

English 1301.C001 – College Composition I

Fall 2022

Dr. Roy Bearden-White / Department of English

Mondays & Wednesdays – 8:00 a.m. to 9:15 a.m.

Required Texts:

Langan, John. *College Writing Skills with Readings*. 9th ed. United States: McGraw Hill Higher Education, 2013. ISBN: 9780078036279

Access to a computer with printer and Internet access

Suggested Texts and Supplies:

Bearden-White, Roy. *Craft of the Essay*. Laughing Dogs Press, 2022. ISBN: 9781435766341

<https://www.lulu.com/shop/roy-bearden-white/craft-of-the-essay/paperback/product-zqkpzp.html?page=1&pageSize=4>

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

Required means of communication: All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

Departmental 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.

This course satisfies a Core Curriculum Requirement of the Communication Foundational Component Area

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, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays. 7) Write a minimum of six 500-word essays.

Scope/Purpose: The purpose of English 1301 is to help students understand and apply the standards of correctness in formal thought and the written English language. English 1301 helps students to think well by teaching them to read and write well through its focus on the writing process, on the use of appropriate grammar and diction, on the use of logic, and on the different methods of essay development.

INRW 0300.C001 – Integrated Reading and Writing

Fall 2022

Dr. Roy Bearden-White / Department of English

INRW 0300-C001

Mondays & Wednesdays – 9:30 a.m. to 10:45 a.m.

Required Texts:

Langan, John. *College Writing Skills with Readings*. 9th ed. United States: McGraw Hill Higher Education, 2013. ISBN: 9780078036279

Access to a computer with printer and Internet access

Suggested Texts and Supplies:

Bearden-White, Roy. *Craft of the Essay*. Laughing Dogs Press, 2022. ISBN: 9781435766341

<https://www.lulu.com/shop/roy-bearden-white/craft-of-the-essay/paperback/product-zqkzp.html?page=1&pageSize=4>

A standard collegiate dictionary, such as *Merriam Webster Collegiate Dictionary*

A flash drive or internet cloud storage.

Required means of communication: All electronic correspondence for this class will be sent to your southplainscollege.edu address, so it is your responsibility to monitor the account on a regular basis.

Departmental Course Description: INRW 0300 serves as a paired support course for students enrolled in ENGL 1301 who are not yet TSI-complete in reading and/or writing. The focus is on teaching students critical reading and academic writing skills to equip them for success in Composition I. Successful completion of this course fulfills TSI requirements for reading and/or writing.

Student Learning Outcomes: Upon successful completion of this course, students will 1) Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths. 2) Comprehend and use vocabulary effectively in oral communication, reading, and writing. 3) Identify and analyze the audience, purpose, and message across a variety of texts. 4) Describe and apply insights gained from reading and writing a variety of texts. 5) Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose. 6) Determine and use effective approaches and rhetorical strategies for given reading and writing situations. 7) Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies. 8) Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim. 9) Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments. 10) Recognize and apply the conventions of Standard English in reading and writing.

Scope/Purpose: The purpose of the co-requisite English courses is to provide developmental English students with a streamlined educational pathway to successfully complete the basic college requirement of English 1301. This program enables the student to develop his or her writing skills quickly and to complete college writing requirements faster than with the typical sequential approach to these classes. ENGL 1301 and INRW 0300 are considered paired courses and are a "package deal." If students get dropped from one, then they are automatically dropped from the other. The corequisite courses are taught in such an integrated way that a student cannot be successful in one course without the other.

How to Contact me:

Office: Levelland Campus, CM 100

Office Hours: Mondays, Tuesdays, Wednesdays, and Thursdays
Fridays

11:00 a.m. to 12:15 p.m.

9:00 a.m. to 12:00 p.m.

Office Phone: 806-716-4030 Other times by Appointment
Email: rbeardenwhite@gmail.com or rbeardenwhite@southplainscollege.edu

Virtual Meeting: I am available for online meetings through Blackboard Collaborate. In order to request a 15 minute meeting, go to the main page of the Blackboard site and click on the scheduling link. The link will connect you with the Calendly Scheduling App and you can choose your meeting time.

Please note: Schedule a time that gives me at least 24 hours notice, so I can avoid last minute conflicts.

Please be prompt for the start of the meeting.

If you are unable to attend an already scheduled meeting, let me know in advance.

Grading of Course work:

Ten of Eleven Grammar Quizzes on Blackboard	10%
Academic Coaching Conferences (15 minutes each, 3 required)	15%
Descriptive/Narrative essay (2-3 pages) (Includes Rough Draft, Peer Review, and Final Draft)	10%
Definition essay (2-3 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	10%
Cause and Effect essay (3-4 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	15%
Compare and Contrast essay (3-4 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	15%
Textual Analysis essay (3-4 pages) (Includes Thesis Statement, Rough Draft, Peer Review, and Final Draft)	15%
Final Exam (Final Essay & Grammar Exam)	10%

Drafting Process: This class views writing as a process. The ability to consistently write well requires the author to constantly re-read and re-evaluate his or her written work. One of the main purposes of this class is to introduce the student to the revision process. Writers should never fall in love with their first drafts. A concentrated effort to revise all papers will be expected. The final drafts **must** display a substantial effort toward improvement. For any of the assigned papers, failure to engage in the revision process, regardless of the quality of the first draft, will result in a failing grade for that paper.

Format of Assignments: As you will discover, part of the writer's job is to orchestrate how the reader perceives the ideas and opinions presented. To that end, meticulous attention needs to be given to the full presentation of papers. All assignments need to conform to MLA standards, although other styles such as Chicago or APA will be acceptable with prior confirmation. All assignments should be typed or computer generated papers with all text in Times New Roman, 12 point font. All assignments should have 1" margins on the sides, top, and bottom. Your name, section number, and date should be in the upper left (or right) hand corner of the first sheet, and your last name with the page number should appear on the top right of any remaining pages. Drafts should be clearly labeled as to 1st or final. Assignments with multiple pages must be stapled. Failure to conform to the above guidelines without prior approval from me may result in a reduction of credit for that assignment. Remember also that all electronically-submitted assignments may be processed through Turnitin.Com to verify originality.

Essay Assessment Guidelines: The grading of essays in this course is neither arbitrary nor subjective. Students are expected to meet specific criteria for each written assignment. Detailed guidelines and grading rubrics for essays can be found on Blackboard.

Methods of Evaluation: Students' work is evaluated by means of A, B, C, D, F: Superior, Good, Average, Poor, and Unacceptable. Numerical grades are assigned for convenience in averaging grades only. All assignments must be completed and turned in on the date due before a student will receive credit for the assignment. Essays and writing assignments will be evaluated according to the following criteria:

1. Use of the conventions of standard grammar;
2. Use of the appropriate method of development for the assignment;
3. Use of the principles of unity and coherence; and
4. Use of logical, factual arguments to advance the thesis of the assignment.

Late Work: Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

Attendance: According to the *South Plains College General Catalog*, “Punctual and regular class attendance is required of all students attending South Plains College. There are no excused absences. Students are responsible for all class work covered during absences. Any student who misses two consecutive weeks will be dropped from the class. Anytime absences become excessive, and, in the instructor’s opinion, minimum course objectives cannot be met, students may be dropped.” Regular attendance is imperative for successful completion of this course. Mere physical presence, however, is not enough to master the learning objectives outlined in this syllabus. You must also be prepared for each class. This includes having read the assignment, being ready to discuss the topic, and having completed any writing assignments that were due. Those students who maintain perfect attendance (zero absences) will be exempt from the Final Exam.

Absence Policy: Any student who misses more than four class sessions may be dropped with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F.” In special cases because of extenuating circumstances, a student may miss more than four absences and not be dropped, but the student must **immediately** notify me of the attendance difficulty and submit **proof** of those extenuating circumstances, especially if the student already has surpassed the four allowed absences. Students should consult the *South Plains College General Catalog* on pp. 20-22 for the college’s detailed policy on class attendance and drops & withdrawals. Students have their own responsibility for dropping a class for too many absences or too much missed work.

- If you are absent, you are still required to complete the assigned work by the indicated due date.
- Students involved in school-sponsored activities need to show me their documentation from the appropriate coach/sponsor before they are absent from class. Students will make arrangements at that time for completing any in-class assignments they may miss.
- I expect you to be on time to class. Tardiness is disrespectful of your classmates and of me. I take attendance at the beginning of class. If you arrive late to class, you may inform me of the fact at the end of class, so I can change your absence to a tardy. If you are 10 or more minutes late to class, you remain marked absent for the day. Three tardies equal one absence.
- If you leave class before you have been dismissed, you will be counted absent.
- Ultimately, your attendance is your responsibility.

Cell Phones, Ipods, Blackberries, Laptops, etc.: I don’t know many people who love electronic gizmos more than I do. Not only are they usually incredibly useful, informative, and even educational, they are also typically fun to use. Because of the enormous benefits technology can provide, I do not want to categorically forbid electronic devices from the classroom. With that said, however, electronic gadgets can be quite disruptive in a classroom. In order to negotiate this potential problem, I will need your cooperation in following two simple guidelines:

- The classroom is a communal environment which requires each student to respect the learning experiences of the others. Please consider how your devices may impact, and in some cases simply annoy, others who sit near you.
- You enrolled in, and paid for, this class with a specific purpose in mind, whether it is to improve your writing skills or to fulfill a core requirement. While surfing on Facebook, text-messaging a friend, or playing Pokémon Go might be more fun, realize that such actions will impair your progress in this class (and yes, by progress I do mean your final grade).

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

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

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Giving an in-text citation only at the end of a paragraph.

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, text messaging, internet) 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; or
7. Copying another's work during an examination or on a homework assignment.

Students with Disabilities: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Statement of Nondiscrimination: South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Statement of Diversity: In this class, I will continually strive to establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Title IX Pregnancy Accommodations: If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with

specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email dburleson@southplainscollege.edu for assistance.

Campus Concealed Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php> Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Closed Door: The door to the classroom will be closed and locked shortly after each class session begins. This policy is intended solely as a safety precaution in case of a campus crisis. If you are late, simply knock and I, or another student, will let you in.

Health and Wellness: Any student needing individual counseling for issues such as depression, anxiety, adjustment to college, stress management, and substance abuse may visit the Health and Wellness Center to chat, confidentially, with licensed mental health professionals who provide services free of charge to current SPC students. Call or visit on Levelland Campus 806-716-2529 from 8:00 am – 4:00 pm. Students wanting to set up a counseling session will have an option to be seen face-to-face or teleconference session via Doxy.me or Zoom platform. Both students and Health and Wellness employees will wear a mask during face-to-face appointments. The number of people in an office will be limited to allow for safe social distancing. Signs are posted on the front door advising students not enter if they are showing signs of illness. Students will be escorted to an appropriate office to ensure social distancing is maintained. Any student in need of food or other essentials may visit the food pantry on Levelland Campus. Students can contact Dee Dee Odorizzi (806-716-2236) for more information.

Other concerns: I strongly encourage you to visit me during my office hours to discuss any other problems or concerns that may affect your performance in this class.

Covid-19: While all of us would dearly love for the pandemic to be over, the spread of Covid-19 and its variants is still a major concern. Your health and wellness is a very large factor that can determine your success in this course. With that in mind, the following policies should be followed.

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376.

Personal Hygiene: All students are encouraged to implement good hygiene measures such as washing hands regularly, using hand sanitizer, and covering coughs/sneezes. Hand sanitizing stations are available across all SPC locations.

Face masks: While masks are no longer required, it is recommended that all students should properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Face masks should be worn so as to cover both the student's nose and mouth.

Social Distancing: Face coverings are not a substitute for social distancing. Students should observe CDC approved distancing guidelines in all instructional spaces, both indoors and outdoors. Students should avoid congregating around instructional space entrances before and after class sessions. Students should exit the instructional space immediately after the end of class to help ensure social distancing and to allow for those attending the next scheduled class session to enter.

Exposure: If you believe that you have been exposed to COVID-19, you should remain off campus. Contact your instructor or Health Services, DeEtte Edens, BSN, RN. If you are tested positive, please contact Health Services, DeEtte Edens, BSN, RN at 806-716-2376 or dedens@southplainscollege.edu for quarantine guidance.

Testing: If you test positive for COVID or have been exposed, immediately notify Associate Director of Health and Wellness DeEtte Edens (dedens@southplainscollege.edu) for guidance. If she determines that you need to quarantine, she will notify your instructors. It is your responsibility to contact your instructors to inform them, also, and to make a plan to stay caught up with course work while you are isolated.

Attendance: If you test positive for Covid-19, you will not be penalized for absences as long as you've submitted appropriate documentation. However, you will still need to turn in all assignments in a responsible manner and keep up with the rest of the class.

Class Schedule - Fall 2022

ENGL 1301-C001 and INRW 0300-C001

All assignments are to be completed before the day they are listed. For example, not only should you have read pages 225-238 and 24-34 of *College Writing Skills with Readings* before Wednesday, September, 1st, but you should also be prepared to discuss the text in class. Submission of all assignments is the responsibility of the student. Please refer to the course syllabus for the complete class policy of late papers. I also reserve the right to modify this schedule according to class needs.

Narrative Essay

Week One

Monday 8/29

In Class: Introduction to class

Wednesday 8/31

Read: *College Writing Skills with Readings*, pages 225-238, 24-34

Read: Prompt for Narrative Essay (on Blackboard)

In Class: Targeting strategies for writing problems.

Week Two

Monday 9/5

Labor Day Holiday

Holiday – No Class

Wednesday 9/7

Write: Rough Draft of Narrative Essay

Read: *College Writing Skills with Readings*, pages 147-175, 35-39, 473-480

Read: Sample Narrative Essays on Blackboard

In Class: Peer Review; Subject and Verb

Sunday 9/11

Blackboard: Quiz #1—Subjects and Verbs (due by 11:59 p.m.)

Week Three

Monday 9/12

In Class: Focused discussion of revisions and sentence structure; Fragments and Run-ons

Wednesday 9/14

Write: Final Draft of Narrative Essay

Read: *College Writing Skills with Readings*, pages 481-494

In Class: Introduction to Definition Essay

Sunday 9/18

Blackboard: Quiz #2—Fragments and Run-ons (due by 11:59 p.m.)

Definition Essay

Week Four

Monday 9/19

Read: *College Writing Skills with Readings*, pages 304-315

Wednesday 9/21

Write: Thesis for the Definition Essay

Read: *College Writing Skills with Readings*, pages 52-62, 507-515, 329-343

Read: Prompt for Definition Essay (on Blackboard)

In Class: Standard English Verbs

Sunday 9/25

Blackboard: Quiz #3—Standard English Verbs (due by 11:59 p.m.)

Week Five

Monday 9/26

Read: *College Writing Skills with Readings*, pages 3-7, 62-68

Read: Sample Definition Essays on Blackboard

Wednesday 9/28

Write: Rough Draft of Definition Essay

In Class: Peer Review

Week Six

Monday 10/3

In Class: Focused discussions of paragraph and essay structure

Wednesday 10/5

Write: Final Draft of Definition Essay

Read: *College Writing Skills with Readings*, pages 509-514

In Class: Introduction to Cause and Effect Essay; Irregular Verbs

Sunday 10/9

Blackboard: Quiz #4—Irregular Verbs (ex. lie, lay; sit, set) (due by 11:59 p.m.)

Cause and Effect Essay

Week Seven

Monday 10/10

Read: *College Writing Skills with Readings*, pages 283-297

Read: Prompt for Cause and Effect Essay

Wednesday 10/12

Read: Sample Cause and Effect Essays

Week Eight

Monday 10/17

Write: Thesis for the Cause and Effect Essay

Read: *College Writing Skills with Readings*, pages 112-135

Wednesday 10/19

Write: Rough Draft of Cause and Effect Essay

Read: *College Writing Skills with Readings*, pages 518-522

In Class: Peer Review; Subject-Verb Agreement

Sunday 10/23

Blackboard: Quiz #5— Subject-Verb Agreement (due by 11:59 p.m. Sunday)

Week Nine

Monday 10/24

In Class: Focused discussion of thesis statements and audience

Wednesday 10/26

Write: Final Draft of Cause and Effect Essay

Read: *College Writing Skills with Readings*, pages 525-529

In Class: Introduction to Compare and Contrast Essay; Consistent Verb Tense

Sunday 10/30

Blackboard: Quiz #6—Consistent Verb Tense (due by 11:59 p.m.)

Compare and Contrast Essay

Week Ten

Monday 10/31

Read: *College Writing Skills with Readings*, pages 305-321

Read: Prompt for Compare and Contrast Essay on Blackboard

Wednesday 11/2

Write: Thesis for the Compare and Contrast Essay

Read: *College Writing Skills with Readings*, pages 453-468

Read: Freire and Murray texts on Blackboard

In Class: Reading workshop on Friere and Murray

Week Eleven

Monday 11/7

Read: *College Writing Skills with Readings*, pages 410-414

Read: Sample Compare and Contrast Essays on Blackboard

Wednesday 11/9

Write: Rough Draft of Compare and Contrast Essay

Read: *College Writing Skills with Readings*, pages 530-535

In Class: Peer Review; Pronoun Reference, Agreement, and Point of View

Sunday 11/13

Blackboard: Quiz #7—Pronoun Reference, Agreement, and Point of View (due by 11:59 p.m.)

Week Twelve

Monday 11/14

In Class: Focused discussion of essay structure and purpose

Wednesday 11/16

Write: Final Draft of Compare and Contrast Essay

Read: *College Writing Skills with Readings*, pages 538-544

In Class: Introduction to Analytical Essay; Pronoun Types

Sunday 11/20

Blackboard: Quiz #8—Pronoun Types (due by 11:59 p.m.)

Argumentative Essay

Week Thirteen

Monday 11/21

Write: Thesis for the Analytical Essay

Read: *College Writing Skills with Readings*, pages 367-379

Read: Prompt for Analytical Essay on Blackboard

Read: Prompt for Final Exam Essay on Blackboard

In Class: Faulty Parallelism

Wednesday 11/23

Thanksgiving Break

Holiday – No Class

Sunday 11/28

Blackboard: Quiz #9— Faulty Parallelism (due by 11:59 p.m.)

Week Fourteen

Monday 11/28

Read: Sample Analytical Essays on Blackboard

Write: Revise Thesis for the Analytical Essay

Wednesday 11/30

Write: Rough Draft of Analytical Essay

Read: *College Writing Skills with Readings*, pages 574-580

In Class: Peer Review; Apostrophes

Sunday 12/4

Blackboard: Quiz #10—Apostrophes (due by 11:59 p.m.)

Week Fifteen

Monday 12/5

Read: *College Writing Skills with Readings*, pages 589-598

Read: Prompt for Final Exam Essay

In Class: Focused discussion of persuasion and rhetoric; Commas; Writing Workshop

Wednesday 12/7

Write: Final Draft of Analytical Essay

In Class: Discussion of Final Exam

Sunday 12/11

Blackboard: Quiz #11—Commas (due by 11:59 p.m.)

Week Sixteen – Finals week

Monday 12/12 – 8:00 a.m. to 10:00 a.m. (tentative)

Write: Final Exam Essay

Write: Final Grammar Exam

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.