

ENGLISH 1301(Section 195) (Syn. 35914)

COMPOSITION I COURSE SYLLABUS

Instructor: JOHN M. BUSCH

Classroom: C-104

Course Time: Tuesday 1:10-2:35 and Thursday 12:50-2:15

Telephone: (512)594-1100 ext. 41233

E-mail: john.busch@pfisd.net or john.busch@austincc.edu

Conference Periods: Mondays 4:15-5:15

Tutoring Times: Mondays from 8:00 to 8:30 or by appointment

(E-mail me or come to C104 before or after school to make an appointment)

Congratulations! You are officially taking a college class while you are still in high school. In this dual-credit course, we will be merging the literature commonly covered in an eleventh-grade English class with the curriculum taught in a college freshman composition course. Upon successful completion of this curriculum, you will earn college credit. Since this dual-credit class is being offered through ACC, we will be following their policies and procedures throughout this semester. Please read the following carefully.

Course Description

ENGL 1301 - English Composition I (3-3-0)

A study of the principles of composition with emphasis on language, the mechanics of writing, the types of discourse, and research and documentation.

Prerequisites

TSI exempt or complete OR (on TSI Assessment test) 5 on writing exam OR 4 on writing exam AND 363 on objective exam AND 351 on reading exam OR C or better in Writing Skills 3 (DEVW 0130, 0230, 0330, or 0331) AND Reading Skills 3, (DEVW 0320) or ESOL 0384 or 0326.

Summary of Student Expectations

To successfully complete Composition I, students should enter with the following basic skills: critical reading; content development; organization of writing to include an introduction, appropriate thesis, coherent paragraphs, transitions, and a conclusion; grammar, mechanics, and sentence construction; and an initial understanding of documentation of sources.

Here is a link to a list of expectations and skills for students who are enrolling in Composition I:
<http://www.austincc.edu/english/ExpectationsOfSkills.php>



Use a smartphone application to scan this QR Code and go directly to Composition I Expectations

Course Objectives/Rationale

The goals of **Composition I** are to promote

- critical thinking, reading, and writing;
- clear, coherent, confident, and effective communication;
- collaborative writing and learning.

Student Learning Outcomes

Upon completion of English 1301, students should be able to

- identify rhetorical purposes and methods of organization appropriate to topic, thesis, and audience;
- collect, read, analyze, and use information from a wide range of sources;
- write a coherent essay observing appropriate grammatical, mechanical, and stylistic conventions;
- write competently in the informative, analytical, and persuasive modes
- evaluate, edit, and revise at all stages of the writing process.

Discipline/Program Student Learning Outcomes

The following outcomes are developed in all English Composition I students regardless of student age or course location:

- expanded critical reading ability;
- ability to write to the specifications of a writing assignment in terms of subject, rhetorical purpose, method(s) of organization and length;
- ability to form a research question, develop a thesis, locate and select credible sources applicable to the thesis, and write an essay of the specified length that responds to the thesis;
- ability to analyze a piece of writing to detail the elements identified in the writing assignment;
- ability to evaluate a piece of writing using specified or developed criteria for evaluation;
- expanded ability to develop content for an essay and organize writing to include an introduction, appropriate thesis, coherent paragraphs with transitions, and a conclusion;
- expanded ability to use correct grammar and mechanics in every writing task.

General Education Learning Outcomes

Upon completion of the general education component of an associate's degree, students will demonstrate competence in:

Civic Awareness--Analyzing and critiquing competing perspectives in a democratic society.

Critical Thinking--Gathering, analyzing, synthesizing, evaluating, and applying information.

Cultural Awareness--Comparing, contrasting, and interpreting differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices.

Ethical Reasoning--Identifying and applying ethical principles and practices.

Interpersonal Skills--Interacting collaboratively to achieve common goals.

Life/Personal Skills--Demonstrating effective learning, creative thinking, and personal responsibility.

Quantitative and Empirical Reasoning--Applying mathematical, logical and scientific principles and methods.

Technology Skills--Using appropriate technology to retrieve, manage, analyze, and present information.

Written, Oral, and Visual Communication--Communicating effectively, adapting to purpose, structure, audience, and medium.

Required Texts/Materials

Students will need to purchase a copy of Practical Argument: A Text and Anthology: Second Edition (ISBN 978-1-4576-2237-3). It is also recommended they purchase a copy of A Writer's Handbook: Fourth Edition (ISBN 978-0-07-338403-0). This latter book will also be used in English 1302 and 2322, so it would be useful to purchase a copy.

It is the responsibility of the student to acquire required texts/materials. Failure to complete assignments will result in a failing grade in this class.

I will keep a folder of the students' work for one semester following enrollment. Students are responsible for making copies of any papers they want to keep for their files.

Instructional Methodology

Much of this class will take the form of lectures, discussions, and in-class writing workshops. Workshops will allow me to "coach" the students and help them in case they have any questions. In addition, small group activities and the use of electronic media will be employed on occasion.

Core Components/Concepts

Core components to be covered in Composition I include

- purpose
- audience
- language/diction/style
- thesis statements
- topic sentences
- the writing process (invention, drafting, revision)
- organization (including methods of development)
- paragraph unity, development, and coherence
- grammar and mechanics
- the research process

Essays and Assignments

All students in all sections will write **seven** essays over the course of the semester, **including an essay, known as the Departmental Exam that will be written under supervision at Hendrickson High School and must be passed to pass the course with a minimum grade of "C."** (In order to be allowed to take this test, students must be passing the course with a 70% or higher.)

- At least one essay will be a research paper of at least 1000 words (approximately 4 pages):
 - The research paper will use MLA style and will require a minimum of three sources, including at least two different types of sources.
- At least one essay will be a textual analysis.
- The remaining essays will achieve at least two of the following rhetorical purposes:
 - ⊖ expressive
 - ⊖ literary
 - referential
 - ⊖ persuasive
- Together, all papers will comprise a minimum of 4000 words.
- In writing each essay, students will use one or more of the following methods of development:
 - cause and effect
 - comparison/contrast
 - classification
 - definition
 - description
 - illustration
 - narration
 - process analysis
 - evaluation
- Students will also complete *The Info Game*, <http://library.austincc.edu/help/infogamedevelopment>, an on-line information literacy program.
- The following will make up the minor grade categories that will each be equivalent to one paper grade for this semester :
 - homework assignments
 - quizzes
 - participation in class discussions / debates

I will provide specific written guidelines for each assignment and may require part or all of at least one paper to be written under supervision. The students must be earning a passing grade (70% or higher) to be able to take the Departmental Exam.

Grading

We will use ACC's second system for recording grades. **However, all essays must earn a C or higher in order for the student to receive a passing grade for the semester.**

Letter Grades

I will assign letter/number grades to some or all required essays. Students will be given the opportunity to draft and revise required essay assignments once to earn a higher grade. **Students are required to pass the Departmental Exam (see description below) in the Testing Center to pass the course with a minimum grade of "C."**

The following is the rubric that will be used on all essays this semester:

90-100	The essay is extremely well written, providing excellent detail, a sophisticated depth of thought, and exceptional analysis. In addition, there are very few grammatical issues while the essay is presented in a very professional manner.
80-89	The essay is well written, providing good detail, depth of thought, and strong analysis. In addition, there are few grammatical issues while the essay is presented in a professional manner.
70-79	The essay is fairly well written, providing some detail, an emerging depth of thought, and fairly strong analysis. In addition, there are some grammatical issues that interfere with the success of the paper. The essay is presented in a professional manner.
50-69	The essay is not clearly written, providing little detail, barely any depth of thought, and little or no analysis. This grade could indicate major grammatical issues that prevent the reader from understanding the essay or a presentation that is not professional in manner.

Students will be allowed to rewrite their papers once to increase their grades one grade level. (Thus, an F can become a C; a C can become a B, and so on.) Rewrites that still contain errors found in the first draft will receive no increase in the grade. All rewrites must be turned in no later than one week after the original graded version has been returned to the student.

The ACC library's Info Game, which must be completed by each individual student, will count as a paper grade.

The students will give a presentation based on their research papers; this, too, will count as a paper grade.

Failure to complete any of the essays, the student presentation, or the ACC library's Info Game will result in the student earning an F for the semester.

Students are required to pass the Departmental Exam (see description below) in a Testing Center to exit the course with a minimum grade of C.

The Departmental Exam

The Departmental Exam is required of all students enrolled in English 1301 and **must** be taken under supervision in the Testing Center after required essays are completed. Given a selection to read, students will write an interpretive essay of at least 600 words analyzing the selection. The instructor will provide more detailed instructions about the test, which will be evaluated "**ACCEPTED**" or "**RETEST**" only. Students who do not pass on the first try may retest **once**. Essays must demonstrate the following:

- Coherence, analytical thinking, and an understanding of the selection's thesis, purpose(s), and method(s) of development;
- Adherence to stylistic, grammatical, and mechanical conventions of standard written

English.

Withdrawal Policy

It is important to know that The Texas State Legislature passed a bill stating that students who first enroll in public colleges and universities beginning in fall 2007 and thereafter may not withdraw from more than six classes during their undergraduate college career. See *ACC Student Handbook* for further information.

Since much of this class will be designed as a writing workshop, students are expected to attend each class meeting. **The maximum number of absences allowed will be six. Once this limit has been reached, the student will be expected to withdraw himself / herself from the class. Missing more than fifteen minutes of class will constitute an absence.** (School related absences will be excused, but the students must meet the set deadlines by e-mailing their work to me or finding some other means to ensure I receive the due assignment by the end of the school day.)

All paper deadlines must be met. **If a student is absent, it is his / her responsibility to have his / her paper delivered to the professor on the due date.** Late papers will be turned in at the beginning of the following class period and will be docked thirty points. Students will earn zeros for late papers that are not turned in at that time and will be expected to withdraw themselves from the class. **Only papers that are turned in on time may be revised for a higher grade.**

Withdrawals will appear on the students' records as W's. If a student does not withdraw himself / herself, then he / she will earn an F for the course.

At the end of this syllabus you will find the deadlines by which you must complete your essays. Also, your continual progress in mastering the course's curriculum and the level of attendance will be used to determine if you are to remain in this class. If students do not meet the instructor's requirements, they will be subject to **WITHDRAWAL** from the course. **It is the student's responsibility to know an instructor's withdrawal policies.**

Awarding of "Incomplete" as a Final Grade

Incompletes will be given only in "catastrophic" cases. Please refer to the ACC student handbook for a full explanation of this grade.

Scholastic Dishonesty

Acts prohibited by the College for which discipline may be administered include scholastic dishonesty (e.g., cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work). Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as (but not limited to) tests and quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework.

If a student is caught in an act of scholastic dishonesty (including turning in a paper that has been plagiarized either in whole or in part), that student will **EARN AN F FOR THE COURSE.** All students are advised to review their student handbooks to ensure they understand ACC's policies when such unfortunate situations occur.

Student Discipline

Students enrolled in this class are college students. **Disruptive behavior will not be tolerated.**

Such conduct will result in the student being removed from the class and possibly from the entire ESC program.

Student Freedom of Expression

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. **It is expected that faculty and students will respect the views of others both when expressed in classroom discussions or class-related writing.**

Student Rights and Responsibilities

Students at the college have the rights accorded by the U.S. Constitution to freedom of speech, peaceful assembly, petition, and association. These rights carry with them the responsibility to accord the same rights to others in the college community and not to interfere with or disrupt the educational process. Opportunity for students to examine and question pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This concept is accompanied by an equally demanding concept of responsibility on the part of the student. As willing partners in learning, students must comply with college rules and procedures.

Enrollment in the college indicates acceptance of the rules set forth in this policy, which is administered through the office of the campus dean of student services. Due process, through an investigation and appeal process, is assured to any student involved in disciplinary action.

General Provisions:

The purpose of this policy is to identify the rights and responsibilities of ACC students, to specify acts prohibited and standards of conduct required, and to set a range of appropriate penalties when rules are violated.

Due Process:

College disciplinary procedures respect the due process rights of students.

Emergency Action:

Provisions are included to protect the college and members of the college community in emergencies and other instances requiring immediate action. Even in such instances, the college will take reasonable steps to provide for due process.

Administration of Discipline:

The campus dean of student services or the appropriate facility administrator shall have primary responsibility for the administration of student discipline. The campus dean of student services works cooperatively with faculty members in the disposition of scholastic violations.

Students with Disabilities

Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester.

Safety Statement

Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>.

Because some health and safety circumstances are beyond our control, students should become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>.

Please note, students are expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

Use of ACC Email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Testing Center Policy

Under certain circumstances, an instructor may have students take an examination in a testing center. Students using the Academic Testing Center must govern themselves according to the Student Guide. Use of ACC Testing Centers and should read the entire guide before going to take the exam.

To request an exam, one must have:

- ACC Photo ID
- Course Abbreviation (e.g., ENGL)
- Course Number (e.g., 1301)
- Course Synonym (e.g., 10123)
- Course Section (e.g., 005)
- Instructor's Name (Busch, John M.)

Do NOT bring cell phones to the Testing Center. Having your cell phone in the testing room, **regardless of whether it is on or off**, will revoke your testing privileges for the remainder of the semester. ACC Testing Center policies can be found at <http://www.austincc.edu/testctr/>

Student and Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at:

<http://www.austincc.edu/current/>

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.austincc.edu/tutor/students/tutoring.php> For help setting up ACCeID, ACC Gmail, or

ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

Class Schedule (subject to change)

Unannounced quizzes will be given randomly throughout this semester.

Tuesday, August 25

Introduce the course. Go over main points in the syllabus.

Go over the main points covered in the introduction of *Practical Argument* (pp.3-17): examine argumentative writing, its history, appeals, and the rhetorical triangle.

Share an example of an argumentative paper, highlighting its thesis statement, its analysis of thought, and its support.

Go over the requirements for the research paper (Essay 5, due on Nov. 4).

Review basic grammatical concepts English 1301 students should know prior to taking the class. (Focus on sentence fragments, run-ons, and comma splices.)

Pass out the topic for Essay 1. Also pass out the purple handout for the “Info Game.”

Homework:

1) Read Chapter 1 of *Practical Argument*, “The Four Pillars of Argument” (pp. 19-48).

2) Read and analyze Plato’s “The Allegory of the Cave” and Andrew Marvell’s “To His Coy Mistress” (755-763).

3) Go to ACC’s “Info Game” website, located at <http://library.austincc.edu/help/infogame/start.htm>. Finish answering the questions on the purple handout by Tuesday, Sept. 9. You must successfully complete all parts of the tutorial before submitting your research paper (Essay 4). (This is due on Tuesday, September 9 and will count as an essay grade.)

4) Begin outlining your response for Essay 1.

5) Start planning your research paper (Essay 5, due on Nov. 3).

Thursday, August 27

Review the four pillars of argument: thesis statements, evidence, refutation, and concluding statements.

Have a quiz over the reading assignments.

Discuss the key concepts of Chapter 1 and analyze the effectiveness of the sample essays.

Discuss the arguments of both Plato and Marvell.

Go over the parts of speech.

Homework:

1) Read Chapter 2 of *Practical Argument*, “Thinking and Reading Critically” (pp. 53-64).

2) Read Jonathan Swift’s “A Modest Proposal” (pp. 763-769).

3) Go to ACC’s “Info Game” website, located at <http://library.austincc.edu/help/infogame/start.htm>. Finish answering the questions on the purple handout by Tuesday, Sept. 9. You must successfully complete all parts of the tutorial before submitting your research paper (Essay 4). (This is due on Tuesday, September 9 and will count as an essay grade.)

4) Draft Essay 1.

5) Start planning your research paper (Essay 5, due on Nov. 3).

Tuesday, September 1

Have a quiz over the reading assignments and the parts of speech.

Discuss the reading assignments and examine the example essays.

Discuss Swift’s argument.

Go over the parts and types of sentences.

Discuss the drafts for Essay 1. Exchange and edit them.

Discuss Thursday's In-Class Essay (PAPER 1).

Homework:

- 1) Revise your draft for Essay 1.
- 2) Go to ACC's "Info Game" website, located at <http://library.austincc.edu/help/infogame/start.htm>. Finish answering the questions on the purple handout by Tuesday, Sept. 9. You must successfully complete all parts of the tutorial before submitting your research paper (Essay 4). (This is due on Tuesday, September 9 and will count as an essay grade.)
- 3) Start finding sources for your research paper (Essay 5, due on Nov. 3).

Thursday, September 3

Discuss the drafts for Essay 1. Have a last minute exchange and edit of drafts.

Write an in-class paper (PAPER 1). Turn in your drafts with the final paper.

Homework:

- 1) Read Chapter 3 of *Practical Argument*, "Decoding Visual Arguments" (pp. 75-87).
- 2) Analyze Jefferson's "The Declaration of Independence" and Lincoln's "The Gettysburg Address" (pp. 770-775).
- 3) Go to ACC's "Info Game" website, located at <http://library.austincc.edu/help/infogame/start.htm>. Finish answering the questions on the purple handout by Tuesday, Sept. 9. You must successfully complete all parts of the tutorial before submitting your research paper (Essay 4). (This is due on Tuesday, September 9 and will count as an essay grade.)
- 4) Start finding sources for your research paper (Essay 5, due on Nov. 3).

Tuesday, September 8

Turn in your completed ACC's "Info Game" Packet for an essay grade.

Have a quiz over the reading assignments and the types and parts of sentences.

Discuss how one decodes visual arguments and analyze the effectiveness of the samples.

Discuss the research papers.

Cover sentence fragments, run-ons, and comma splices.

Pass out the topic for Essay 2.

Homework:

1) Read Chapter 4 of *Practical Argument*, "Writing a Rhetorical Analysis" (pp. 89-103).

2) Analyze Stanton's "Declaration of Sentiments and Resolutions" (pp. 775-777).

3) Outline your response for Essay 2.

4) Start finding sources for your research paper (Essay 5, due on Nov. 3).

Thursday, September 10

Have a quiz over the reading assignments and fragments, run-ons, and comma splices.

Discuss rhetorical analysis and analyze the effectiveness of the sample essays.

Discuss Stanton's "Declaration of Sentiments and Resolutions."

Go over mixed constructions and confusing shifts.

Discuss Tuesday's In-Class Essay (PAPER 2).

Homework:

1) Draft Essay 2.

2) Start outlining your research paper (Essay 5, due on Nov. 3).

Tuesday, September 15

Discuss the drafts for Essay 2. Have a last minute exchange and edit of drafts.

Write an in-class paper (PAPER 2). Turn in your drafts with the final paper.

Homework:

- 1) Read Chapter 5 of *Practical Argument*, “Understanding Logic and Recognizing Logical Fallacies” (pp. 113-151).**
- 2) Start outlining your research paper (Essay 5, due on Nov. 3).**

Thursday, September 17

Have a quiz over the reading assignments and mixed constructions and confusing shifts.

Go over the most common types of logical fallacies.

Follow the instructions for Exercises 5.9-5.12 to practice identifying logical fallacies.

Begin watching Waiting for Superman; take notes on the logical fallacies you find in the film.

Go over faulty parallelism and dangling / misplaced modifiers.

Pass out the topic for Essay 3.

Homework:

- 1) Read George Orwell’s “Politics and the English Language” (pp. 778-789).**
- 2) Outline your response for Essay 3.**
- 3) Start drafting your research paper (Essay 5, due on Nov. 3).**

Tuesday, September 22

Review the common logical fallacies.

Have a quiz over the reading assignment and mixed constructions and confusing shifts.

Continue watching Waiting for Superman; take notes on the logical fallacies you find in the film.

Go over coordination, subordination, and sentence variety.

Discuss Tuesday's In-Class Essay (PAPER 3).

Homework:

1) Start drafting your research paper (Essay 5, due on Nov. 3).

2) Draft your response for Essay 3.

Thursday, September 24

Finish watching Waiting for Superman; take notes on the logical fallacies you find in the film.

Homework:

1) Continue drafting your research paper (Essay 5, due on Nov. 3).

2) Draft your response for Essay 3.

Tuesday, September 29

Discuss the drafts for Essay 3. Have a last minute exchange and edit of drafts.

Write an in-class paper (PAPER 3). Turn in your drafts with the final paper.

Homework:

1) Read Chapter 6 of *Practical Argument*, “Rogerian Argument, Toulmin Logic, and Oral Arguments” (pp. 185-238).

2) Continue drafting your research paper (Essay 5, due on Nov. 3).

Thursday, October 1

Have a quiz over the reading coordination, subordination, and sentence variety.

Discuss and practice identifying Rogerian Argument and Tolmin Logic. Analyze the sample essays in Chapter 6.

Discuss the research papers.

Cover active verbs and appropriate, academic language.

Pass out the topic for Essay 4.

Homework:

1) Read Chapter 7 of *Practical Argument*, “Planning, Drafting, and Revising an Argumentative Essay” (pp. 241-272).

2) Outline your response for Essay 4.

3) Draft your research paper (Essay 5, due on Nov. 3).

Tuesday, October 6

Have a quiz over the reading assignments and active verbs and appropriate, academic language.

Discuss the steps in writing an argumentative essay.

Discuss strategies for writing an argumentative essay

Go over exact language, dictionaries / thesauri, and usage.

Homework:

1) Read Chapter 8 of *Practical Argument*, “Finding and Evaluating Sources” (pp. 275-311).

2) Draft your response for Essay 4.

3) Draft your research paper (Essay 5, due on Nov. 3).

Thursday, October 8

Have a quiz over the reading assignments and exact language, dictionaries / thesauri, and usage.

Discuss the steps in finding and evaluating good, reliable sources.

Make a list of qualities that are desirable in a source.

Discuss the research papers, applying the reading assignments to your own research.

Go over the proper way to cite sources using the MLA format.

Homework:

1) Read Chapter 9 of *Practical Argument*, “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources” (pp. 313-327).

2) Draft your response for Essay 4.

3) Begin polishing your research paper and start planning its presentation (Essay 5, due on Nov. 3)

Tuesday, October 13

Have a quiz over the reading assignments and citing sources using the MLA format.

Cover summarizing, paraphrasing, quoting, and synthesizing sources (*Practical Argument*, pp. 313-327).

Exchange and edit the drafts for Essay 4.

Go over sentence fragments in more depth.

Homework

- 1) Revise your draft for Essay 4.
- 2) Polish your research paper and start planning its presentation (Essay 5, due on Nov. 3).

Thursday, October 15

Discuss the drafts for Essay 4. Have a last minute exchange and edit of drafts.

Write an in-class paper (PAPER 4). Turn in your drafts with the final paper.

Homework:

- 1) Read Chapter 10 of *Practical Argument*, “Documenting Sources: MLA” (pp. 329-349).
- 2) Polish your research paper and start planning its presentation (Essay 5, due on Nov. 3).

Tuesday, October 20

Have a quiz over the reading assignments and sentence fragments.

Discuss last night’s reading and how to document sources properly using the MLA format

Discuss other formats that may be used in other disciplines.

Go over subject-verb agreement.

Homework:

- 1) Read Chapter 11 of *Practical Argument*, “Avoiding Plagiarism” (pp. 351-391).
- 2) Polish your research paper and start planning its presentation (Essay 5, due on Nov. 3).

Thursday, October 22

Have a quiz over the reading assignments and subject-verb agreement.

Discuss plagiarism and its consequences. Understand the detrimental effects such academic dishonesty will have on you and your future.

Go over problems with verbs.

Pass out the topic for Essay 6.

Homework:

- 1) Read Chapter 12 of *Practical Argument*, “Definition Arguments” (pp. 397-437).**
- 2) Polish your research paper and plan its presentation (Essay 5, due on Nov. 3).**
- 3) Outline your response for Essay 6.**

Tuesday, October 27

Have a quiz over the reading assignments and the problems with verbs.

Discuss definition arguments; examine the sample essays provided in the text.

Go over problems with pronouns.

Homework:

- 1) Read Chapter 13 of *Practical Argument*, “Causal Arguments” (pp. 439-481).**
- 2) Polish your research paper and plan its presentation (Essay 5, due on Nov. 4).**
- 3) Outline your response for Essay 6.**

Thursday, October 29

Have a quiz over the reading assignments and the problems with pronouns.

Discuss causal arguments; examine the sample essays provided in the text.

Go over problems with adjectives and adverbs (*A Writer's Resource*, pp. 515-521).

Homework:

1) Read Chapter 14 of *Practical Argument*, "Evaluation Arguments" (pp. 483-515).

2) Finish your research paper and your plan for its presentation (Essay 5, due on Nov. 4).

3) Draft Essay 6.

Tuesday, November 3

Turn in your research paper (PAPER 5).

Have a quiz over the reading assignments and the problems with adjectives and adverbs.

Discuss causal arguments; examine the sample essays provided in the text.

Go over commas.

Student presentations of their research papers will begin.

Homework:

1) Read Chapter 15 of *Practical Argument*, "Proposal Arguments" (pp. 517-557).

2) Draft Essay 6.

Thursday, November 5

Have a quiz over the reading assignments and commas.

Discuss proposal arguments; examine the sample essays provided in the text.

Go over colons and semicolons.

Student presentations of their research papers will continue.

Homework:

1) Read Chapter 16 of *Practical Argument*, “Argument by Analogy” (pp. 559-587).

2) Draft Essay 6.

Tuesday, November 10

Have a quiz over the reading assignments and commas.

Discuss arguments by analogy; examine the sample essays provided in the text.

Go over apostrophes and quotation marks.

Student presentations of their research papers will continue.

Homework:

1) Read Chapter 17 of *Practical Argument*, “Ethical Arguments” (pp. 439-454).

2) Draft Essay 6.

3) Read Chapter 14 of *A Writer’s Resource*, “Multimedia Writing” (pp. 169-182).

Thursday, November 12

Have a quiz over the reading assignments and apostrophes and quotation marks.

Discuss ethical arguments; examine the sample essays provided in the text.

Do the review of the argumentative strategies found in the textbook (*Practical Argument*, pp. 629-634).

Go over other types of punctuation marks (A Writer's Resource, pp. 552-580).

Student presentations of their research papers will continue.

Homework:

1) Analyze Rachel Carson's "The Obligation to Endure," Betty Friedan's "The Importance of Work," Martin Luther King, Jr.'s "Letter from Birmingham Jail," and James Baldwin's "If Black English Isn't a Language, Then Tell Me, What Is?" (*Practical Argument*, pp. 789-816).

2) Answer questions 1-5 on pp. 812-813.

3) Read Chapters 15, 16, and 17 of A Writer's Resource, "Service Learning and Community-Service Writing," "Letters to Raise Awareness and Share Concern," and "Writing to Get and Keep a Job" (pp. 185-204).

Tuesday, November 17

Have a quiz over the reading assignments and commas.

Discuss the arguments of Carson, Friedan, King, and Baldwin.

Exchange and edit the drafts for Essay 6.

Review grammar concepts covered this semester.

Discuss Thursday's In-Class Essay (PAPER 6).

Student presentations of their research papers will continue.

Homework:

1) Prepare for Thursday's in-class essay.

Thursday, November 19

Write an in-class paper (PAPER 6).

Homework:

1) Analyze Chapters 18 and 19 of *Practical Argument*, “Should ‘Study’ Drugs Be Banned?” and “Should Controversial Sports Mascots Be Replaced?” (pp. 439-454).

2) Take notes so you can conduct a “debate” based on these two subjects.

Tuesday, December 1

The window will now open to take the departmental test. I will try to arrange having the test administered at HHS on one of these remaining days. I will keep you updated on this.

Have a quiz over the reading assignments.

Break the class up into two groups. One side will argue the validity of one side of the argument over study drugs. The other will take the opposite side. We will use this process on the subject of sports mascots, as well.

Review grammar concepts covered this semester.

Student presentations of their research papers will continue.

Homework:

1) Analyze Chapters 20 and 21 of *Practical Argument*, “Should the Names of Sex Offenders Continue to Be Made Public?” and “Do the Benefits of Bottled Water Outweigh the Costs?” (pp. 653-667).

2) Take notes so you can conduct a “debate” based on these two subjects.

Thursday, December 3

The window will now open to take the departmental test. I will try to arrange having the test administered at HHS on one of these remaining days. I will keep you updated on this.

Have a quiz over the reading assignments.

Break the class up into two groups. One side will argue the validity of one side of the argument over revealing the identity of sex offenders. The other will take the opposite side. We will use this process on the subject of bottled water, as well.

Review grammar concepts covered this semester.

Student presentations of their research papers will continue.

Homework:

1) Analyze Chapters 22 and 23 of *Practical Argument*, “Should Every American Go to College?” and “Should We Eat Meat?” (pp. 439-454).

2) Take notes so you can conduct a “debate” based on these two subjects.

Tuesday, December 8

The window will now open to take the departmental test. I will try to arrange having the test administered at HHS on one of these remaining days. I will keep you updated on this.

Have a quiz over the reading assignments.

Debate last night’s reading and go over the answers to the assigned questions.

Review grammar concepts covered this semester.

Student presentations of their research papers will continue.

Homework:

1) Analyze Chapters 24, 25, and 26 of *Practical Argument*, “Is America Safer Now Than before 9/11?,” “Is the Glass Ceiling a Myth or a Reality?,” and “Does the United States of America Need a Federal DREAM Act?” (pp. 701-753).

2) Take notes so you can conduct a “debate” based on these two subjects.

Thursday, December 10

The window will now open to take the departmental test. I will try to arrange having the test administered at HHS on one of these remaining days. I will keep you updated on this.

Have a quiz over the reading assignments.

Break the class up into two groups. One side will argue the validity of one side of the argument over the safety of U.S. citizens. The other will take the opposite side. We will use this process on the subjects of the glass ceiling and the DREAM Act, as well.

Review grammar concepts covered this semester.

Student presentations of their research papers will conclude.

Do student evaluations.

Homework:

Enjoy your winter break.