



**Integrated Reading and Writing (IRW) (Co-Requisite for Composition 1301)**

**Semester:** Spring 2022: 1/19/2022 – 5/11/2022, 16-week semester  
IRW 0320.155CL: M/W 11:00-12:20pm, LRC 247

**Associate Professor Dalel Serda, MFA**

**Campus Email:** [dserda@com.edu](mailto:dserda@com.edu)

**Communication Policy:** Email me at [dserda@com.edu](mailto:dserda@com.edu) using your COM email, please. I do not check Blackboard messages with much frequency. I only use that function to message you major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM's Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it.

**Communicating with your instructor:** ALL electronic communication with course instructors must be through your COM email and COM's Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

**Office Phone:** (409) 933-8497

**College of the Mainland Office:**

Learning Resource Center (LRC), Building #8, Suite B Rm #240  
Humanities Department

**Student Hours/Conference/Office Hours:** LRC Suite B Rm. #240 Humanities Dept.

Monday through Thursday: 8:30 am-9:30 am

Friday: 8:30 am - 12:00 noon

Friday's office hours will be by appointment so we can determine if f2f or online is best. Contact me through Teams whenever you wish as I will always be able to respond there regardless of most factors. My response time outside of office hours is about three hours at most during the day and if you message me when I'm already asleep at night, I'll reply in the morning.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the "Office 365 & Email" button next to the "Blackboard" button. "Teams" is one of the apps available through Office 365. There is no cost as a result. It is my preferred mode of communication for its ease and speed.

**Suggested Resource/Reference Texts:** There is no required text for this course. All required content will be accessed either through Blackboard or through your own Internet searches as advised and prompted by me.

**The handbook I require for 1301 will be relevant here also.**

FREE: The OWL website (the Purdue University's Online Writing Lab): <http://owl.english.purdue.edu/>

FREE: You should also have a college level dictionary to use every time you read an article, etc. Keep a list of new terms and notes that help you understand them. I recommend free online dictionary apps.

\*\*\***Core Semester Readings:** All readings will be accessible on Blackboard. Click inside the “Content” link on the left-side menu.

#### **Items for Class:**

**IMPORTANT: You definitely need a spiral notebook especially for this class. The spiral notebook should have enough room for at least 75 pages of handwriting. You can buy a few if you'd like.**

- Flash drive for your own storage needs (you don't need a new one if you have one). Get into the habit of saving your work (backing it up) *many* times during a single writing session.
- Two-pocket folder or binder for your handouts and paper drafts
- Notebook for class notes, pens, pencils, etc.
- Near **DAILY access to the Internet (there are labs on campus).**
- Access to Microsoft Word or Macintosh Pages software. (Turn in all work as **.doc/.docx** files.) For a COM-sponsored free version of Microsoft Office 365, please visit this site: <http://its.com.edu/office-365/> You can also access Office 365 through the Web by going to the COM Homepage and logging in to your COM email. This will take you to Internet-based Office 365.
- **It is important to always be able to access your work electronically. Save your work on a flash drive, in OneDrive, and on your personal computer. You can also email your work to yourself.**

**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 such as Amazon.

#### **General Course Description:**

**IRW 0320:** This course is a co-requisite class for English Composition 1301. This course integrates preparation in academic reading skills and skills with writing a variety of academic assignments. Topics include critical reading and writing skills. Students will be expected to write compositions similar to those assigned in Composition and Rhetoric: English 1301. This course carries institutional credit and may not be used to meet degree requirements. Placement: (1) TSI Essay—score 2 or 3 with TSI Writing multiple choice score of 340-349 **or** (2) TSI Reading-score of 342-350 **or** (3) Successful completion (“C” or better) of Read 0340 or ENGL 0330 prior to 8/31/2014 **or** (4) Successful completion (“C” or better of IRW 0300.

**This course does not transfer.**

#### **Format for All Papers:**

All written work (including rough drafts, Blackboard “Assignment” posts, and “Assessment” projects) should be typed, double-spaced, use a standard 12-point Times New Roman font, have 1-inch margins, and have page numbers with your last name preceding it on the top right corner, etc. Use Modern Language Association (MLA) style guidelines (available inside *A Pocket Style Manual* and on The OWL at Purdue Web site [<https://owl.english.purdue.edu/owl/>]). Put the word count below the date. The word count is for me and is not a part of MLA requirements. Also, include a Works Cited when I ask for it.

NOTE: I will not always read or score any work that doesn't meet the minimum requirements; this includes meeting deadlines. All major Assessment projects will be submitted as Microsoft Word document attachments via Blackboard. All Daily Work Assignment posts should be simply copy/pasted from Word into the Discussion Board forum text boxes. This saves us, readers, time since we don't have to down-

load then open these very short assignments in order to read them and reply to them. If when you copy/paste your work from Word into the Discussion Board forum threads, you lose spacing or formatting, don't worry too much; I care most that the MLA elements exist, and you attempted to get the spacing and formatting right. It is easy to determine if you did from my end. **Note: It might be necessary for you to use these keyboard keystroke combinations when copying/pasting from Word to the Blackboard text boxes: Control A to highlight your work, Control C to Copy what you've highlighted, and once you're on Blackboard, Control V to paste from MS Word to the text box on the Blackboard Discussion Forum thread you created.**

**Course Requirements/Grading Formula:**

|   |       |
|---|-------|
| Journal Entries   | 25%   |
| Journal Entry Oral Reflection   | 10%   |
| Journal Entry Idea List   | 10%   |
| Identifying and Analyzing the Audience, Purpose, and Message Across a Variety of Texts        | 10%   |
| Journal Reflection Essay  | 15%   |
| In-Class Exam   | 10%   |
| In-Class Participation: class reading, annotating, grammar/mechanics study, active engagement | 20%   |
|   | ----- |
| Total:  | 100%  |

**Course Grade Determination:** I will use many low-stakes assignments and a few higher-stakes reading and writing project assessments to help you understand and practice the critical thinking and analytical strategies necessary to meet the course's Student Learning Outcomes. You will receive grades along with written comments on all major assessments and grades and short comments on Blackboard post assignments *submitted on time*. Please speak to me during Virtual Office Hours on Teams if you feel this syllabus does not properly explain to you how I will evaluate you this semester.

**MAJOR PROJECTS ASSESSMENTS:**

For the major projects in this course, I'll provide detailed handouts well ahead of time as noted in your calendar (see below). You can access them through "Assessments" on Blackboard. Furthermore, I will provide you with marginal notes on your major projects in addition to end comments and a numerical grade. For the Daily Grade Blackboard "Assignments" in this course, I will provide a grade along with short content and mechanics comments in reply to your posted work. Always make sure to go back and read those comments so you can learn from them and use what you learn while doing assignments that follow. Should all of this fail to provide you with the kind of assistance you'd like or require, please contact me during my Virtual Office Hours and consider visiting **The Tutoring Center in TVB 1306**.

**JOURNAL Entries: Writing for IRW: Leisure Writing**

You will be required to journal inside and outside class with at least **one to two pages+** of handwritten pages of writing per week. I'll pick up the journal several times a semester to skim-read your writing. The intent is to help you gain fluency and confidence d yourself as a reflective writer/life observer-recorder.

Journaling will be largely a quantitative assignment that will make up 25% of your semester grade. This means that for this work, I'm choosing to value quantity above quality until we get to the Journal Reflection Essay.

Note: I will not read the notes you write for English 1301, but I will be skim-reading the IRW journal. Make sure you have a dedicated IRW journal with dates and general topic titles, etc. I will encourage you to write beyond the prompts I use for your writing. I want you to write in response to journal prompts but to also develop your own journaling habits. I want to focus on unedited, leisure writing habits that become a part of your regular outside of class life. I will record the completion percentages each time I journal check.

**Grading Scale:**

**A 90-100%** = Excellent work; superior in both style and content.

**B 80-89%** = Good work; solid content

**C 70-79%** = Average work; **meets the minimum requirements**

**D 60-69%** = Below average work; does not meet the requirements

**F 50-59%** = Failing work; deficient in mechanics, style, and content; all late work will lose half credit

**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](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](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 faculty 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](mailto: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](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**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 1<sup>st</sup> 8-week session is March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 4.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> 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<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> 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](http://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](http://com.edu/coronavirus) for future updates.

**Make-Up /Late Work Submission Policy:**

If you submit anything late but within twenty-four hours after the assignment is due, you will automatically lose *some* credit *up to* a letter grade. If you submit your work past twenty-four hours, I will accept it for half credit in most cases, though if the work is exceptional, I might credit the work up to 75%. What this means, is always aim for high-quality writing even if the work is late. The last day I will accept any work will be Monday night (11:59 pm) of the last week of class. I will not provide feedback for any work that is submitted late after the first deadline or for work that fails to meet minimum requirements though I will assign a grade.

**Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your Daily Grade average.** This is a **participation-heavy** workshop course. The success of the course depends on the community we build; thus, your presence on Blackboard and in class is vital. I *reserve* the right to drop you after four **consecutive** missed assignments without notice from you. In sum, your active engagement is key.

**IT'S BEST TO COMMUNICATE WITH ME IF YOU KNOW YOU'LL BE UNABLE TO FINISH ASSIGNMENTS.**

**Student Computer Labs:**

Computer access and printing will be available on the following days and times in either Innovations or the Library Lab.

Monday: 7am – 6pm

Tuesday: 7am – 6pm

Wednesday: 8am – 6pm

Thursday: 7am – 6pm

Friday: 8am – 12pm

Saturday: 9am – 1pm

**A Note from The Tutoring Center:** The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and job-related assignments and projects. Located in the Tutoring Center in the Technical Vocational Building, Room 1306, the center provides face-to-face and online sessions. Appointments can be made in person, by phone (409-933-8703) or by clicking on the Tutoring Center icon on the COM website, and then the hyperlink: Schedule online tutoring sessions at [com.mywconline.com](http://com.mywconline.com).

**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.

**Academic Dishonesty:**

Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a **grade of zero** on that exam, assignment, or project, 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 your own. Plagiarism is a very serious offense. **Plagiarism includes paraphrasing someone else's words without proper citation and attribution, copying directly from a website and pasting it into your paper, and using someone else's words without quotation marks.** Any assignment containing any plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

**Links on Avoiding Plagiarism:** <https://owl.english.purdue.edu/owl/resource/589/01/>

**Student Concerns/Questions Statement**

If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Brian Anderson at 409.933.8186 or [banderson@com.edu](mailto:banderson@com.edu).

**Student Learning Outcomes for COM's English department:**

**Upon successful completion of this course, students will:**

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.

6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

| SLO # |  | Type of Measurement  |
|-------|--|--|
| 1.    | Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.           | Reading assigned texts and re-search for website project.        |
| 2.    | Comprehend and use vocabulary effectively in oral communication, reading, and writing  | Pair work and class discussion                                   |
| 3.    | Identify and analyze the audience, purpose, and message across a variety of texts.   | Resource Website Rhetorical Analysis                             |
| 4.    | Describe and apply insights gained from reading and writing a variety of texts.  | Resource Website   |
| 5.    | Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose. | Resource Website and Rhetorical Analysis                         |
| 6.    | Determine and use effective approaches and rhetorical strategies for given reading and writing situations.   | Resource Website   |
| 7.    | Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.     | Resource Website   |
| 8.    | Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.   | Journal Reflection   |
| 9.    | Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.                                       | Writing and revising writing from journal for Journal Reflection |
| 10.   | Recognize and apply the conventions of standard English in reading and writing.  | All formal work for class  |

**General Education Core Objectives:**

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.

- 2. Communication Skills:** Students will develop, interpret, and express ideas through written, oral, and visual communication.
- 3. Teamwork:** Students will consider different points of view and work effectively with others to support a shared purpose or goal.
- 4. Social/Personal Responsibility:** Students will evaluate choices and actions of others or one's own and relate consequences to ethical decision-making.

### **College of the Mainland Technology Outage Policy**

If College of the Mainland's technology experiences problems that impede you from submitting work on deadline, email and call me (at my office) as soon as possible. You will have twelve hours from the time you emailed or called me to submit your work provided the technology is restored. You will receive no penalty if I have evidence that you attempted to submit work but faced difficulties outside your control.

### **Course Outline/Calendar IRW 0320 | Spring 2022 | 16-Week Calendar (Tentative/Subject to change with notice)**

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**NOTE: Everything we will do in this class will help support your work in your English 1301 class and other course assignments requiring writing, reading, and research. Work through these assignments deliberately, and you will gain much from them.**

#### **Week 1, Day 1: W, Jan 19, 2022:**

##### **In class:**

Journal - Explained

Blackboard app

Outlook app

Teams app

Office 365 (Word, One Drive, Stream): Get on word and begin introductory post for Friday

Review syllabus for IRW (and 1301 syllabus to be read for 1301 homework)

##### **Homework:**

Work on your English 1301 homework. Purchase and bring your journal notebook to class. One notebook should be enough for IRW notes plus IRW journal writing. You should have another for 1301 class.

#### **Week 2, Day 1: M, Jan 24, 2022:**

##### **In class:**

Journal: In class writing by hand: What kind of college student will you be this semester? Is this your first or second semester? If this is your first, what questions do you have? For all students: What will do to help yourself organize your daily and weekly schedule so that you have time to take care of your college and at home/work/family responsibilities? Make a plan here. Do you have a calendar/planner? How can you use it to help yourself? How will you break down each of the week's days so that you allow yourself time to study, read, write, think as well as take care of your non-college responsibilities?

English 1301 Mechanics Homework

Begin reading Greene, annotating



**Homework:**

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

**Week 2, Day 2: W, Jan 26, 2022:**

**In class:**

Journal: In class writing by hand: What are ongoing national debates that you hear or read about? What are your opinions about them? Where do you hear or read about them? Do you engage? How do they compare to what Greene said about argumentation? How might social media conversation debates differ from academic argumentation? How might they be similar? What do you appreciate about the debates you read or hear about? What do you dislike? Do you engage in these debates? If so, what is your approach? What is your tone? Do you engage with your real name or do you have a handle you use that provides you with an opportunity to build a different persona?

How can your in class writing for 1301 and journal writing for IRW help you develop your Friday post?

MLA, Discussion Board, student examples

Mechanics Homework: in-text citations/thesis

Begin reading Brandt

**Homework:**

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

**Week 3, Day 1: M, Jan 31, 2022**

**In class:**

Discuss Brandt

Journal in class: What is your worst writing or reading memory? Write the scene as descriptively as you can. Where were you? How old were you? What happened? Who was involved? What did the moment sound like? Feel like? Look like? What were the short and long term effects of this memory? How did this memory affect your reading/writing/confidence?

AND/OR What is your best writing or reading memory? Write the scene as descriptively as you can. Where were you? How old were you? What happened? Who was involved? What did the moment sound like? Feel like? Look like? What were the short and long term effects of this memory? How did this memory affect your reading/writing/confidence?

Mechanics Homework: thesis and “effect/affect”

Begin reading the second part of Brandt

**Homework:**

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

**Week 3, Day 2: W, Feb. 2, 2022**

Discuss Project #1: Consider ideas for Project #1.

Journal in preparation for Project #1: Consider our previous journal entries in relation to Project #1: Who is our most successful literacy sponsor? What is your most memorable literacy memory with this sponsor? Describe it: Write the scene as descriptively as you can. Where were you? How old were you? What happened? Who was involved? What did the moment sound like? Feel like? Look like? What were

the short and long term effects of this memory?\_How did this memory affect your reading/writing/confidence?

Journal in preparation for Friday's post

**Homework:**

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

**Week 4, Day 1: M, Feb. 7, 2022**

**In class:**

Journal: About the Malcolm X essay: What is Malcolm X's central thesis? What claims does he use to construct his essay? What evidence does he use to support the claims that make up his thesis? Does reading Malcolm X's essay help you understand the varying perspectives of a complex conversation as Greene suggests? Does Malcolm X's essay help us understand how literacy and literacy sponsors help shape an entire life and the ideologies that influence us?

Develop Project #1 further

Mechanics Homework: MLA formatting/signal phrases/avoiding dropped quotes/integrating direct quotes/paraphrases

**Homework:**

Continue work on Project #1 for 1301.

**Week 4, Day 2: W, Feb. 9, 2022**

Make Project #1 Tutoring Appointments - online or f2f are fine but this is mandatory for IRW

Continue working on Project #1: Focus on thesis, descriptive scene, and analysis; ensure Brandt is referenced and cited correctly

Begin reading Sommers

**Homework:**

Post draft of Project #1 for Friday's 1301 post due at 8am. Bring three copies of revised draft for Monday's peer review.

**Week 5, Day 1: M, Feb 14, 2022**

Revise and edit Project #1 and prepare it for Friday's submission. Have me take a look at all formatting, essay organization, use of Brandt's evidence, the Works Cited, etc.

**Homework:**

Finish, revise, edit, polish English 1301's Project #1 for Friday's submission.

**Week 5, Day 2: W, Feb 16, 2022**

Continue reading Haas and Flower

Journal: What does it mean to "read rhetorically"? What does rhetoric mean? What different kinds of rhetorical situations exist? List at least three kinds of rhetorical situations that are drastically different and describe the context, intent, audience, and message/argument in each of your examples.

Watch video on rhetoric

Have me take a final look at Project #1 before submission

**Homework:**

Finish reading and annotating Haas and Flower's article for Monday's 1301 class discussion. **For Friday, Feb. 18, submit the final draft of Project #1 by 8 am. Submit an attachment of a Word document file.**

**Week 6, Day 1: M, Feb 21, 2022**

In class: Identifying and Analyzing the Audience, Purpose, and Message (Thesis/Argument) Across a Variety of Texts: Rhetorical Appeals and Examples of Different Rhetorical Texts

Journal: What have you learned about reading and writing in class thus far? What is the importance of knowing that a lot of the "texts" around us or the "data" around us has argumentation taking place? Does our literacy level affect the way we analyze rhetorical situations? How so? Has your own reading, writing, and thinking processes/strategies evolved since starting this class? How so?

Begin reading Sommers

Mechanics Homework: Review common comma rules/conjunctions/kinds of sentences

**Homework:**

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

**Week 6, Day 2: W, Feb 23, 2022**

**In class:**

Journal: Connecting Sommers and Haas and Flower/Prepping for Friday's post

Mechanics Homework: Where do periods and commas go when you have in-text citations? Figure this out, please. Reference the handbook or the OWL at Purdue, please.

Begin reading and annotating the first part of Kellogg and Whiteford's article. Read up to page 256. Stop right before the "Working Memory Constrains Writing Development" section.

**Homework:**

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

**Week 7, Day 1: M, Feb 28, 2022**

**In class:**

Journal: Think of a time you deliberately practiced a skill and got better at it. What was the skill? How do you know you "deliberately" practiced instead of just "practiced"? How often did you practice? Did you have someone (a teacher/coach/peer/mentor) helping you? What was that like? What do you remember about the skill being something you had to think through as you practiced it and the skill being something that became "muscle memory"? Once the skill became automatized, what were you able to do with your free cognitive resources?

Continue reading and annotating Kellogg and Whiteford

Mechanics Homework: Review semi-colon usage, run-on sentences, and fragments. Review "comma splices" and the options we have to avoid "comma splices."

**Homework:**

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

**Week 7, Day 2: W, March 2, 2022**

**In class:**

Journal: What are the most interesting parts of the Kellogg and Whiteford article? What connections did you make to the article? What connections did you make between Kellogg and Whiteford's argument and Greene, Brandt, Haas and Flower, and Sommers? What new questions emerged as a result of reading Kellogg and Whiteford?

Mechanics Homework: Where do periods and commas go when you have in-text citations? Figure this out, please. Reference the handbook or the OWL at Purdue, please.

Begin reading Flower and Hayes

**Homework:**

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

**Week 8, Day 1: M, March 7, 2022**

**In class:**

Set up Tutoring Center appointment for Project #2: either online or f2f are fine

Journal: Brainstorming for Project #2: What was the most interesting idea you thought of or read about this semester? What question is related to it? From everything we read, wrote, thought about, questioned, and talked about, what felt most surprising? Why is that? What did we fail to talk about? What about motivation? Does motivation play a part in the way we reading, write, think, and engage in academic discourse? What about our families? Do they affect us? How so? Why so? What about our financial situation? And our histories?

Mechanics Homework: What does "subject-verb agreement" mean? / Review apostrophe usage in contractions and when using apostrophes to indicate possession.

**Homework:**

Work on your English 1301 homework. Bring your journal notebook to class.

**Week 8, Day 2: W, March 9, 2022**

Work day for Project #2: Aim to have at least 500 words by the end of class.

**Mechanics Homework:**

1. Ensure your Project #2 meets MLA formatting guidelines and that your analysis has correctly cited evidence from the assigned class articles. Use your handbook or the OWL at Purdue site to monitor your MLA formatting usage.
2. Make sure you are using "signal phrases" to introduce all directly quoted material. Look up "signal phrases," "lead-in phrases," and/or "integrating sources" in the handbook's index or use these terms to run a search on the OWL at Purdue site.

**Homework:** We will work on Project #2 the week after Spring Break, but you should spend some time during your break working on it so that it is your best work yet. NO FRIDAY POST if you had your word count goal (350 words) during class.

**Spring Break: Monday, March 14 – Friday, March 18: NOTHING IS DUE.**

**Week 9, Day 1: M, March 21, 2022**

Work on Project #2 in class.

**Homework:** Finish Project #2, and prepare for peer review.

**Week 9, Day 2: W, March 23, 2022**

Journal Entry Idea List: Develop at least ten new ideas for journal entries and write a full page in response to one of them. Post your journal list to BB in addition to having a handwritten copy in your journal for later reference if and when necessary.

Finish writing Project #2 (revise and edit) and prepare for its submission.

**Homework:**

Use your peer review feedback to revise and edit your Project #2. **Submit Project #2 by Friday, March 25 at 8 am.** Make sure it meets all minimum requirements for Project #2. Submit it as a Word document attachment on a new thread you begin for the Project #2 Discussion Board forum.

**MODULE 2: Adding to the Academic Conversation;  
Practicing the Art and Science of Scholarship**

**Week 10, Day 1: M, March 28, 2022**

**In class:**

Spend time deciding where you will take your Project #3 - #4 research: We will decide on umbrella questions, sub-questions, and variables during IRW. What you choose here can be a reflection and extension of the thinking you did for Project #2. We will type this out and either print or post to BB (TBA).

Do library tutorial in class. Do tutorial and submit to me.

**Homework:** Journal for class. Do 1301 homework if you need to tie up any loose ends.

**Week 10, Day 2: W, March 28, 2022**

Finalize your article selection with your partner and save all articles to your EBSCO or ProQuest accounts. If I approved any of them, print them if possible and begin reading and annotating them. I will want to see the EBSCO list or the bibliographic citation entries to approve your selections.

Journal: What is the difference between academic database research and Google or Internet-based research? What is the purpose of the preparation we did prior to the database research? Why did we come up with questions, sub-questions, and related variables/terms? How did they help us in our library database research? What is the importance of academic titles? What purpose do they serve? What are abstracts? What purpose do they serve?

Print and begin reading and annotating scholarly, peer-reviewed articles.

**EXTRA CREDIT OPPORTUNITY:** Attend the GCIC Academic Symposium for a chance at 10 extra credit points added to your lowest Weekly Friday post grade. You will need to attend the entire day and ask questions at all your sessions.

**Week 11, Day 1: M, April 4, 2022**

**In class:** Today is a Project #3 Workday. Set up a Tutoring Center appointment.

I'll want you to post your summaries in progress for Project #3. Develop the Project #3 Annotated Bibliography document for my review.

Journal: Free writing: 15 minutes: Choose your own journal writing prompt from either the list you wrote or anything else you would like to spend your time reflecting about on paper.

**Homework:** Project #3 Annotated Bibliography

**Week 11, Day 2: W, April 6, 2022**

**In class:** Today is another Project #3 Workday.

I'll want you to post your summaries in progress for Project #3. Develop the Project #3 Annotated Bibliography document for my review. I will want to see your use of article evidence.

Journal: Free writing: 15 minutes: Choose your own journal writing prompt from either the list you wrote or anything else you would like to spend your time reflecting about on paper.

**Homework:**

For Friday, April 8 at 8 am, I'll want you to post your summaries in progress for Project #3 (for 1301). Develop the Project #3 Annotated Bibliography document for my review. I'll expect to see all summaries in progress.

**Week 12, Day 1: M, April 11, 2022**

Journal: Free writing: 15 minutes: Choose your own journal writing prompt from either the list you wrote or anything else you would like to spend your time reflecting about on paper.

In class exam

I will hand out the Journal Oral Reflection assignment handout and the Journal Reflection Essay handout so that you can begin thinking and preparing them.

**Homework:**

**Finish, revise, and edit Project #3. You will submit Project #3 by Friday, April 15 at 8 am.** Write in your journal. Choose your own journal writing prompt from either the list you wrote or anything else you would like to spend your time reflecting about on paper. I will be checking page counts in your journal on Wednesday.

**Week 12, Day 2: W, April 13, 2022**

Journal page count check for the semester: this is work a grade  
Work on Journal Reflection Essay

As you work on your Journal Reflection Essay, think about your Journal Entry Oral Reflection since it will be influenced by the essay.

Finish the work we started in English 1301:

You will develop a list of the major conclusions from the secondary research phase. You will also consider whether the secondary research question was suitably answered and reflect on what new questions emerged from the secondary research and/or what questions didn't get answers to your team's satisfaction.

**Homework:**

**Finish, revise, and edit Project #3. You will submit Project #3 by Friday, April 15 at 8 am.** Make sure your co-written annotated bibliography meets all minimum requirements for Project #3. Submit it as a Word document attachment on a new thread you begin for the Project #3 Discussion Board forum. Submit your co-written Project #3 twice: once under your name and once more for your partner. Both names should appear in the heading. Please come to class ready to learn about the primary research phase: the case study.

Develop your interview questions according to my Project #3-4 handout notes. I will want to see these on Monday. The questions need to be on a Word document so that I (or our embedded tutor) can edit them quickly if necessary. Set up your interview for next week any time after Monday afternoon. I will require you to submit the transcript next Friday. I will want to know who you are interviewing and when by Monday.

**Week 13, Day 1: M, April 18, 2022**

**In class:**

Finish your interview questions and finish organizing details.

Work on Journal Reflection Essay

As you work on your Journal Reflection Essay, think about your Journal Entry Oral Reflection since it will be influenced by the essay.

**Homework:**

Conduct your interview and transcribe it.

**Week 13, Day 2: W, April 20, 2022**

**In class:**

Work on 1301 work

Work on Journal Reflection Essay

As you work on your Journal Reflection Essay, think about your Journal Entry Oral Reflection since it will be influenced by the essay.

**Homework:** Begin outlining your Project #4 for 1301. Continue and finish your Journal Reflection Essay.

**For Friday, April 22 at 8 am, submit the interview transcript as a Word document for 1301.**

**Week 14, Day 1: M, April 25, 2022**

**In class:**

**Submit your Journal Reflection Essay**

Generate an outline for your Journal Entry Oral Reflection  
Set up a Tutoring Center appointment for Project #4

**Week 14, Day 2: W, April 27, 2022**

**In class:**

Continue working on Project #4. Aim for 1000+ words while in class.

Finish your outline for your Journal Entry Oral Reflection

**Week 15, Day 1: M, May 2, 2022**

**In class:**

**Everyone will present their Journal Entry Oral Reflection** (this is the final assignment for IRW)

Time permitting, you can finish working on Project #4 and/or begin working on Project #5.

Please do the course evaluation for this course.

**Homework:**

**Submit Project #4 by Friday, May 6 at 8 am for 1301.**

**Week 15, Day 2: W, May 4, 2022**

Revise, edit, polish, and submit Project #4 as soon as it's ready. In class, finalize and submit Project #4 and prepare the Visual Aid for Project #5. I'll teach you how to use Stream and/or PowerPoint to make your final video presentation for Project #5. This will be the last day of required class attendance. All remaining work for English 1301 will be submitted online. I will be in my office during class time and during office hours if you need to come by and of course, you can always reach me on Microsoft Teams.

Please do the course evaluation for this course.

**Homework:**

**Submit Project #4 by Friday, May 6 at 8 am for 1301.**

**MODULE 3: Actively Participating in the Academic  
Conversation; Presenting Scholarship**

**Week 16, Day 1: May 9, 2022**

No class. Work at home. Film Project #5 for 1301 and submit it to Blackboard by the beginning of the next class or earlier. Today at midnight is the last day I will accept any late work. Please reference the Late Work Submission Policy in the first part of this syllabus.

**Week 16, Day 2: W, May 11, 2022**

**Project #5 is due today at 9:30 am. Submit it to Blackboard.**

No class. Thank you for your hard work. I'll be in my office or available virtually on Teams if you need to speak with me.

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\* Grades will be available on WebAdvisor after Friday. THANK YOU for your hard work. Enjoy your break!

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