Course Description:

Study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments address rhetorical analysis and evaluation and critical responses to close readings of texts. Required of all students who do not qualify for English 133H. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

In this course we will examine how the rhetorical concepts of ethos, pathos, and logos utilized in varying mediums (people, music, advertisements, fiction texts, film, and non-fiction texts) effect our interpretation of an issue or a concept. In the process of exploring this theme, we will cultivate reading and writing skills that will allow us to participate in the current and future conversations surrounding interpretation occurring inside and outside the university. My goal as your instructor is to help you develop the reading and writing skills necessary for you to effectively engage in the conversations that surround you. From politics, to theatre and even television there are interpretations galore and a message no doubt. Being aware of these overt and covert messages will aid you in constructing your own interpretation and response to these messages.

Required Texts and Materials

In addition to the books below, there are additional reading materials and handouts posted on D2L that you are responsible for reading, printing, and bringing to class (unless you are told otherwise in class or on D2L).


4. 1 journal or spiral notebook (any style, but please choose one large enough so that I will not have to strain my eyes to read your writing.)

**Course Outcomes:**

**English Program Learning Outcomes:**
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

**General Education Core Curriculum Objectives:**
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

**ENG 131 Student Learning Outcomes:**

At the completion of this course, students will be able to:
- Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
- Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
• Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

**Course Requirements:**
*Major assignments include: Essay 1, Essay 2, Essay 3, and Essay 4.*

1. **Personal Narrative & Reader Response Essay** *(Essay 1)*
   In the first essay of the course, you will select a picture meaningful to you to exchange with a partner. You will write a 300 to 500-word letter to your partner where you describe the picture, explain why the picture is important to you, and tell why you selected that picture. Then you will look at your partner’s picture (before reading their accompanying letter) and write a 150 to 200-word response to their picture. In this response you will describe the picture, explain what feelings the picture evokes, and tell why you think the picture is important to your partner. Then you will meet with your partner in class to discuss the similarities and differences you shared in your descriptions and reactions to the pictures and the reasons for your interpretation of your partner’s picture. Then you will present your findings to the class in a brief 2-3 minute presentation.

2. **Group Project/Rhetorical Analysis Essay** *(Essay 2)*
   You will be paired into groups of four to create your own advertisement. This project requires you to work together to decide on a concept and a way to film the concept in order to effectively persuade your classmates to carry out a desired result, be that to give money for polar bear conservation or buy the newest style of hover car. In order to create an effective advertisement you must consider the rhetorical situation for the ad and use the rhetorical appeals (ethos, pathos, and logos) to achieve your goal.

   In the accompanying essay you will write individually, you must examine the message of your groups’ advertisement and how it tries to make the audience accept its message, focusing particularly on how purpose, audience and the rhetorical appeals were utilized in order to get that message across to the audience. 2-3 (double spaced) pages

3. **Mini-Synthesis Essays (2)**
   In October, we will read Henry James’ “ghost story” *The Turn of the Screw* and watch the film version. You will take notes about the similarities and differences between the book and the film and respond to the following questions in 2-3 (double spaced) pages. How does the film portray the events in the book? Are there events that were removed? If so, what impact does that have on the audience? You will also identify differences between the rhetorical appeals used in the book and those of the film version in order to determine the impact that makes on the interpretation of *The Turn of the Screw*. In other words, does changing an event in the film push the audience to see the governess in a different light than they saw her in the book?

4. **Literary Analysis of The Turn of the Screw** *(Essay 3)*
   The goal for this assignment is to examine how you interpret Henry James’ *The Turn of the Screw*. The audience that you are writing to is an author that we will discuss in class who
opposes your viewpoint in an effort to help them to see the merit of your interpretation, and maybe even change to your side. Utilizing textual evidence to support your claim and one other author’s article we will discuss in class, you must identify if the governess is experiencing hallucinations or if the ghosts are real? You must also explain what rhetorical principles utilized in the text informed your interpretation. 4-5 (double spaced) pages

5. Persuasive Problem-Solution Essay (Essay 4)
In this essay, you will choose a problem that you have observed in your community that you feel must be addressed. You will then write a 6-7 page (double spaced) paper where you try to convince the person or people that have authority over the problem to fix the problem by adopting the solution(s) you propose in your essay.

6. Daily Work Assignments
Most days, you will have some kind of informal writing or reading assignment to complete before class. The assignment to be completed and how the assignment is to be completed is listed in the course calendar. Further instructions for discussion board posts are posted in the D2L discussion board that is specifically for that day’s discussion. Unless otherwise noted, assignments other than your posts to the discussion board are to be typed, printed, and brought to class on the day it is due.

Each day you have an assigned reading you are to come prepared with a question for the class to answer in their journal. On days I have selected for us to make a journal entry, I will draw a name randomly and the person I select will provide the question for that day. Failure to produce a question will reduce your daily work score.

7. Final Exam (Survey and Self-Reflection Essays)
In the two self-reflection essays: 1) you will reflect on the skills you have learned in this course and will explain the ways in which those skills are transferrable into the classes you take for your major. 2) you will reflect on the goals you made after completing the diagnostic of Essay 2 in order to determine if you have achieved any of your goals or have improved on them and will set any future goals you may have for the improvement of your writing abilities.

In the survey: In this anonymous survey, you will give your instructor feedback about what you think of the material taught, the pace of instruction, and what you would suggest be changed or kept about the course for future classes.

Grading Policy:

Determination of Course Grade:
Major Essays/Group Project (4): 60%
Peer Review (submitting a draft for review and giving meaningful and constructive feedback during peer review sessions): 15%
Daily Work: 15%
Final Exam: 10%
In college, “A” work is truly exceptional, both in the sense that it is extremely high in quality and in the sense that it bears the unique stamp of the individual who created it. “B” work exceeds expectations, but is more expected or less insightful than “A” work. “C” work meets expectations for the assignment and goes no further. “D” and “F” work both have serious issues that need fixing if the student is to move forward in the course. Keep this in mind as you work on your assignments for the semester.

**Course Policies:**

**Document Formatting:**
As this is an English class, we will use the MLA (Modern Language Association) page formatting and source documentation guidelines. For this course each assignment will be in Times New Roman, 12-point font and will have one-inch margins on all sides. All assignments are to be double-spaced, with the exception of D2L discussion posts, and must have your name, your instructor’s name (Christina Kramer), the course information (ENG 131.XXX), and the date (Day Month Year) in the upper left of your paper. Your last name and the page number are to be put in the header of your paper (beginning on the first page), justified to the right. The title must be centered and in essays with sources your source list must begin with the words “Work(s) cited” centered on the page. Whether you have “Work” or “Works” depends on the number of sources you are citing. If you have only one source use “Work” and for more than one use “Works.” (For further clarification see the “MLA Page Formatting Guidelines” tab on D2L).

*All D2L submissions should be saved as either Word or Rich Text files as Turnitin.com does not support Mac Pages. Assignments submitted in the wrong format will be considered late.*

**Acceptable Student Behavior:**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. Eating, sleeping, reading materials or doing assignments for other classes during this class are not acceptable. *The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.*

*Students who do not attend class regularly or who perform poorly on class assignments may be referred to the Early Alert Program. This program provides students with*
recommendations for resources or other assistance available to help SFASU students succeed.

In order to help improve our critical thinking and writing skills, we will regularly engage in class discussions of the material we read and examine. When engaging one another, I expect that the class will follow simple rules of order: listen to your peers (even if you disagree), share your thoughts but do not simply react, do not speak over one another, and disagree with respect.

Attendance:

Tardies-
Excessive tardies will not be tolerated. For every 3 tardies, a student will receive an unexcused absence. Students who are tardy 10 minutes or more will be counted absent.

Absences:
According to university policy, after three weeks of missed classes (9 absences) for any reason whatsoever, you may fail the class. Please keep an eye on your absences.

It is important to come to class and be prepared to participate in each day’s activities. When you miss too many days, you miss out on information that will help you succeed in this course and as a writer in the future. As I understand that unexpected emergencies arise, you are allowed four unexcused absences. However, on the fifth absence, and for each absence after the fifth, your grade will be dropped a letter grade. I take attendance at the beginning of class; arriving more than ten minutes after class begins will result in your being marked absent. Students with perfect attendance will have a point added to their final grade.

Toward the end of the semester, you will attend a mandatory conference session in my office, failure to attend this session will count as an unexcused absence.

Please be aware of what is excused and what is unexcused:

Valid excuses for excused absences are limited to health emergencies, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. [Refer to Stephen F. Austin State University’s Attendance Policy at http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf for more information.] Without written documentation that is presented to the instructor on the day when the student returns to class, the absence will automatically be considered unexcused. Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines for daily work due in class or on D2L during an excused absence, it is your responsibility to find out what you missed and arrange with me to make it up within one week of returning to class. If you know that an excused absence will occur when a major assignment is due, please make arrangements with me to turn it in early, as you will fail the course if you do not submit a major assignment on time.
Late Work and Free Late Daily Work Pass:
Each student has one (1) “Free Late Daily Work Pass”: to use it, write “Oops” clearly at the top of the completed assignment and turn it in within one week of the assigned due date (and before the last day of class). Other than this “oops” assignment, no late daily work will be accepted without a university-approved absence (see “Attendance and Absences” above for a description of excused absences).

As for late work, all assignments (major essays, projects, and daily work) are due at the start of class, no later than ten minutes into class, on the assigned due date. Again, I will not accept late daily work other than for excused absences with proper documentation and your one Free Late Daily Work Pass. Late daily work that is covered by an excused absence must be submitted within one week of the date the assignment was due.

Major papers and projects turned in after the beginning of the class period (ten minutes after the start of class) on which they are due will be considered late. You must complete all major assignments on time in order to pass the course; major assignments are noted above under “Course Requirements.”

Extra Credit:
Extra credit opportunities will only be assigned in class and will be offered to everyone. Please do not ask me for individual extra credit. Any extra credit assignments will be applied to the daily work score, except for those related to major essays.

Electronics Policy:
All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. If you must receive calls due to some developing emergency, please set the phone to a silent setting. If you must talk on your phone due to a developing emergency, please leave the room quietly to do so and return quietly when you have completed the call. Laptops, cell phones, and any other electronic device should not be used unless I indicate that you may use them for a particular activity. If I see it I will ask you to put the item away, if I have to ask a second time you will be asked to leave class and will receive an absence for the day.

Assignment Submission:
Daily work is to be submitted to the discussion board or printed and brought to class on the due date, depending on the assignment (see the course calendar for submission instructions for each assignment).

All major assignments are to be submitted to the assignment’s designated D2L dropbox and a hardcopy must also be submitted to your instructor on the day the assignment is due. I will NOT grade your assignment until you have submitted a copy to D2L.

Assignment Return Policy:
Upon receiving your feedback and grade for an assignment please wait 24 hours before speaking with me about the assignment. This separation will give everyone the opportunity to collect their thoughts and reflect on the comments an essay received.

**Academic Integrity (4.9.1):**
As I take plagiarism very seriously, please thoroughly read the policy outlined by SFASU below. If you have any questions about plagiarism, please ask me before submitting an assignment. *You will sign and return a plagiarism statement acknowledging that you understand the definition of plagiarism and that you will refrain from doing it.*

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Plagiarism and Student Academic Dishonesty:**

The University Policy Manual defines Student Academic Dishonesty as follows:

Academic dishonesty includes both cheating and plagiarism.
- Cheating includes, but is not limited to:
  - using or attempting to use unauthorized materials on any class assignment or exam;
  - falsifying or inventing of any information, including citations, on an assignment;
  - helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own.
- Examples of plagiarism include, but are not limited to:
  - submitting an assignment as one’s own work when it is at least partly the work of another person;
  - submitting a work that has been purchased or otherwise obtained from the Internet or another source;
  - incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Penalties for Academic Dishonesty:
Penalties may include, but are not limited, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Please read the complete policy at: [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)
If a student’s assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involve penalties from an unrevisable zero on the assignment to an “F” for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately.

**Withheld Grades Semester Grades Policy (A-54):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Discrimination/Sexual Harassment:**
At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.

**The Academic Assistance and Resource Center (AARC):**
The AARC offers free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at (936) 468-4108.

**Counseling Services:**
Counseling Services is a free service offered to SFASU students; they offer one-on-one counseling sessions as well as workshops on a variety of topics. If you have something personal that is bothering you and would like to speak to a licensed counselor, or to get more information on the workshops they offer, you can call (936) 468-2401.

**Technical Support:**
For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l.sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail. For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-4357 or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you will find written instructions and video tutorials.

**Tentative Course Schedule:**

This schedule is tentative. I reserve the right to change its contents and will post any changes made to D2L. The “Readings and Assignments” column lists what you should read and assignments that should be completed before that day's class meeting.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS and ASSIGNMENTS</th>
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<tbody>
<tr>
<td>August 28, 2017</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>August 30, 2017</td>
<td><strong>Read:</strong> in <em>The Norton Field Guide to Writing</em> (pp. 10-26); William Child’s &quot;Interpreting People and Interpreting Texts&quot; (D2L); “Analyzing Texts” (D2L)</td>
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<td><strong>Assignment Due:</strong> D2L Discussion Board Post- Discuss one method you currently use or will use to help you actively read.</td>
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<td>September 4, 2017</td>
<td><strong>Read:</strong> “Pathos” (D2L); “Understanding the Rhetorical Situation” (D2L); Brent Staples’ “Black Men and Public Space” (D2L)</td>
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<td><strong>Assignment Due:</strong> Annotate and bring to class “Black Men and Public Space.” (See pp. 17-18 of <em>The Norton Field Guide to Writing</em> for an example).</td>
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<tr>
<td>September 6, 2017</td>
<td><strong>Read:</strong> “Ethos” (D2L); “Logos” (D2L)</td>
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<td><strong>Assignment Due:</strong> Listen to Katy Perry’s “Chained to the Rhythm.” In 1-2 (double spaced) pages identify the parts of the rhetorical situation (audience, message, speaker, constraints) embodied by the song. Then explain how Perry uses pathos to appeal to her listener’s emotions. Print and bring to class.</td>
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<tr>
<td>September 11, 2017</td>
<td><strong>Read:</strong> None</td>
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<td><strong>Assignments Due:</strong> 1) Find a song that has been covered by another person or group. Then write a 1-2 (double spaced) page analysis that explains how each version differs in how it “speaks” to the audience in terms of the rhetorical situation and all three appeals (Ethos, Pathos, and Logos). Print and bring to class. Post the 2 versions of the song you wrote on to the D2L discussion board for discussion in class.</td>
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<td>Date</td>
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<tr>
<td>September 13, 2017</td>
<td>in <em>The Norton Field Guide to Writing</em> (pp. 344-349); “Thesis Statements” (D2L)</td>
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<tr>
<td>September 18, 2017</td>
<td>William O’ Barr’s “The Interpretation of Advertisements” (D2L); “The Paragraph: Unity, Order (Emphasis), Coherence” (D2L)</td>
</tr>
</tbody>
</table>
| September 20, 2017 | “Picking Paraphrase” (D2L); in *The Norton Field Guide to Writing* (pp. 483-487); in *Lumberjacks Write* (pp. 86-93); “Selecting Summary” (D2L); “The Art of Summarizing” (D2L); Maggie Helwig’s “Hunger” (D2L) | 1) Complete the “Paragraph Unity” and “Coherence” worksheets and bring to class.  
2) D2L Discussion Board Post- Identify the advertisement concept your group selected and lay out how you are going to present the issue/message of the advertisement. Explain the division of duties for each group member. (All group members must post) |
| September 25, 2017 | None                           | **Recording day; no class**               |
|                    |                                | Assignments Due:                          |
|                    |                                | 1) D2L Discussion Board Post- Choose one paragraph from Helwig’s “Hunger” and write a one-paragraph paraphrase of it. You must also respond to at least one of your classmates to offer suggestions on how they could improve their paraphrase of one paragraph from “Hunger”.  
2) D2L Discussion Board Post- Write a one-paragraph summary of Maggie Helwig’s “Hunger.” You must also respond to at least one of your classmates’ summaries to offer suggestions on how they could improve their summary of “Hunger”. |
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<thead>
<tr>
<th>Date</th>
<th>Read:</th>
<th>Assignment Due:</th>
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<tbody>
<tr>
<td>September 27, 2017</td>
<td>None</td>
<td>D2L Discussion Board- Post Advertisement Recording; Fill out and bring to class the Group Feedback Sheet.</td>
</tr>
<tr>
<td>October 2, 2017</td>
<td>None</td>
<td>Complete Draft of Essay 2&lt;br&gt;*Submit one copy to D2L for your instructor and bring one hard copy to class that has each sentence printed and cut into individual slips of paper.</td>
</tr>
<tr>
<td>October 4, 2017</td>
<td>in <em>The Norton Field Guide to Writing</em> (pp. 480-483 &amp; 487-490)</td>
<td>Final Draft of Essay 2&lt;br&gt;*Submit one copy to D2L and bring one hard copy to class for your instructor.</td>
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<tr>
<td>October 9, 2017</td>
<td>Henry James’ <em>The Turn of the Screw</em> (pp. 1-43 Stop at roman numeral XI); in <em>The Norton Field Guide to Writing</em> (pp. 491-494)</td>
<td>Write one paragraph expressing your preliminary position about whether you think the governess is hallucinating when she sees the ghosts or if the ghosts exist? Incorporate at least two quotations from the text to support your claim with proper in-text citations. Print and bring to class.</td>
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<tr>
<td>October 11, 2017</td>
<td>in <em>The Norton Field Guide to Writing</em> (pp. 494-495); Henry James’ <em>The Turn of the Screw</em> (pp. 43-65 Stop at roman numeral XIX)</td>
<td>Assignments Due:&lt;br&gt;1) D2L Discussion Board- Create and post a work cited entry for <em>The Turn of the Screw.</em>&lt;br&gt;2) D2L Discussion Board Post- Write a one-paragraph summary of the October 9th reading section from <em>The Turn of the Screw.</em></td>
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<tr>
<td>October 16, 2017</td>
<td>Henry James’ <em>The Turn of the Screw</em> (pp. 65-85)</td>
<td>Assignments Due:&lt;br&gt;1) Mini-Synthesis Essay #1&lt;br&gt;2) Print out the plagiarism statement on D2L and sign/print your name, put the date, and bring to class.</td>
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<td>October 18, 2017</td>
<td>Critical essays included within <em>The Turn of the Screw</em> book: Harold C. Goddard’s “A Pre-Freudian Reading of <em>The Turn of the Screw</em>” (pp. 161-</td>
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<tr>
<td>Date</td>
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<td>Assignment Due:</td>
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<tr>
<td>October 23, 2017</td>
<td>None</td>
<td>Mini-Synthesis Essay #2</td>
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<tr>
<td>October 25, 2017</td>
<td>“MEAL Plan” (D2L)</td>
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<tr>
<td>October 30, 2017</td>
<td>“Revising and Editing” (D2L)</td>
<td>Complete Draft of Essay 3</td>
</tr>
<tr>
<td>November 1, 2017</td>
<td>“Recognizing the Elements of an Argument” (D2L); “Logical Fallacies” (D2L); in <em>The Norton Field Guide to Writing</em> (pp. 370-372)</td>
<td>Final Draft of Essay 3</td>
</tr>
<tr>
<td>November 6, 2017</td>
<td>in <em>The Norton Field Guide to Writing</em> (pp. 156-161 &amp; 169-182)</td>
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<tr>
<td>November 8, 2017</td>
<td>Martin Luther King Jr.’s “Letter from Birmingham Jail” (D2L); <em>Lumberjacks Write</em> (pp. 114-120); Caroline Bird’s “College Is a Waste of Time and Money” (D2L)</td>
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<tr>
<td>Date</td>
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<tr>
<td>November 13, 2017</td>
<td><strong>Assignment Due:</strong> D2L Discussion Board Post- Respond to these questions</td>
<td><strong>Read:</strong> in <em>The Norton Field Guide to Writing</em> (pp. 445-472)</td>
</tr>
<tr>
<td>November 15, 2017</td>
<td><strong>Read:</strong> None</td>
<td><strong>Assignment Due:</strong> D2L Discussion Board- Post a work cited entry for at least two prospective sources you found for your paper during your preliminary research that will support the claims you make and explain how you will use each. <em>Bring hardcopy materials to class and for electronic materials list the URL for where you found the source for easy access during our in-class activity.</em>*</td>
</tr>
<tr>
<td>November 20, 2017</td>
<td>Thanksgiving Holiday; no class</td>
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<tr>
<td>November 22, 2017</td>
<td>Thanksgiving Holiday; no class</td>
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<tr>
<td>November 27, 2017</td>
<td><strong>Conferences</strong></td>
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<tr>
<td>November 29, 2017</td>
<td><strong>Conferences</strong></td>
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</tbody>
</table>
**Assignment Due:** In Google Docs type the remaining body paragraphs and conclusion for your paper. Each member of the group is to review it based on the “Google Doc Review Procedures” sheet that is on D2L. *(Use the same Google Doc you already created).*

<table>
<thead>
<tr>
<th>Date</th>
<th>Read:</th>
<th>Assignment Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 4, 2017</td>
<td>None</td>
<td>Complete Revised Draft of Essay 4</td>
</tr>
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<td></td>
<td><em>Submit one copy to D2L for your instructor and bring one hard copy to class to exchange with your peer review group.</em></td>
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<tr>
<td>December 6, 2017</td>
<td>Jane McGonigal’s “Be a Gamer, Save the World” (D2L)</td>
<td>Final Draft of Essay 4</td>
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<td><em>Submit one copy to D2L for your instructor and bring one hard copy to class for your instructor.</em></td>
</tr>
<tr>
<td>Final Exam:</td>
<td>Bring paper and a few pencils or pens.</td>
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<tr>
<td>December 15, 2017</td>
<td></td>
<td>(8:00-10:00am)</td>
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