a paper or other assignment;
2. Turning in a paper or submitting work that has been purchased, borrowed, or downloaded from another writer or from an online site or is the product of collusion with another person or mechanism;
3. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them;
5. Submitting an assignment for this course that you also submitted to another course without my express approval;
6. Missing in-text citations and/or missing works cited entries.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, texting, internet, Quizlet, etc.) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Reviews so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

Artificial Intelligence Statement

The learning outcomes of English 1301 rely on your own original reading, writing, and thinking. It is simply not possible or ethical to use generative AI and accomplish these goals in our course. Accordingly, you're expected to refrain from all usage of generative AI in the production of your work. This includes tools like ChatGPT, Gemini, or other LLMs as well as software like Grammarly, Chegg, or Quill that uses AI to edit your work. These tools are not allowed for any of the following:

- To generate words, phrases, or sentences used in an assignment
- To generate ideas, claims, or interpretations in substitute of original thinking
- To outline, organize, or otherwise direct the composition of your own work

- To spin, elevate, enhance, or rewrite your own originally produced work

Any work containing indications of AI involvement must be verified as original to receive credit via Google Doc edit history, verbal review, and language analysis. If authorship cannot be verified after exhausting all methods at our disposal, the work can be determined to be unethically produced and therefore ineligible for credit, and it may receive a penalty up to and including zero. **As a student writer in the age of AI, it is your responsibility to protect the integrity of your work and ensure complete ownership of the ideas and language therein.**

Students have the right to decline verbal review of their work. If a request for verbal review is not answered within a week, it will be assumed that the student has chosen the option to decline. In doing so, the assignment may be determined in violation of the integrity standards of the course and assigned a zero.

Fabrication & Ethical Research Disclaimer

Students are responsible for every word, quote, citation, paraphrase, and claim included in their submitted work. Fabrication and/or falsification of cited material in an assignment—regardless of whether it was caused by AI misuse or a student's own negligence—constitutes a violation of the academic integrity policy. This can include, but is not limited to:

- Citing non-existent sources in a Works Cited or References list
- Misrepresenting or inventing information, words, or ideas and citing them from a text, source, or author
- Inventing quotes from a text, source, or author that are not actually present in the source
- Attributing an idea or quote to the incorrect text, source, author, or publication
- Providing inaccurate publication information, links, page numbers, or bibliographic details in a way that misrepresents the source
- Submitting citations to sources that the student cannot produce or access for verification purposes

Students are expected to maintain access to all cited material used in the production of their work and must be able to provide full-text copies, active links, PDFs, screenshots, database records, notes, annotations, or other reasonable forms of authentication upon request. Failure to authenticate cited material may result in penalties up to and including a zero for the assignment.

Perusall

You will complete activities through Perusall periodically as part of your learning for the course. Perusall is a social annotation platform where you will complete assignments that may include videos, reading, and other media and provide annotations in small groups with your peers as part of our ongoing writing discussion. These graded assignments are scored on the quality of the annotations and overall engagement, including some or all of the criteria below:

- Contributing thoughtful questions and comments to the class discussion, spread throughout the entire reading
- Starting the reading early
- Breaking the reading into chunks (instead of trying to do it all at once)
- Reading all the way through to the end of the assignment

- Posing thoughtful questions and comments that elicit responses from classmates
- Answering questions from others
- Upvoting thoughtful questions and helpful answers

Reading and thinking critically about literature and writing is the foundation of this course, and these assignments are the most important part of your coursework to start with each week. You are strongly encouraged to start these early and complete them over several days in order to be successful and get the best outcomes in your learning.

Intellectual Exchange Statement, Disabilities, Non-discrimination, Title V Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, Campus Concealed Carry: For information regarding official South Plains College policies on these topics, please visit: <https://www.southplainscollege.edu/syllabusstatements/>.

Course Calendar

Week	Dates	Learning Concepts	Perusall, Quizzes, Weekly Work Grades	Process Work & Major Projects
1	Monday August 24 – Sunday, August 30	Course overview, college writing, academic success strategies	Complete: - Syllabus & Plagiarism Agreement - Perusall: “What is Academic Writing?” by L. Lennie Irvin - Quiz: AI in Composition Videos - Quiz: Success in College Writing Habits Read - Success in College Writing	- Diagnostic Writing Sample (Proctored) - Syllabus & Plagiarism Agreement
2	Monday, August 31 - Sunday, September 6	Overview of the Persuasive Essay Project, introduction to persuasion and academic argument, rhetorical context and situation, nouns & pronouns	Complete: - Perusall: “For Argument’s Sake” by Daniel H. Cohen - Quiz: Argument Basics & Rhetorical Context Read - Understanding Rhetoric - Academic Argument Basics	Persuasive Topic Social Brainstorming (in Perusall)
3	Monday, September 7 - Sunday, September 13	Narrowing and choosing argument topics, argumentative purposes (causal, evaluation, proposal, definition) & stasis	Complete: - Perusall: Analyzing Argumentative Logic in Three Styles - Perusall: Savini, “Looking for Trouble: Finding	Narrowing a Topic Worksheet

		theory, perspective and bias, verb types	Your Way into an Argument” - Quiz: Argument Thesis & Levels of Stasis Read: - The Argument Essay	
4	Monday, September 14 - Sunday, September 20	Rhetorical appeals (ethos, pathos, logos), the process of rhetoric and rhetorical analysis, other parts of speech	Complete: - Perusall: “Why Lakes and Rivers Should Have the Same Rights as Humans” by Kelsey Leonard - Quiz: Rhetorical Appeals & Logical Fallacy - Quiz: Grammar Quiz 1 – Parts of Speech Review Read: - Argument Logic - Rhetorical Appeals	Topic Proposal (400-500 words)
5	Monday, September 21 - Sunday, September 27	Find sources, evaluating sources, using sources, understanding debates & entering an academic conversation, parts of a sentence & sentence structure	Complete: - Perusall: “Why You Think You’re Right – Even If You’re Wrong” by Julia Galef - Quiz: Finding Sources & Counterarguments Read: - Investigating a Conversation - Counterarguments	<i>Begin work on Annotated Source assignment (due in Week 6)</i>
6	Monday, September 28 -	Organizing, classic argument structure, counterarguments,	Complete: Perusall: Sample Argument Evaluations	- Annotated Sources - Persuasive Essay Outline

	Sunday, October 4		- Quiz: Organizing & Using Sources Read: - Writing with Sources - Organizing an Argument	
7	Monday, October 5 - Sunday, October 11	Peer review strategies, logical fallacies	Complete: - Perusall: Irvin, "Changing Your Mindset About Revision" Read: - Drafting the Essay - Academic Style	Persuasive Essay Rough Draft (min. 1000 words)
8	Monday, October 12 - Sunday, October 18	Revision	Complete: - Perusall: "What If Your Arguments Don't Add Up?" by Niro Sivanathan Read: - Peer Review - Revision	- Persuasive Essay Peer Review (in Perusall, due before noon on Thursday) - Persuasive Essay Final Draft (min. 1000 words)
9	Monday, October 19 - Sunday, October 25	Multimodal Remix Project Overview Types of audiences, considerations for multimodal formats, commas	Complete: - Perusall: "Thinking Across Modes & Media" by Crystal VanKooten - Perusall: "An Introduction to and Strategies for Multimodal Composing" by Melanie Gagich (Optional) Read: - Multimodal Rhetoric	- Remix Proposal Discussion <i>(Thursday) Choose three potential remix audiences. For each, write one paragraph that (1) describes the mode that would best persuade the audience (2)</i>

				<i>explains why that mode would suit the audience and (3) identifies the potential audience risks.</i> • (Sunday) Reply to peers.
10	Monday, October 26 - Sunday, November 1	Audience profiles, investigating an audience, planning the multimodal, subject-verb agreement, verb tenses	Complete: • Perusall: Analyzing Multimodal Arguments for Various Audiences, Genres, and Media Read: Multimodal Audiences	• Remix Project Audience Profile + Plan of Action (350-500 words) • Select the audience for the multimodal remix. Complete a detailed profile of this audience and an action plan to produce the project.
11	Monday, November 2 - Sunday, November 8	Multimodal projects, apostrophe, capitalization	Complete: • Perusall: Analyzing a Multimodal Project with the Statement of Goals & Choices	• <i>Work on Multimodal Draft</i>
12	Monday, November 9 - Sunday, November 15	Multimodal projects, apostrophe, capitalization	Complete: • Perusall Sample Multimodal Review	• (Thursday) Multimodal First Draft with Statement of Goals and Choices (800 words)

				• (Sunday) Multimodal Peer Review
13	Monday, November 16 - Sunday, November 22	Multimodal projects, hyphens and dashes; brackets, parentheses, ellipses; colons	• Finishing Multimodal Projects	• Final Multimodal Remix with Statement of Goals and Choices (800 words)
14	Monday, November 23 - Sunday, November 29	Thanksgiving	• Overview of Showcase Presentation	• None
15	Monday, November 30 - Sunday, December 6 26	Project showcases	• Early Bird Showcases	• Project Showcase
16	Monday, December 7 - Friday, December 13	Project showcases	• Showcases	• Project Showcase