



**ENGL 1301.220CL
Composition I**

Fall 2021

Tuesdays (T), 6-8:50 p.m.; Learning Resource, Bldg. #8; L-247

Instructor Information: Astrid H. Lowery; alowery@com.edu; adjunct office phone (409) 933-8222. Be aware that I will be able to answer this phone only during my office hours/Student hours: Tuesdays, 5:15 p.m. to 6:00 p.m., and after class, 8:50 to 9:15 p.m.

Student hours and location: Tuesdays, 5:15 p.m. to 6:00 p.m., and after class, 8:50 to 9:15 p.m. Learning Resource, Bldg.#8, Suite B, Adjunct Work Room.

Required Textbooks and Materials: *The Little Seagull Handbook* (third edition), Richard Bullock, Michael Brody, Francine Weinberg (referred to as **HB**)
The Little, Brown Reader (twelfth edition), Marcia Stubbs and Sylvan Barnet (**Reader**)

Also required: (1) Flash drive—to move assignments from school to home and home to school.
(2) Folder dedicated to journal entries, as well as a notebook or separate section in a notebook for notes.

Course Description: ENGL 1301. Composition I (Lecture 3, Lab 0). CREDIT 3. ACGM. Intensive study of and practice in writing processes, from invention and researching to drafting, revising and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. The focus is on writing the academic essay as a vehicle for learning, communicating and critical analysis. **Prerequisites:** The following TSI scores or equivalent developmental courses - TSI Reading 351 and TSI Writing 5 or TSI Reading 351 with TSI Essay 4 and TSI Writing 363.
This is an academic transfer course.

Course Communication: Contact me via email, alowery@com.edu. If it is an emergency, call the Humanities Administrative Assistant Rhonda Shiflet at (409) 933-8214, prior to 4:00 p.m., and she will leave me a message.

Course requirements (including description of any special projects or assignments): Students will write four essays and a research paper essay (Essay IV). The first essay will be a diagnostic essay, labeled Diagnostic Essay; the other four essays will be labeled Essays I, II, III, and IV. The fifth essay, Essay IV, is the research paper. You will receive a written prompt with specific instructions for *each* essay. Students will write on assigned topics with the exception of the research paper for which they may choose their own topics. Essay III will be based on a film we will watch in class.

The fifth essay will be an MLA-documented research paper. Students will choose their own topics, either from my list, or *with my approval* a topic of their own. I will provide a list of possible topics, but students won't be bound by that list. A longer prompt containing do's and don'ts will be provided for the research paper.

QEP: Students also will give a formal oral presentation (QEP) based on one of the essay topics, as well as several informal collaborative presentations, not QEP, in conjunction with journal assignments based on other essay topics.

Research Tutorial: Students will complete an online library research tutorial, as well as participate in a library orientation later in the semester to be followed up with a one-page paper. The link to the Research Tutorial, which is a self-guided exploratory exercise with an associated quiz, can be found at the following location <<http://libguides.com.edu/research>>.

Journals: Another class requirement is two sets of journal entries, *Set A* and *Set B*, with specific entry requirements. Most entries will pertain to the required essays. The first section, *Set A*, will be due midway into the semester. The second section, *Set B*, is dedicated to the research paper, and will be due at the end of the semester.

Flash Drive: The required flash drive will allow students to move assignments from their computers at home or elsewhere to the classroom computers and vice versa. Work will not remain overnight on the classroom computers; therefore, a flash drive is an absolute necessity to allow students to save their work and not have to redo it.

Course Grade Determination/Detailed Grading Formula, based on percentages*

- 1) Diagnostic Essay: A letter addressed to the professor about yourself, your writing skills, and interests. The Diagnostic Essay counts as *three daily grades*. (I use the letter as a diagnostic tool and will keep a copy of your graded letter, to be shredded at the end of the semester.)
- 2) A diagnostic grammar test and a diagnostic spelling test (these **do not** count for a grade).
- 3) Essay I—classmate interview/profile/biography—**12** percent of final grade*
- 4) Essay II—personal experience based on a reading in the **Reader**—**15** percent*
- 5) Essay III—persuasive essay based on a movie—**17** percent *
- 6) Research essay, Essay IV, is an argument paper. You choose your topic, *with guidelines*—**24** percent*
- 7) Two sets of journal entries (*Set A* and *Set B*)—**13** percent (6.5 percent per set)*
- 8) Oral presentation (QEP)—**3** percent*
- 9) *The Research Tutorial*—**3** percent*
- 10) Class attendance and participation in group work, peer editing, announced and *unannounced* quizzes, in-class writing assignments, and the diagnostic grammar exit test —**13** percent*
A written prompt will be provided for all writing assignments not only for essays.

Grading Scale:

A—90 to 100; B—80 to 89; C—70 to 79; D—60 to 69; F—59 and below.

Grading Formula for Essays:

Essay grades are composed of two parts: a holistic grade (form and content), and a grammar and mechanics grade (major and minor errors). The holistic grade is worth 60 percent of the total grade, and the grammar/mechanics grade is worth 40 percent. The two are added together for one numerical grade: 100 percent or below.

- 1) Each essay will be governed by a thesis statement and will have adequate development, unity, and coherence. Each essay will have a smooth introduction and a comprehensive conclusion. Most importantly, your essay will be paragraphed, with each paragraph governed by a topic sentence, which may be explicit or implicit (understood in context). Ensure that your essay is paragraphed! Failure to do so will result in an F. *Paragraphing is a requirement.*
- 2) Major errors should not exceed one per 100 words, with *4 minor errors* counting as one **major error**.

Major errors include:

Agreement of subject and verb, or antecedent/pronoun (noun/pronoun or pronoun/pronoun), verb tense errors, vague reference, sentence fragments, comma splices, run-on (fused) sentences, and needless or inappropriate switch of tense (present, past, future) or point of view (1st [I, we, me, us], 2nd [you], 3rd [he, she, it, they, one] person).

** *Never* use “you” (2nd person) in your academic writing unless it is part of a direct quote. Also, in most instances do not use “I” (1st person). The correct usage for **most** essays is 3rd person— “he,” “she,” “it,” “they,” or “one.”

For personal essays or the diagnostic letter, use any form of 1st person, such as “I,” “me,” “we.”

Minor errors include:

Spelling, punctuation that does not form the comma splice, and diction.

Four minor errors equal one major error.

Late Work, Make-Up Work, and Extra Credit Policy: *Late essays will not be accepted.* You must turn in your essay or any other work the day it is due. ***Failing to come to class will not excuse you from the due date.*** If you can't make it to class, you must have someone bring your work. If I agree, you may email your essay to me the day it is due, but you must bring a hard copy of your essay the following *class* day. Also, in-class work, individual and groupwork--cannot be made up.

Extra credit work is accepted **only after** *all required work has been finished and turned in, unless otherwise specified.* Extra credit *will not* substitute for a **missed** required assignment.

Please note: *I reserve the right to withdraw any student for excessive absences and /or failure to keep up with the work and required assignments.*

Attendance Policy: Regular attendance *is expected* and counts towards the student's participation grade. We have only **16 class days—one per week**—so attendance is *vital*. If you cannot attend due to an emergency, you should email me at alowery@com.edu or leave a message with the administrative assistant, Rhonda Shiflet ([409] 933-9412), as soon as possible **before class**. Then get notes and/or assignment instruction from another class member or contact me (If you email me when you can't come, I will tell you what we did in class so you can catch up.). *It is your obligation to be informed about what happened in a class you missed.* Get a phone number and/or an email address from a classmate.

A student who misses more than **three** class days (three weeks of class, total) or **two** consecutive class days (two weeks of class, total) *should drop the class; failure to drop a class will result in an F in the course.* Also, if you leave class more than 20 minutes early, *with or without* permission, you will be counted absent at the professor's discretion.

One or two incidents of lateness (tardiness) due to circumstances out of the student's control is understandable, but habitual lateness will be seen as a sign of disrespect and lack of professionalism. ***Please note:*** three incidents of lateness, 10 minutes or more, will count as one class absence.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty members cannot share any information about performance in the class through other electronic means.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TM)	Individual and collaborative journal assignments, and peer review activities
2. Develop ideas with appropriate support and attribution.	Personal Responsibility	Research-based final essay
3. Write in a style appropriate to audience and purpose.	Communication Skills (CS1)	Essay assignments
4. Read, reflect, and respond critically to a variety of texts.	Critical Thinking (CT)	Essay and journal assignments
5. Use edited American English in academic essays.	Communication Skills	Essay and journal assignments
6. (PR) Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Personal Responsibility (PR)	Research-based essay and appropriate use of research

Academic Dishonesty: Any incident of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, intentional or not, such as cheating on a quiz or an exam is an extremely serious offense and will result in a **grade of zero** on that quiz or exam and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Plagiarism: Plagiarism is using someone else's words or ideas and claiming them as one's own. Plagiarism is an extremely serious *ethical* offense. Plagiarism includes paraphrasing someone else's words without giving proper credit (citation) to that person, copying directly from a website and pasting it into one's paper without proper documentation, and using someone else's exact words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action. A second offense will result in an "F" in the class.

Avoiding Plagiarism Link: *The following is the address of Purdue University's OWL, a resource about avoiding plagiarism as well any English or writing questions:* www.owl.english.purdue.edu. Another source may be found at <http://en.writecheck.com/ways-to-avoid-plagiarism/>

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Professor Brian Anderson, Humanities Department chairman, (409) 933-8186, or email him at banderson@com.edu (Caution: look for the address **with his picture**).

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student

handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your Professor or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 16-week session is November 19, 2021. After the official drop date a grade of "W" will *not* be given for any reason.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Success Tips for Students:

- 1) Take responsibility for learning and self-organization.
- 2) Be aware of deadlines and responsibilities.
- 3) Complete all course readings in a timely manner.
- 4) Read directions carefully for details about each assignment's requirements.
- 5) Attend all class sessions. *Consider coming to class of the same importance as going to your job!*

Computer Skill Resources: The following are addresses to resources focused on computer skills needed to be successful in this course.

www.gcflearnfree.org all topics

www.basic-computerskills.com/

www.forbeslibrary.org/research/index.php?n=Main.ComputerSkills

More Success Tips:

Be proactive:

- 1) Review the course outline of the syllabus before each class to be prepared for class and to not miss a deadline.
- 2) Complete all course readings *prior* to the day they are to be discussed.
- 3) Read directions *carefully* for details about each assignment's requirements.
- 4) Consult "Shortcut for Written Due Dates among Others" last page of this document.

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook:

<http://www.com.edu/student-services/student-handbook.php> . Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class.

Student Learner Outcomes: Upon successful completion of this course, students will be able to

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use edited American English in academic essays.
6. Evaluate choices and actions of others or one's own, and relate consequences to decision-making.

Additional Objectives: Upon successful completion of this course, students also will be able to

1. analyze appropriate college-level reading materials.
2. evaluate expository and persuasive prose.
3. demonstrate knowledge of MLA bibliographic and citations systems.
4. use technology in the writing process

General Education Core Objectives: Students successfully completing this course will demonstrate competency in the following core objectives:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Teamwork:** Consider different points of view and work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility:** Evaluate choices and actions of others or one's own, and relate consequences to

ethical decision-making.

Benefits of Taking this Course:

- (1) Students will learn to generate ideas about which to write.
- (2) Students will learn to analyze and interpret essays in various writing modes (narrative, comparison, process, etc.).
- (3) Students will be able to research, compose, and document a research paper in MLA style.
- (4) Students will be able to proofread their own and others' work and make the necessary corrections.

Student Rights: Students taking this class have rights, but they also have responsibilities. One student right is the expectation that this course will be taught within the parameters specified in this syllabus/course outline. While the professor reserves the right to alter the course, no material or assignment will be added without proper notification and advance warning. *Please Note:* I will endeavor to make sure changes are minimally disruptive and not overwhelming.

Student Responsibilities: These include being self-motivated, staying organized, completing assignments on time, and asking questions as needed. All questions are important and will be answered respectfully and to the best of my ability.

Course Goals: A student must earn at least a "C" in English 1301 in order to progress to English 1302. With a grade of "C" or better, a student should have the skills necessary for success in English 1302. *English 1302 may not* include instruction in essay organization, various methods of development or the mechanics of writing a research paper. Therefore, those subjects should be *mastered* in English 1301. In English 1302, students are expected to know how to use in-text citations correctly, produce a Works Cited page—MLA style, and write an acceptable academic essay.

Course Outline

The following is a *working* course outline; therefore, it is subject to change and *probably* will.

Please note: You must have read the day's reading(s) **prior to coming to class**. To facilitate being ready for class, *check the course outline the night before class to review what you need to do for the next day in class.*

Also please note: Since each class is approximately two hours and 50 minutes long, we will take a 10 minute-break at approximately 7:20 p.m. and resume class at approximately 7:30 p.m.

Week One

1) T—Aug. 24:

- 6:00 p.m.** Attendance and course introduction and discussion of course objectives.
 Brief class introductions.
 Brief review of syllabus and course outline.
 Fill out Student Information forms.

Sign up today for a conference time on the sign-up sheet for individual conferences Tuesday, Aug. 31, or Tuesday, Sept. 7. Conferences will be held two doors down (end of hall) in Suite B in the Adjunct Conference Room.

- 7:00 p.m.** *Diagnostic essay*, a letter about yourself addressed to me, which will allow me to get to know you and your writing skills. You will get a written prompt for this and all other essay assignments.

Please Note: The letter **must be finished** in class tonight. It is the basis for the conferences which begin next week. The letter should be 1 ½ to 2 pages long. Make sure this is your best writing; it counts for three daily grades. Print out **two** copies, one for me and one for you.
I will demonstrate how to set up an essay MLA-style (Modern Language Association).

Please note: All writing assignments, except for the answers to Journal # 1 (see below) must be key boarded (typed).

Week Two

2) T—Aug. 30: **No formal class tonight.**

6:00 p.m. Attendance and talk about **Active Shooter Survival Planning**. *Distribute hand out with instructions and Web addresses for accessing four videos explaining what to do in such an emergency.*

*Then begin conferences and take **diagnostic tests**—grammar and spelling. These tests do not count for a grade. While you are taking the tests, individual conferences will be held in the Suite B Adjunct Conference Room, two doors down to the left as you exit L-147*

When you are finished with the diagnostic tests, leave them and your filled out scantrons on my desk; then you may leave. If you need to see me before you leave, come to the conference room.

Week Three

3) T—Sept. 7: *Conferences continue.* No formal class tonight; however, before conferences begin, I will demonstrate how to do the Research Tutorial. After you finish the tutorial, take the short quiz.

6:00 p.m. Attendance and explanation of how to access and do the Research Tutorial as well as accessing the Research Tutorial the quiz.

When not in conference work on the tutorial and take the quiz, which counts for 3 percent of your final course grade. The tutorial quiz is due Tuesday, Sept. 14, at beginning of class.

Also, next Tuesday, Sept. 14, bring your flash drive for **Journal Entry #1**. Always bring your flash drive to class, as work does not stay on the computers. They are cleared at midnight.

**Also, please note all writing assignments, except for the answers to Journal 1, must be keyboarded (typed).*

*For Tuesday, Sept. 14, read in *The Little Seagull Handbook* chapters 1-4, pp. 2-12, basic principles of essay writing. Also read *Interviewing* Page 55 in *The Little, Brown Reader*, and sections 6 through 9 (“Conducting the interview”) and (“Writing the essay”) pp. 57-58.*

Week Four

4) T—Sept. 14: Class resumes. *Research Tutorial quizzes are due.* Copy your quiz answers onto the scantron sheets I will provide. You keep your written quiz.

6:00 p.m. Attendance

Brief discussion of basic principles of essay writing as well as interviewing.
For how to write an essay, read in *The Little Seagull Handbook*, pages 2-12. Also, in *The Little, Brown Reader*, read *Interviewing* Page 55 in and sections 6 through 9 (“Conducting the interview”) and (“Writing the essay”) pp. 57-58.

For **Journal #1**, the basis for **Essay I**, you will partner with another student and ask each other

the list of interview questions other classes developed in the past. Interview each other and **take notes by hand**. The list of questions and your partner's answers form the basis for your Essay I, a biography of your fellow student.

Get your partner's phone number and email address in case you have follow-up questions. You will introduce each other to the class beginning next Tuesday, Sept. 21.

Journal #1, the questions and your interviewee's answers, will count for three daily grades and is one of several journal entries that will count for a separate grade. *Put a copy of Journal 1, the questions and answers, into your journal folder.* Attach a copy of Journal #1 to your finished Essay I. The final form of Essay I is due Oct. 1.

Be thorough when you interview your partner (get lots of information) because Essay I **must be at least two (2) pages long**. You will receive a written prompt for Essay I.

Begin working on the rough draft of Essay I. Remember to write in third person—*he, she, it, they, or one*. For next **Tuesday, Sept. 21**, bring your finished, **typed rough** draft of Essay I for partner/peer editing.

Before beginning to write your Essay I rough draft, carefully review the notes of your interview. Also, remember, Essay I is a biography, so it **must** be written in third person—*he, she, it, they, or one*.

Be sure to save your essay to your flash drive and print out a copy, so that if something happens to your flash drive, you won't have to begin writing your essay all over again. If you forget your flash drive, you can always email your work to yourself!

Also for next **Tuesday, Sept. 21**, read in *The Little Seagull Handbook*, **yellow section**, Index, pp. 269-278: Fragments, Comma Splices, and fused sentences (run-on sentences) for a short discussion and some exercises.

Week Five

5) **T—Sept. 21:** Essay I, the finished **rough draft**, is due for peer editing with your partner.

6:00 p.m. Brief partner class introductions based on the **Journal # 1** interviews.

Short discussion of fragments, comma splices, and fused (run-on) sentences, also, a discussion of first, second, and third person.

6:45 p.m. You and your partner will peer edit each other's finished rough draft of Essay I, based on the editing rubric I will provide. First, you and your partner will correct errors in fact in each other's essays. Then, *as you are able*, correct minor and major errors in your essays. Be thorough in peer editing your partner's essay; give as much help as you can. Also, please don't hesitate to ask for my advice during this process. I am always available to answer questions.

Begin revising your rough draft, paying close attention to sentence fragments, fused sentences (run-ons), and comma splices, as well as errors in subject-verb agreement, and antecedent/pronoun agreement.

When you are finished writing **Essay I**, attach to the final copy of Essay I, the rough draft your partner peer edited, his or her peer editing rubric, and a copy of **Journal 1**.

*****Please Note:** Essay I and Journal #1 are not the same thing; therefore, do not label Essay I as Journal #1. ***

Due next **Tuesday, Sept. 28**, Essay I (two pages, *down to the bottom*). I take one point off from the essay grade for each missing line. Read in your **Reader**, *The Little, Brown Reader*, Langston Hughes's "Salvation," pp. 235-238, for an in-class discussion.

For Tuesday, **Oct. 5**, read in *The Little Brown Reader*, Chapter 1, pp. 2-16, which includes the short essay, "Animal, Vegetable, Miserable," by Gary Steiner, pp. 5-8, as well as the letters to the editor to him pp. 13-15.

Then for **Journal Entry #2**, write a brief summary of "Animal, Vegetable, Miserable," and what you learned about reading effectively. Your journal entry should be **at least** a page long.

All journal entries should be at least one page long unless otherwise specified.

Optional extra credit reading, "Black Men and Public Space," by Brent Staples, pp.16-19.

*****Extra Credit Journal Entry*** for Oct. 5:** Write a brief summary of "Black Men and Public Space." This journal entry also should be at least a page long.

Week Six

6) **T—Sept. 28:** Final version of *Essay I is due at beginning of class.*

6:00 p.m. Attendance

Make sure you have read Langston Hughes's "Salvation," pp. 235-238 in your **Reader**; your **Essay II** will be based on "Salvation."

Whole class discussion of "Salvation." *Then the class will be divided into groups for personal experience discussions based on "Salvation."*

Each group member will share with his or her group an experience that evoked strong emotions and perhaps involved group pressure as it did for Langston Hughes in his short story.

For **Journal Entry #3A** (*See Week 7 for **Journal #3B**), summarize *your* group members' experiences (not your own) in one page. Write down the full names of each group member and comment on how well the discussion went and how well everyone participated. Was anyone shy about participating?

Place finished Journal #3A into your Journal Folder.

Your next essay, **Essay II**, will be a personal experience essay focused on Question #5 in the **Reader** on Page 238 following Hughes's essay. **Essay II** will be due Oct. 12.

The QEP presentation is a college requirement.

Based on what students discussed in their own groups, beginning Tuesday, Oct. 5, students will present their experiences to the class, using the QEP format. For **Journal Entry #3B**, summarize three QEP presentations (other than those from your own group) that impressed you or spoke to you.

8:00 p.m. **Essay II** will have two in-text citations and a Works Cited page. Both in-text citations (either direct or indirect quotes) will come from "Salvation." Your essay also will have an addendum (an added piece), a short biography of Langston Hughes.

Also, you will go to the Internet or the COM Library databases to find biographical information on Langston Hughes. The short biography you write over the information will be the addendum.

You must print out the information pages about Hughes and attach them to your essay. *On your print out*, highlight what you used for the addendum.

Print out the **actual** Internet or database pages. **Do not** copy and paste the information onto a

Word page! You must attach the *original* printed-out pages on Hughes.

For **Journal Entry #4**, I will demonstrate on the board, as well as give you a hand-out of how to do in-text citations and how to do a Works Cited page. See Page 122-128, *green section*, in your **HB** for in-text citations, and pp.168-169 for the sample Works Cited page. Record my instructions, verbal, as well as from the board, as Journal Entry 4. Save Journal #4 in your journal folder.

More grammar beginning with "Mixed Construction," *yellow section* in **HB**, pp. 278-middle 291.

Highlight points on how to give a speech.

For **Tuesday, Oct. 5, Journal Entry #2** is due at beginning of class, as well as the extra credit journal. Read in the **Reader** "Using Quotations," pp. 59-60, and "Avoiding Plagiarism," pp. 60-66. Also read in **Reader**, "Avoiding Plagiarism," pp. 63-68, and "A Checklist: Avoiding Plagiarism." In **HB** read R-4 (blue section), "Integrating Sources, Avoiding Plagiarism," pp. 107-118.

Week Seven

7) **T—Oct. 5: Journal Entry #2** and the **extra credit journal** are due at beginning of class. QEP presentations begin today!

6:00 p.m. Attendance

QEP presentations (Each student will speak about his or her personal experience based on Langston Hughes's experience in "Salvation.") The presentations will be done using the QEP rubric.

For **Journal Entry #3B** sum up what was said by people *other than those in your own group*. Pick three presentations that resonate with you and summarize them. Be sure to get the speakers' names, and the correct spellings of the names! Place **Journal #3B** into your journal folder.

Journals #3A and #3B will provide raw material for Essay II.

8:00 p.m. Stop presentations to discuss "Using Quotations," for Essay II in **Reader**, pp. 59-60.

Hand out *Humanities Department Plagiarism Policy** for Journal #5. *If time permits, read Plagiarism Policy together. Otherwise make sure you have read the policy on your own because next class all students will sign the sheet indicating they understand what plagiarism is and the penalty for plagiarizing. This is a binding document.*

For **Journal Entry #5** write what plagiarism is and how to avoid it. (Refer to assigned pages on plagiarism in both the **Reader** and **HB**.) Attach the Humanities Department's Plagiarism Policy* to **Journal #5**. This journal entry should be at least one page long.

Essay II is due Tuesday, Oct. 12, at beginning of class. For Essay II, make sure that both of your in-text citations and your Works Cited page are correct based on **Journal 4**. I will give you a copy of what Journal #4 should look like. Copy it and place it as well as my handout into your journal folder.

Journal #5 is due, Tuesday, Oct.19.

Read in the **Reader**, Page 361, "Address at the Dedication of the Gettysburg National Cemetery," by Abraham Lincoln, and pp. 362-367, "The Gettysburg Address," by Gilbert Highet, in which Highet gives an analysis of the Lincoln Address, paragraph by paragraph.

For **Journal #6**, also due Oct. 19, summarize Gilbert Highet's analysis of Lincoln's Gettysburg Address. Think about how *both* the "Gettysburg Address" and Highet's essay as well as Langston Hughes's "Salvation" could influence your writing, and comment on that influence in your journal entry.

Week Eight

8) T—Oct. 12: **Essay II** is due at beginning of class. Make sure that both of your in-text citations and Works Cited page are correct based on **Journal #4**, which I demonstrated in my handout!

6:00 p.m. *Continue individual QEP presentations. If possible finish QEP presentation today.*

8:30 p.m. *Short break*

If time permits, discuss as a class both the "Address at the Dedication of the Gettysburg National Cemetery," by Abraham Lincoln, Page 361 in the **Reader**, and, "The Gettysburg Address," by Gilbert Highet, pp. 362-367.

Week Nine

9) T—Oct. 19: **Journal #5** is due; it should be a page long. Attach Humanities handout to Journal #5
Journal #6, summary of Highet's analysis, also is due at the beginning of class.

6:00 p.m. Watch the movie about which you will write **Essay III**, which will be a persuasive essay. Pay close attention to the movie because you will use quotes from it in your essay; however, do not try to take notes during the movie because I will provide you with a list of direct quotes. Take quiz over the movie.

No break; we need to finish the movie!

For **Journal #7** summarize (short synopsis) the movie and your reaction to it: A. Did you like it? Why or why not? B. Did you find the movie's story line credible? C. What was your favorite part of the movie and why? D. What correlation(s) between the movie and the Gettysburg Address did you see? Place **Journal #7** into your journal folder. **Essay III** will be due Tuesday, Nov.2.

Week Ten

10) T—Oct. 26: **Journal #7** is due at the beginning of class. I will look at it and give it back to you to put in your Journal Folder.

6:00 p.m. **Attendance**

Get into groups to discuss the movie and what you wrote about it in **Journal #7**. Also discuss any correlation(s) you saw between the movie and President Lincoln's Gettysburg Address.

Journal #8 will be a collaborative journal, meaning you will compose it together as a group.

First your group will discuss all aspects of the movie, paying close attention to the trial. Also discuss any correlation you see between the movie and the "Gettysburg Address."

Then someone in your group will volunteer to be the group's scribe and record group members' full names and their summarization and discussion of the movie and any correlation they found to the Address.

The scribe also will print out a copy of **Journal #8** for each group member and one copy for me.

7:30 p.m. *Short whole class discussion of movie based on Journal #8.*

For **Essay III** you will incorporate four in-text citations and a Works Cited page. I will demonstrate those on the board and will provide a handout; record as **Journal Entry #9** and

save it in your folder.

If there is time, begin writing Essay III, which is due at the beginning of class, **Tuesday, Nov. 2**. Your prompt will suggest a possible thesis statement for the persuasive essay.

For **Journals #10A** and **#10B**, due Nov. 9, read in the **Reader** pp. 320-326, "A Casebook: College Advice from People Who Have Been There Awhile." This is a compilation of five short pieces. Choose any two of the five and write at least a half-page synopsis of each, then **add** your comments and observations **to make each journal entry one full page long**.

These entries will be **Journals #10A** and **#10B** respectively. Hand these two journal entries in Tuesday, Nov. 12. They will be the last two journals of **Journals/Set A**.

Week Eleven

11) **T—Nov.2:** *Essay III is due at beginning of class.*

6:00 p.m. Starting today we will work exclusively on the research paper, Essay IV.

I will give you a list of possible research paper topics, each stated as a question; choose three topics you might want to research. Turn the questions into "**should**" or "**should not**" **statements**. You may, however, come up with your *own topic*. The research paper must be an argumentative essay, so you will argue either one side or the other. If you choose your own topic, make sure it can be argued *equally* on both sides, and get my approval of the topic.

The following is a list of topics **NOT** allowed for the research paper:

No research essays will be allowed on the death penalty, abortion, legalizing marijuana or other drugs, or legalizing hemp. Also, no essays on prostitution, spanking/corporal punishment, lowering the drinking age, global warming, prayer in school, euthanasia or assisted suicide. Also nothing on the ongoing conflicts in the Middle East or the current U.S. president and his administration.

You may not use the Bible or any other religious work such as the Qur'an as a source in your research paper. You also may not use a blog, Wikipedia, an encyclopedia, or a dictionary.

Browse through our **Reader** for possible research topics, such as gay marriage, divorce and its effects on children, testing in the classroom, racial profiling, cyberspace and its dangers, fast food, the pros and cons of Wal-Mart, vegans vs. meat eaters, and so on. These excellent essays in the **Reader** *could* serve as sources for your research essay.

Also in **HB** (*Little Seagull*) read W-7 (burnt orange section): Arguments, pp. 43-48.

7:30 p.m. For **Journal Entry #11** (begins of the second set of journal entries), find information for three possible research paper topics on the Internet or better yet, the COM Library's databases. For each of the three topics you need to write a short thesis statement that begins with "should" or "should not."

Examples of questions turned into **short** thesis statements:

1. Should the death penalty be abolished?

The death penalty should be abolished. **Or** The death penalty should not be abolished.

2. Should third trimester abortions be allowed?

Third trimester abortions should not be allowed. **Or** Third trimester abortions should be allowed.

3. Should prostitution be made legal?

Prostitution should be made legal. **Or** Prostitution should not be made legal.

Make a one- to two-page print out of your research for each of your three topics and *staple the print outs to your Journal #11*. Then hand in your three possible research paper topics with a short thesis statement for each; *star* the topic you might want to research. Don't forget to attach the print outs! Show all to me and get my approval of the topic you wish to research. Then begin researching. **Please Note:** If you choose your own topic, with my approval, you will still need to add two questions from my list.

For Tuesday, Nov. 9, Journals #10A and #10B are due!

In **HB**, have read **R-1 (blue section):** "Doing Research," pp. 90-107.

Week Twelve

12) T—Nov. 9: Journals #10A and 10B are due today.

6:00 p.m. Attendance and then we will go as a group to the *COM Library for a research demonstration*.

When we get back to the classroom, if you have not already done so, show me your three *short* thesis statements (**Journal #11**). Then for **Journal #12** turn your starred short thesis statement into a longer, more inclusive thesis statement. You need just **one** long thesis statement.

7:30ish p.m. To help you formulate your longer thesis statement for **Journal #12**, look at the expanded thesis statements below, which are based on the three short ones on **Page 13** of the syllabus.

1. The death penalty should be abolished because minorities have a proportionately higher representation on death row, and the validity of previous DNA tests has become suspect.
2. Third trimester abortions should not be allowed because fetuses at six-month gestation have been found to be viable, and aborting these fetuses constitutes murder.
3. Prostitution should be made legal because it is essentially a "victimless crime," and with legalization, the health of prostitutes could be monitored by issuing licenses that could only be obtained through certified health checks.

For **Journal #12** choose one of the topics from *your Journal #11*, expand and polish your short thesis statement for that topic. If you want to switch topics, do so quickly. Get my approval for your new topic, and write a new thesis statement for me to look at; then start researching. The research paper is due Tuesday, Nov. 30.

For **Journal Entry #13**, draft an introductory paragraph which will include your longer thesis statement. Show me your introductory paragraph and then continue researching. In your **Reader**, see "Introductory and Concluding Paragraphs," in Chapter 4, pp. 104-107.

Also in **Reader** read in Chapter 4, "Hollow Claims about Fantasy Violence," by Richard Rhodes, pp. 105-111. Beginning in the middle of Page 111 through Page 114, the editors analyze Rhodes's argument paragraph by paragraph. This analysis should help you in making your argument in your research paper.

Quiz over "Hollow Claims about Fantasy Violence," by Richard Rhodes, pp. 105-111 in **Reader**.

On Tuesday, Nov. 16, Journals 1-10B (Set A) are due at beginning of class as well as the Library Write-up.

In **HB**, read R-2 (blue section), "Evaluating Sources," pp. 102-107.

Week Thirteen

13) T—Nov. 16: *Journals 1-10 (Set A) are due today as well as the Library Write-up.*

6:00 p.m. Attendance

In **HB**, have read R-2 (blue section), "Evaluating Sources," pp. 102-107.

Quiz over "Hollow Claims about Fantasy Violence," by Richard Rhodes, pp. 105-111 in **Reader**.

If you plan to interview someone who is an authority on your topic, for instance a principal about school dress codes, read in **HB**, section R-1j: Field Research, pp. 101-102. Make sure I have approved the person you wish to interview as an acceptable source for your research essay.

For **Journal #14**, make an informal outline for your research paper. It can be as simple as listing in order the points you will write about in your essay; your listing, however, must be extensive in order to adequately develop and write about your topic. (*I will distribute an example of an informal outline.*) When you finish your outline, show it to me and then continue researching, and begin writing your rough draft.

7:30 p.m. For **Journal Entry #15**, draft a possible conclusion for your research paper for me to see.

Begin working on your Works Cited page, **Journal Entry #16**. Skim in the hand book, *green section*, "MLA Style," index, pp. 119-122.

Also, see sample Works Cited page in **HB**, pp. 168-169. See sample research paper in **HB**, pp. 161-167.

If I haven't seen it yet, show me **Journal Entry #15**, your possible conclusion for your research paper. Also, show me your **Journal Entry #16**, which is your *working* Works Cited page.

Then continue researching and working on the rough draft of your essay, which is **Journal Entry #17**. You should have your rough draft finished by next Tuesday, Nov. 23.

Week Fourteen

14) T—Nov. 23: **Please note:** If I have not yet seen your *working* Works Cited page, **Journal Entry #16**, I must see it today! *It is imperative that I see your Working Works Cited page before you hand in your research paper next week!*

6:00 p.m. Bring your *finished rough draft*, **Journal Entry #17**, for me to spot check today and for a classmate to peer edit. Make a note of passages you particularly want me to look at. (I cannot read your whole essay; if I were to do so, I would have to give it a grade.)

In **HB** look at the Sample Research Paper, pp. 161-167 (green section). Also take special note of the Works Cited page, pp. 168-169.

7:30 p.m. Your *finished rough draft*, **Journal Entry #17**, is due for optional peer editing today—one to one. Make sure your Works Cited page is correct and that all your in-text citations match the entries on your Works Cited page. Remember, you must have at least ten in-text citations, two for each of the *required* five sources. Your attribution/parenthetical statement () must be the first word of your Works Cited page entry.

Be aware that the research essay, Essay IV, is due at the end of class, 8:50 p.m., Tuesday, Nov. 30. Our last day of class is Tuesday, Dec. 7, 2021, when you will take the exit grammar test.

Week Fifteen

15) T—Nov. 30: *Research Essay IV is due today at the end of class, 8:50 p.m. Absolutely no research essays accepted after today.*

For **Journal Entry #18**, evaluate all aspects of class: What was good, what was not so good, what I should keep, what I should add, and what I should eliminate. Also, please tell me what you learned this semester and in what way this class has been valuable for you.

Week Sixteen

16) T—Dec. 7: **Journals 11-18 (Set B)** are due today.

6:00 p.m. Take Post Diagnostic Grammar Test. *Taking* the test counts for one daily grade.

7:30 p.m. *Conferences as needed*

Last day of COM classes is Friday, Dec. 7, 2021.

Student grades and class assessments are due at noon Friday, Dec.12, 2021

Welcome to a successful semester!

Shortcut to Due Dates for Written and Some Other Work

1. Aug. 24-- **Diagnostic Essay**/letter due at end of class period
Conferences: Aug. 30 and Sept.7; also, Aug.30, diagnostic grammar and spelling tests
2. Sept. 14-- Research Tutorial quiz answers are due at beginning of class.
3. Sept. 21-- Finished *rough draft* of Essay I is due at beginning of class for partner/peer editing.
4. Sept. 28 – Final version of **Essay I**, with partner peer-edited rough draft and copy of Journal #1, questions and answers attached, due at beginning of class
5. Oct. 5 – Journal #2 is due at beginning of class, also Extra Credit Journal, and begin QEP presentations.
6. Oct. 12– **Essay II** is due at beginning of class.
7. Oct. 19– Journal #5 and Journal #6 are due at beginning of class.
8. Oct. 19--Watch movie for Essay III.
9. Oct. 26 -- Journal #7 is due at beginning of class.
10. Oct. 26 – Whole class discussion of movie to get ready to write collaborative Journal #8.
11. Nov. 2 – **Essay III**, based on movie, is due at beginning of class.
12. Nov. 9 – Journals #10A and #10B are due at beginning of class.
13. Nov. 9 – Go to COM Library for research demonstration.

14. Nov. 16 -- Set A (Journals 1-10) due at beginning of class and *Library Visit Write-up*. Also, quiz over "Hollow Claims about Fantasy Violence" by Richard Rhodes, pp.105-111, in **Reader**.
15. Nov. 23 -- Journal #17, rough draft of research paper, due at beginning of class for optional peer editing.
16. Nov. 30 -- Research Paper, **Essay IV**, is due at end of class period
17. Dec. 7 -- Set B (Journals 11-18) is due at beginning of class due.
18. Dec. 7 -- Exit Grammar Test

Beginning Nov. 9, I need to see your Journals 11 - 17 as soon as you finish them. *Journal due dates.*

1. Nov. 9 – *Journal 11 and Journal 12*
2. Nov. 16-- *Journal 13, Journal 14, and Journal 15*
3. Nov. 23 – *Journal 14 and Journal 15 and Journal 16, the working Works Cited Page*
4. Nov. 23– *Journal 17, rough draft of research paper is due for optional peer editing and for me to look at*