	<p style="text-align: center;"><b>College Composition ENGL 101NSection A</b></p>	<p style="text-align: center;"><b>Fall 2022</b></p> <p style="text-align: center;"><b>Aug. 29-Dec. 17 CRN 13078</b></p>
<p><b>Department</b></p>	<p style="text-align: center;"><b>Arts, Humanities, Communications &amp; Design Department</b></p>	
<p><b>Instructor</b></p>	<p style="text-align: center;"><b>Prof Ann Healy</b></p>	
<p><b>NCC Email</b></p>	<p style="text-align: center;"><b>ahealy@ccsnh.edu</b></p>	
<p><b>Office Hours</b></p>	<p style="text-align: center;">Mon., Tues., Thur., &amp; Friday 1-3 pm or by appt.</p>	
<p><b>Office Location</b></p>	<p style="text-align: center;">Gregg Hall 279 C</p>	
<p><b>Class Days/Meeting Time</b></p>	<p style="text-align: center;"><b>Mondays &amp; Wednesdays 8:00am-9:50am</b></p>	
<p><b>Class Location</b></p>	<p style="text-align: center;"><b>Gregg Hall Room G280</b></p>	

## Rationale:

College Composition is the gateway course for all NCC students because the ability to write and communicate in a clear, concise manner is important in all college classes and careers. This class focuses both on the writing process and the final product because the steps taken to brainstorm, draft, edit, and revise are what lead to a quality final essay. The skills students learn to research and write compelling, stylistically interesting, grammatically sound, correctly formatted essays will serve them well at NCC and beyond.

## Course Description:

In this course, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from pre-writing through drafting, revising and editing. Students gain confidence through learning the basic principles of effective expository composition and the application of these principles in writing essays and documented papers. Students become aware of the variety of strategies, behaviors, habits and attitudes and choose those that help them improve. Students will also read and examine a wide variety of writers and writing styles. **This class is a core requirement for all degree programs at NCC. Students who do not satisfactorily place into ENGL101N with the required Accuplacer or SAT scores will be required to enroll in the corresponding Co-Requisite Workshop**

## Course Competencies:

Upon completion of this course, students will be able to:

1. Use the following steps in the writing process as the way to develop writing product:
  - Prewrite
  - Write/draft
  - Revise
  - Edit
2. Adapt the writing process to produce writing product that:
  - Has a focus
  - Is developed
  - Is organized
  - Uses language appropriate to the purpose and audience or uses standard written English
  - Uses appropriate format
  - Is a communicating, readable document
3. Recognize writing problems.
4. Experience writing as a complex process involving recursive steps.

## Essential Questions

1. How can we effectively use rhetoric to make our written and oral arguments?  
How does the writing process affect the product?
2. Why is grammar practically unnoticeable when it's correct but glaringly obvious when it's not?
3. How can the Latin writers' motto, "nulla dies sine linea" (never a day without a line) work into your schedule?
4. Why is peer-editing important?
5. How can writing style take your writing to the next level?

## Required Materials:

**Textbook(s)** The textbook for this class is free and available on Canvas. You can find it under the **Start Here Module** on Canvas.

Click on this link to access the NCC bookstore's website

<https://www.bkstr.com/nashuaccstore/home>

## Technology

In order to be successful at NCC, all students need a laptop or personal computer (PC) as well as reliable internet access. It is recommended that students purchase a laptop for in-class use. Specifications can be found by clicking on the link below. If you do not have Internet access or the

right kind of computer equipment (e.g., laptop, webcam, etc.) you may be eligible for the college's technology lending program, which is a first come first served program. Click on this link for more information <https://www.nashuacc.edu/technology>

Laptops that meet NCC technology specifications are available for purchase at the NCC bookstore. Financial aid may be used for purchases made at the bookstore. Contact the bookstore for more information <https://www.bkstr.com/nashuaccstore/home>

### **Supplemental Materials:**

- A notebook and pen for class notes
- A folder or binder for handouts and essays
- Laptop computer or tablet you can type on.

**Microsoft Office 365.** You will need to use Microsoft Word and PowerPoint in this class. Here is a link to a free version of Office 365 that all NCC students are eligible to use: <https://www.microsoft.com/en-us/education/products/office>. And here are directions for downloading free Microsoft Office to your computer: <https://www.ccsnh.edu/wp-content/uploads/2019/12/Free-Office-365-for-Students.pdf> Be sure to use your CCSNH email address.

### **Course Expectations:**

If you are unable to attend in-person class due to circumstances beyond your control, such as not being able to enter NCC because you did not pass the health screening questions on the MyNCC app's daily pre-screening form, please join the class via Zoom. Access Zoom via the link on our Canvas course homepage. You must email your instructor before class explaining the reason you need to Zoom into class. Only students with permission to use the Zoom link will be admitted to the Zoom class. Each student may use this link up to three times. If you experience a serious situation that prevents you from attending class for an extended period, and you need to use the Zoom link more than three times, notify your professor as soon as possible and contact the advising center for assistance [NCCAcademicAdvisingCenter@ccsnh.edu](mailto:NCCAcademicAdvisingCenter@ccsnh.edu)

## Overview of Course Structure:

### Course Objectives

- To help you discover and develop your own writing process, style and voice.
- To help you write prose that is organized, grammatically accurate and audience-focused.
- To help you understand the revision process and the importance of revising your own work.
- To increase your confidence in your ability to write.
- To help you develop research skills and methods of documentation.

### Course Requirements

- **You will be required to write four essays during the semester.**
  - **Three of these essays will be three to four typed pages in length.**
  - **The persuasive essay will be five to seven typed pages in length**
  - **Two essays (cause/effect and persuasive essays) will be documented, requiring you to use research methods.**
- All essays must be typed and double-spaced, using MLA format.
- Attach rough drafts and workshop review sheets to all final essays.
- All research papers must be accompanied by a Works Cited page as well as parenthetical, in-text citations or papers will receive an F.
- You will orally present your persuasive argument in a 5-10 minute presentation to the class during the last two weeks of class.
- You are responsible for all missed work. Please refer to the attendance policy.
- Students will be assigned grammar usage lessons. It is your responsibility to teach the class the proper use of the grammar rule on your assigned day.
- There will be quizzes on text material. Take notes while reading, and you may use them during the quizzes.
- Please come to each class prepared with your laptop/tablet, notebook, and writing utensils.
- If you are absent, it is your responsibility to get class notes from a classmate and to check Canvas for assignments and handouts.
- No make-ups are given for missed quizzes, but the lowest quiz grade will be dropped.

### Teaching Strategies

- Individual and small group exercises on all phases of the writing process, including peer review workshop
- Class discussions
- Examples of each essay style through text selections and class handouts
- Individual writing conferences
- Instructor lecture and student presentations

### Late papers

Assignments must be completed by the due dates and submitted on Canvas or at the beginning of class. Assignments that are turned in late will not be accepted for full credit unless they have been discussed with me prior to the due date and an exception has been granted on a case-by-case basis. Late assignments will be graded one letter grade lower per class day late even in the event of an absence, which means you start with a B even if your paper is perfect. Mistakes will lower your grade below the B. Late papers will not be accepted more than five classes late. If you will be absent and have your work finished, submit it through Canvas to avoid losing a letter grade. Even if your paper is several days late, it is better to turn it in than take a zero. A zero can mean a 10%-25% lower grade for the course. If you have a medical or other emergency that has kept you from class, contact me when it happens, and we can make arrangements to keep you up to date.

### Revisions

Revising is a critical part of writing. You will revise each essay at least once: once based on classmate feedback, and for certain essays (persuasive) once more based on instructor feedback. You may also choose to revise one graded essay for a better grade. **Revision means an entire reworking of the paper, not just correcting grammatical errors.** The original and revised essays must be turned in together for a grade.

### Assignment Format

Papers must be typed and double-spaced. Use MLA format. Papers must have one-inch margins. Include your name, professor's name, course, date, and essay type in the left-hand corner of the first page. Your title should be centered on the next line. The title should be original and creative. All pages should include your last name and page number in the upper right-hand corner. Please use Times New Roman 12 point font. Do not put extra space between paragraphs. **(See assignment MLA format sheet.)**

### Reading Quizzes

There will be weekly quizzes on reading assignments. I encourage you to take notes while reading. You MAY use your notes on reading quizzes.

### Usage Lessons

Each week, a student or two will teach the class a short grammar usage lesson, such as comma splices, parallel structure, or run-on sentences. Dates will be assigned in the first week of class. Students should come prepared with a mini-lesson on the day they are to present their usage lessons. This will count as a presentation grade.

### Cell Phones

**Please turn off your cell phone while you are in class.** Put it away and out of sight. If you expect an emergency call, set your phone to vibrate. Should you receive an emergency call while in class, quietly exit the classroom before taking the call. **Text messaging in class is prohibited.**

## Attendance

All students are required to attend all classes and are responsible for all assigned work. Students are expected to be on time and to attend the entire class period. If a student is absent more than four times (or 8 hours), the instructor may recommend an AF, which means the student is withdrawn from class. An AF is calculated into the GPA at the same weight as an F. Please be present and on time.

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## **Instructor's Communication Policy**

- **Email Response Time:**24 hours on weekdays. 48 hours on weekends.
- **Assignment/Homework Response Time:**1-2 weeks

*[If you are teaching in online, hybrid, or remote format, you will need to provide additional explanation of class meeting times and/or class participation requirements. Please refer to the faculty handbook for the definition of online, remote, and hybrid course formats at NCC.]*

## **Grading:**

Narrative Essay	15 %
Process Essay	15 %
Cause/Effect Essay (documented research essay)	20 %
Persuasive Essay (documented research essay)	25 %
Quizzes, homework, rough drafts, etc.	20 %
Oral Defense of Persuasive Argument (final exam)	5 %

*The narrative, cause and effect, and process essays must be 3-4 pages long.*

*The persuasive essay must be 5-7 pages long, not counting the Works Cited page.*

*The cause/effect essay must have a minimum of three sources, and the persuasive essay must have a minimum of five sources.*

**Grades will be assigned according to the following department scale:**

**A = 100 – 94**

**A- = 93 - 90**

**B+ = 89 – 87**

**B = 86 - 84**

**B- = 83 - 80**

**C+ = 79 – 77**

**C = 76 – 74**

**C- = 73 – 70**

**D+ = 69 – 67**

**D = 66 – 64**

**D- = 63—60**

**F = 59 or Below**

**\*\*ALL Arts, Humanities, Communications & Design Department courses must use this grading scale when determining final grades.**

## Diversity, Equity, and Inclusion Statement:

We are all responsible for creating a diverse, equitable, inclusive, and just environment. Thus, we must treat individuals with respect by valuing all types of diversity. This is fundamental in creating a welcoming and inclusive learning environment. Diversity may include multiple ways of identifying ourselves, including, but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. These diverse identities, among many others not mentioned, influence the perspectives our students, faculty, and staff bring to the NCC community. Through use of various approaches that enhance intellectually rich, respectful, safe, and inclusive learning environments, this dynamic process will demonstrate our sustained commitment at NCC. It is our core belief that diversity, equity, and inclusion promote excellence, collaboration, and innovation while also seeking justice.

## Available Support

**NCC Library:** Get help with research for your papers and assignments from the NCC librarian and staff. Email [ncclibrary@ccsnh.edu](mailto:ncclibrary@ccsnh.edu)

**Tutoring and Writing Center:** The Tutoring and Writing Center, located in the library, offers free academic support services to all NCC students. Meet in-person or via Zoom with experts who can tutor you in math or accounting or help you with writing for any course. Tutoring is drop-in or by appointment. View the current tutoring schedule at <https://library.nashuacc.edu/home/tutoring>

Online chat tutoring is also available 24/7 with Smarthinking. Find a link on the left navigation menu inside Canvas courses.

**Disability & Accessibility** (*Reasonable Accommodation Plan*): Students who think they may have or have a documented disability (*physical, learning, or mental health*) and/or had an IEP or 504 Plan in high school who may need classroom accommodations must meet with the Disability Services Coordinator to set up an NCC Reasonable Accommodation Plan (RAP). For more information view the Disability & Accessibility page: <https://www.nashuacc.edu/student-services/disability-accessibility-information> and/or contact Jodi Quinn, Disability Services Coordinator (office located in the library), at [jquinn@ccnsh.edu](mailto:jquinn@ccnsh.edu) or (603) 578-8996.

In order to receive reasonable accommodations, it is the student's responsibility to email the current semester's RAP to each instructor and as needed meet with instructors to discuss the Plan. Each term the student wants to utilize accommodations, the RAP must be renewed and the student provides the

current term Plan to instructors even if provided a Plan to an instructor for a previous term course.

**Audio Record Classroom Lecture:** Please note that as a student in this class, you may have a classmate who by permission can audio record class lectures for his/her learning purposes. **Only students with prior written permission** from the instructor or the Disability Services Coordinator may audio record class lectures - *for educational purposes only*. Students who audio record class lectures are prohibited from selling, transcribing, or distributing the recordings in *any manner* and are asked to delete the recordings when it is no longer essential for their learning purposes.

Instructors may record their own class lectures, activities, and discussions using electronic video, still photo, or audio recording for educational purposes, including academic research, professional development, and recording of course content for access through online learning and other formats. Every student present will be informed by the instructor of any recording at the beginning of class.

#### **CARE Team:**

If you need information or a referral to local resources in the areas of Mental Health or basic support services (such as food, clothing, shelter, substance abuse or others including domestic and sexual violence), you can email the NCC CARE team ([NCCCares@ccsnh.edu](mailto:NCCCares@ccsnh.edu)) and we will assist you in connecting to community resources. <https://nashuacc.edu/student-services/care-team>

**Student Assistance Program:** The Community College System of NH (CCSNH), which includes NCC, offers a Student Assistance Program (SAP) provided by Kepro to provide students with access to free confidential Student Counseling Services (SCS) by licensed mental health professionals in the local area and other supports 24 hours a day, 7 days a week, 365 days a year. Kepro's services are confidential. <https://nashuacc.edu/student-services/student-assistance-program>

## **Department Policies**

Students are expected to attend all their regularly scheduled classes, laboratory periods, and other academic exercises. Should an absence from regularly scheduled academic exercise be unavoidable (beyond a student's control), it will be the student's responsibility to communicate with the professor, preferably beforehand, concerning the absence. Documentation of said absence may be required by the professor.

Students are advised that absence from class, for whatever reason, does not excuse them from meeting course requirements and objectives.

**If a student is absent more than six hours (for a four-credit course, the total is eight hours) of class time during the term or semester, the instructor may withdraw the student from class using an AF grade, which means an F will be**



**averaged into the GPA.** In addition to absences from class, tardiness and leaving class early also calculate into missed class time. To avoid this AF, if a student cannot continue to attend class for any reason, he/she should obtain a withdrawal slip from the registrar and follow the process to officially withdraw. Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc. Students should refer to the student handbook for additional information about the AF policy.

It is the responsibility of the student to make up any missed class work, homework assignment, quizzes, or tests in accordance with the instructor's make-up policy.

Depending on the instructor's policy, late papers may or may not be accepted for full credit. See this syllabus for policy details.

All assignments must be typewritten, unless otherwise instructed by the teacher. Any work that is not typewritten will not be accepted.

Specific policy details for the above are outlined in this syllabus.

Revised: 12/18/17

## **College Policies**

**Non-Discrimination:**The NCC Equity Committee is designated to coordinate compliance with the Non-Discrimination Policy and handles all concerns of discrimination that occur on campus that are not covered under Title IX. View more information here [Non-Discrimination Policy and Grievance Procedure](#)

**Title IX:**Classroom instructors at Nashua Community College are encouraged to create and maintain a safe learning environment in which students feel able to share opinions and related life experiences in classroom discussions, in written work, and in meetings with professors. To the greatest extent possible, this information will be kept private. However, staff and faculty have a legal obligation to report information concerning sexual misconduct, violence and exploitation of individuals per federal statute and in compliance with established policies and procedures at Nashua Community College. If you have been subjected to sexual misconduct, violence or exploitation, we encourage you to contact your Title IX Coordinator, Vice President Lizbeth Gonzalez, for support and assistance. She can be reached at Nashua Community College, 505 Amherst Street, Nashua, NH, 603-578-8928 or [gonzalez@ccsnh.edu](mailto:gonzalez@ccsnh.edu). View more information here [Title IX Policy and Grievance Procedure](#)

**Attendance:** Regular attendance and active participation are essential for academic success. Every student should carefully review the department and

college attendance requirements posted in the Department and College Policies Sections of this syllabus.

If a student must be absent from class, the student should contact his/her professor and follow the professor's make up policy listed in the syllabus under Course Expectations. In an online or hybrid class, measures of attendance and active participation include contributing to discussion board, submitting an assignment, taking a test or quiz on Canvas, etc. Logging into Canvas does not count as class attendance or participation. (For a complete definition of active participation, see regular and substantive interaction statement in student handbook.)

Rarely, a student may experience a serious situation that prevents that student from attending class for an extended period. This could be for reasons such as illness/hospitalization, loss of childcare, or lack of transportation. In these situations, the student should notify his/her professor as soon as possible and contact the advising center for assistance

[NCCAcademicAdvisingCenter@ccsnh.edu](mailto:NCCAcademicAdvisingCenter@ccsnh.edu)

**AF Policy:** In all cases, faculty **will** issue an AF grade if a student has 1) missed more than two consecutive weeks of class and 2) failed to communicate with the instructor by responding to EAB attendance alerts and other outreach.

**Students should also refer to department attendance policy under the Department Policies section of the syllabus.**

In addition, an instructor or administrator may issue an AF grade if a student's behavior violates the Student Code of Conduct and disrupts classroom instruction.


Please be advised that if the behavior of any student (or students) disrupts the learning of his/her classmates, the following steps will be taken by the instructor 1) verbal warning; 2) meeting with instructor and department chair; 3) filing of written complaint and referral to Vice President of Academic Affairs for possible removal from the course with AF grade.

An AF grade may also be issued if a student registered in a clinic, practicum, internship, or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure.

An "AF" grade is calculated in the GPA as an "F". Students should refer to the student handbook for additional information about the AF policy.

**Canvas:** Canvas is the online learning management system used by instructors and learners at Nashua Community College. Instructors will post syllabi, course related documents and grades in Canvas. Students may be required to submit assignments and/or take assessments through Canvas and/or participate in discussion boards. **If class is ever cancelled because of instructor illness or inclement weather, students will need to check Canvas for their assignment.**

**24/7 Canvas Support:** To access support through email, phone or chat

click on the  icon. Students can also find guides, videos, and a Canvas community by clicking on the *CCSNH Resources* icon on the tool bar at the left of the Canvas screen then choosing Canvas Resources.

If you have forgotten your Easy Login Password information, please visit the following link: <https://password.ccsnh.edu/accounts/Reset>

EAB Alerts Faculty can issue "Alerts" for students at any time. The administration at NCC encourages professors to issue alerts for any student who may be having difficulty in the course. When a faculty member raises an alert, both the student and student's advisor receive an automated email based on the alert raised. Faculty can issue an alert through EAB Navigate on the college website or directly using the following link: <https://nashuacc.campus.eab.com>

**College Email System:** Nashua Community College has established a College email system as a means of the College sending official information to enrolled students, and for students to send communication to their instructors and College personnel. All students registered at NCC will be assigned a College email account/address to be used as the only email address for all email communication: 1) sent to the students from their instructors and from all College personnel; and, 2) sent by the students to their instructors and to all College personnel.

In addition:

- Students should check their College email account regularly to ensure they are staying current with all official communications. Official communication includes, but is not limited to, policy announcements, registration and billing information, schedule changes, emergency notifications and other critical and time sensitive information.
- Students should also check their college email account to be sure that they are current with all email communication from their faculty.
- The student email account/address should be the only e-mail address students use to send email to faculty and College personnel so that student email is recognized and opened.
- This service is provided exclusively to the students of NCC. Accounts are for individual use only, and are not transferable or to be used by any other individual.
- Students using their College email account do so under the policies set forth in the Student Handbook under "Student Computer Conduct Code".

**Sensitive Materials Policy:** During the semester, in order to cover certain academic topics, there may be occasions to view or discuss material which may not meet the student's own personal definition of appropriateness. At such times, every student has the right to decide not to participate. Every effort will be made

by the instructor to notify students in advance of when such sensitive material will be used so that students can make alternative arrangements. Faculty will guide students in the identification of alternate learning opportunities consistent with relevant course objectives so that students opting out of scheduled “sensitive” learning experiences will not be penalized academically in any way. Please note the opportunity to leave the classroom discretely is always available to each student when such sensitive material is being discussed. The student then has the responsibility before the next class meeting to inform the instructor as to the reason for leaving.

## Academic Conduct

All students are expected maintain high standards of academic integrity as they complete their coursework at NCC. Cheating and plagiarism are violations of the Student Code of Conduct and all instances of academic dishonesty are taken very seriously by the College.

**Cheating:** Cheating includes, but is not limited to: (1) use of any unauthorized assistance from other persons or technologies in taking quizzes, tests, or examinations or in the preparation and completion of class assignments; (2) dependence upon the aid of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of college faculty, staff, or students; or (4) knowingly providing unauthorized assistance of any kind to another for the purpose of providing unfair advantage to the recipient in the completion of course assessments/assignments (sometimes known as facilitation).

When a student is found to have cheated on an academic assignment, it will be up to each instructor to determine the grading penalty. Depending on the severity of the incident, this could range from a warning to a loss of credit for the course. In all cases of cheating, the instructor will notify the student's advisor and the advisor will document the incident on EAB using advisor notes.

If any further incidents of cheating are reported to the student's advisor, the advisor or VPAA will file a complaint with the appropriate college Judicial Body. Additional sanctions may be imposed.

**Plagiarism Policy:**Plagiarism is a serious violation of a student's academic integrity and the trust between a student and his or her teachers. Plagiarism is the act of a person presenting another person's work as if it were his or her own original work. Such acts of plagiarism include, but are not limited to:

1. A student submitting as his or her own work an entire essay or other assignment written by another person.
2. A student submitting as his or her own creation the artwork (including but not limited to a painting, drawing, photograph, object, digital representation) of another person.
3. A student taking word for word a section or sections of another person's work without proper acknowledgment of the source and quotation.
4. A student using statistics or other such facts or insights as if these were the result of the student's efforts and thus lacking proper acknowledgment of the original source.
5. The paraphrasing of another person's unique work with no acknowledgment of the original source.
6. Copying another student's work on a quiz or test.

Some instructors may consider self-plagiarism to be a form of plagiarism. Self-plagiarism includes **submitting the same paper** in response to two **different** assignments. Please consult with your instructor and carefully review instructor expectations posted on your syllabus if you have any questions.

When a student is found to have plagiarized an academic assignment, it will be up to each instructor to determine the grading penalty. **Depending on the severity of the incident**, this could range from a warning to a loss of credit for the course. In all cases of plagiarism, the instructor will notify the student's advisor by posting an alert on EAB Navigate. The advisor will then document the incident on EAB using advisor notes.If any further incidents of plagiarism are reported to the student's advisor, the advisor or VPAA will file a complaint with the appropriate college Judicial Body. Additional sanctions may be imposed.For other examples of Academic Misconduct and a full description of the Student Disciplinary Process, please refer to the NCC Student Handbook <https://www.nashuacc.edu/images/PDF/handbook/2021-2022-NCC-Student-Handbook.pdf>

### Credit Hour Guidelines

1. A credit hour shall be the equivalent of one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for 15 or 16 weeks.
2. A credit hour shall be allocated based on the following:

Category	Contact Hours per Week	Contact Hours per Sem. (based on minimum 15 week semester)
Class	1	15

Laboratory	2 or 3	30-45
Clinical	3 to 5	45-75
Practicum, Fieldwork	3	45
Internship	3 to 6	45-90
Co-op	Variable by Dept.	Variable by Dept.

## Course Calendar

### ENGL 101N A : College Composition Fall 2022

Week	Month	Day	Class schedule	Assignments	Course Competencies*
1	Aug	29	<b>Introduction to ENGL 101.</b> <ul style="list-style-type: none"> <li>• Prewriting techniques</li> <li>• MLA style</li> <li>• Writing sample</li> <li>• Discuss first assignment: personal narrative</li> </ul>	Read and take notes on Chapter "PREWRITING" <b>Due Aug.31</b>  <i>(Read each link in this chapter in our online textbook. Do not click the "next" button at the end of each link, as this will take you to something you don't necessarily have to read. Instead, when you have read to the bottom of each link, go back to the textbook and click on the next link in the chapter that way. This is true for all the reading in the textbook this semester.)</i>	#1 & #4
1	Aug.	31	<b>Introduce Windows Basics videos and screen shots</b>  <b>Prewriting Reading due</b> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Prewriting techniques</li> <li>• Continue to discuss first assignment: personal narrative</li> </ul>	Read and take notes on Chapter "THESIS" <b>Due Sept. 7</b>  Bring in an object that is meaningful to you. Be prepared to write about it in class. <b>Due Sept. 7</b>	#2 & #4  #1 & #2
2	Sept	5	<b>No Class –Labor Day Holiday</b>		

			<i>Sept. 6- Last day to add full semester classes.</i>		
2	Sept.	7	<p><b>Must have meaningful object in class today</b></p> <ul style="list-style-type: none"> <li>• Analysis of “On The Ball” essay</li> <li>• Objective/subjective in-class writing assignment</li> <li>• Distribution of usage lessons</li> <li>• Instructor usage lesson model (look at “MECHANICS” chapter in textbook and other grammar resources, such as Grammar Girl)</li> <li>• Analysis of student descriptive narrative exemplar (5 senses)</li> </ul>	Write climactic introduction for personal narrative. <b>Due Sept. 12</b>	#1, #2 & #4
3	Sept.	12	<p><b>Personal Narrative Climactic intro due today</b></p> <ul style="list-style-type: none"> <li>• Edit intros</li> <li>• Analysis of another student narrative exemplar</li> </ul> <p><i>Sept. 12—Last day to withdraw with a full refund from full semester courses.</i></p>	<p>Read and take notes on Chapter “NARRATIVE” <b>Due Sept.14</b></p> <p><i>NOTE: There are quite a few videos in this chapter. While I encourage you watch them all, the only one I will be quizzing you on is The Danger of a Single Story Narrative TED talk. So if you have time for just one video, make it that one. You will be quizzed on all the readings, but pay particular attention to the excellent narrative: 69 Cents by Gary Shteyngart</i></p>	#1, #2 & #4
3	Sept.	14	<p><b>Narrative reading due</b></p> <ul style="list-style-type: none"> <li>• Discuss reading and watch narrative video clips.</li> <li>• Learn how to correctly peer edit—watch Peer Review</li> </ul>	<p>Read and take notes on the following links in Chapter “ESSAY STRUCTURE:</p> <ul style="list-style-type: none"> <li>• Intros and Outros</li> <li>• Conclusions</li> <li>• Moving Beyond The Five Paragraph Theme</li> </ul>	#4

			<p>video (Look at “PEER EDITING/ REVISING” Chapter in textbook)</p> <ul style="list-style-type: none"> <li>• First usage lesson</li> </ul>	<b>Due Sept. 19</b>	
<b>4</b>	<b>Sept.</b>	<b>19</b>	<p><b>Essay Structure reading due</b></p> <ul style="list-style-type: none"> <li>• Continue discussing and working on personal narrative</li> <li>• Usage lesson</li> </ul>	Write personal narrative rough draft <b>Sept. 21</b>	#1, #2, & #4
<b>4</b>	<b>Sept.</b>	<b>21</b>	<p><b>Rough draft of Essay #1: Personal narrative due</b></p> <ul style="list-style-type: none"> <li>• <b>Peer edit personal narratives</b></li> <li>• <b>Usage lesson</b></li> </ul>	Revise personal narrative final draft <b>DUE Sept. 26</b>	#4
<b>5</b>	<b>Sept.</b>	<b>26</b>	<p><b>Final Essay #1: Personal Narrative due</b></p> <ul style="list-style-type: none"> <li>• Begin discussing Essay #2: Process</li> <li>• Usage lesson</li> </ul>	Read and take notes on Chapter “COMPARE & CONTRAST” Please read the entire Compare Contrast chapter. It is only 3 links, but pay particular attention to the story "A South African Storm;" specifically what the writer is comparing/contrasting and how she's doing it. <b>Due Sept. 28</b>	#1, #2 & #4
<b>5</b>	<b>Sept.</b>	<b>28</b>	<p><b>Compare/Contrast reading due</b></p> <ul style="list-style-type: none"> <li>• Usage lesson</li> <li>• Watch film clips that demonstrate compare/ contrast for in-class writing</li> <li>• In class writing assignment: compare/contrast (1-2 pages)</li> </ul>	Submit compare/contrast short essay. <b>Due Oct. 3</b>  Read and take notes on student exemplar process essays(on Canvas) <b>Due Oct. 3</b>	#1, #2 & #4



6	Oct.	3	<b>Process reading due</b> <ul style="list-style-type: none"> <li>• Discuss student exemplar process essays</li> <li>• Work on writing your own process outline</li> </ul>	Write process introduction and outline <b>Due Oct. 5</b>	#1, #2 & #4
6	Oct.	5	<b>Process Introduction &amp; Outline Due</b> <ul style="list-style-type: none"> <li>• Workshop Process Intros</li> <li>• Short one-on-one conference with instructor discussing process outline</li> <li>• Usage lesson</li> </ul>	Read and take notes on chapter "DRAFTING" <b>Due Oct 10</b>	#2 & #4
*	Oct.	7	<b>Symposium- No Day Classes- Evening classes will be held</b>		
7	Oct.	10	<b>Drafting reading due</b> <ul style="list-style-type: none"> <li>• Continue discussing and working on process essay</li> <li>• Continue short one-on-one conference with instructor discussing process outline</li> <li>• Usage Lesson</li> </ul>	Write process rough draft. <b>Due Oct. 12</b>	#1, #2 & #4
7	Oct.	12	<b>Rough draft of second essay: Process due</b> <ul style="list-style-type: none"> <li>• Peer edit essays</li> <li>• Usage lesson</li> </ul>	Revise process essay. Final Draft <b>Due Oct. 17</b>	#2 & #4
8	Oct.	17	<b>Final Essay #2: Process due today</b> <ul style="list-style-type: none"> <li>• Begin discussing Cause and Effect essay</li> <li>• Research guidelines</li> </ul>	Read and take notes on Chapter "PROPER USE OF SOURCES FOR RESEARCH" <b>Due Oct. 19</b>	#2 & #4

8	Oct.	19	<b>Proper use of sources for research reading due</b> <ul style="list-style-type: none"> <li>• Usage lesson</li> <li>• Look at “MLA DOCUMENTATION” chapter in textbook</li> <li>• Continue discussing Cause and Effect essay</li> <li>• Read and analyze student exemplary cause and effect essay</li> <li>• Begin Ten Percent Summary and ACE Technique in class. Finish for homework.</li> </ul>	Read and take notes on Chapter “CAUSE AND EFFECT” <b>Due Oct. 24</b>  Ten percent summary and ACE Technique <b>Due Oct. 24</b>	#1, #2 & #4
9	Oct.	24	<b>Cause and Effect reading due</b> <b>Ten Percent Summary and ACE Technique due</b> <ul style="list-style-type: none"> <li>• Watch <i>Supersize Me</i> (link on Canvas)</li> <li>• Usage lesson</li> </ul>	Write Cause and Effect introduction and outline <b>Due Oct. 26</b>	#1, #2 & #4
9	Oct.	26	<b>Cause and Effect intros and outlines due today</b> <ul style="list-style-type: none"> <li>• Peer edit C/E intros</li> <li>• Short one-on-one conferences with instructor discussing C/E outline</li> <li>• Usage lesson</li> </ul>	Read and take notes on Chapter “RESEARCH: SOURCE ANALYSIS” <b>Due Oct. 31</b>	#3
10	Oct.	31	<b>Research: source analysis reading due</b> <ul style="list-style-type: none"> <li>• Read and analyze student exemplary cause and effect essays</li> <li>• Usage lesson</li> <li>•</li> </ul>	Write Cause and Effect Rough Draft <b>Due Nov. 2</b>	#2 & #4

10	Nov.	2	<b>Rough Draft of Cause and Effect essay due today</b> <ul style="list-style-type: none"> <li>Peer edit C/E essays</li> <li>Usage lesson</li> </ul> <i>Nov. 3—Last day to withdraw with a “W” grade</i>	Revise Cause and Effect essay. Final Draft <b>Due Nov. 7</b>	#2 & #3
11	Nov.	7	<b>Final Essay #3: Cause and Effect Due</b> <ul style="list-style-type: none"> <li>Begin discussing persuasive essays</li> <li>Review research guidelines</li> <li>Usage Lesson</li> </ul>	Read and take notes on chapter “PERSUASION” <b>Due Nov. 9</b>	#2 & #4
11	Nov.	9	<b>Persuasion Reading Due</b> <ul style="list-style-type: none"> <li>Continue discussing fourth essay- persuasive</li> <li>Read and analyze student exemplary persuasive essays</li> <li>Lesson on paraphrasing and quoting</li> <li>Usage lesson</li> </ul>	Ten percent summary and ACE technique writing assignment. <b>Due Nov. 14</b>  Read Chapter “RESEARCH: FINDING SOURCES” <b>Due Nov. 14</b>	#1, #2 & #4  #2
*	Nov.	11	<i>Veteran’s Day Holiday- No Classes</i>		
12	Nov.	14	<b>Ten percent summary and ACE technique writing assignment due&amp; Research Finding Sources Reading due</b> <ul style="list-style-type: none"> <li>Work on writing outlines</li> <li>Thesis writing work</li> </ul>	Write Outline, Introduction, and Thesis Statement for Essay #4 Persuasive Essay <b>DUE Nov. 16</b>	#1, #2 & #4
12	Nov.	16	<b>Outline, Introductions and Thesis Statements for Essay #4: Persuasive Essay Due</b> <ul style="list-style-type: none"> <li>Edit Intros and Thesis statements</li> </ul>	Research and write persuasive essay. Rough draft <b>Due Nov. 21&amp; 23</b>	#1, #2 & #4

			<ul style="list-style-type: none"> <li>Short one-on-one instructor conference, discussing outline</li> </ul> <p><i>I will pass around a sign-up sheet for conferences. You can either sign up for Nov. 21 or 23</i></p>		
13	Nov.	21	<p><b>Rough draft of essay #4: Persuasive Essay due</b></p> <p>Individual conferences today</p>	Research and write persuasive essay. Rough draft <b>Due Nov. 21 &amp; 23</b>	#1, #2 & #4
13	Nov.	23	<p><b>Rough draft of essay #4: Persuasive Essay due</b></p> <p>Individual conferences today</p> <p><i>Nov. 23-No Evening Classes</i></p>	Revise Persuasive essay. <b>Final draft due Nov. 30</b>	#3& #4
			<i>Nov. 24-26- Thanksgiving- No Classes including Saturday classes</i>		
14	Nov.	28	<ul style="list-style-type: none"> <li>Discuss final persuasive presentation requirements</li> </ul>	Revise Persuasive essay. <b>Final draft due Nov. 30</b>	#3
14	Nov.	30	<p><b>Final Essay #4: Persuasive due</b></p> <ul style="list-style-type: none"> <li>Review for Usage Lesson Test</li> </ul>	Study for Grammar Usage Lesson test on Canvas. <b>Test during class—Dec. 5</b>	#1, #2, #3& #4
15	Dec.	5	<p><b>Grammar Usage Lesson Test</b></p> <ul style="list-style-type: none"> <li>Continue discussing final persuasive presentation</li> <li>Watch The Last Lecture Reprisal</li> </ul>	Prepare persuasive oral presentations (5-10 minutes) <b>Due Dec. 7 and Finals Week</b>	#1, #2, #3& #4

<b>15</b>	<b>Dec.</b>	<b>7</b>	<b>Persuasive oral presentations</b>  <i>Dec. 9—Last Day to Withdraw with a Grade of “WP/WF” for Full Semester Courses.</i>	Prepare persuasive oral presentations (5-10 minutes) <b>Due Dec. 7 and Finals Week</b>	#1,#2, #3 & #4
<b>16</b>	<b>Dec.</b>	<b>12-15</b> <b>TBA</b>	<b>Finals Week:</b> <b>Persuasive oral presentations</b>	<b>We’re Done!</b>	

\*Targeted competencies refer to the established course competencies listed above.

This schedule is subject to change