English 132.014
Research and Argument

Semester: Fall 2017
Meeting Place: Ferguson 171
Meeting Time: MWF 10-10:50 AM
Instructor: Ms. Ashton Allen
E-mail: allenan2@jacks.sfasu.edu
Office: Ferguson 281
Office Hours: MW 8:30-9:45 AM (or by appointment)

Required Texts
Lumberjacks Write—provided
D2L readings; to be printed and brought to class
There will be no textbook to purchase; yay for saving money!

Course Description
In this class, we will discuss the majors you have chosen to study (or may want to study) and any future career paths that interest you. Together, we will learn anything and everything we can about the field you wish to enter. In addition to looking at the positive aspects of your major, we will also research the negatives; this will hopefully prepare you for potential difficulties you may face in the future. This course is designed to help you prepare for your future as well as help you decide whether or not you believe you have chosen the right major, or if you’re undecided, that you might choose a major.

English 132 students continue to study and practice the writing process with a focus on the forms of argument. Students will also develop skills in research methods, such as gathering, evaluating, summarizing, synthesizing, and citing source information. English 132 requires students write a minimum of four formal essays in a range of forms, from analytic to persuasive, or three formal essays and an annotated bibliography. The final paper for the class is a research paper. Students will also learn to incorporate sources into their work according to MLA style.

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

English 132 Learning Outcomes
At the completion of this course, students will be able to:

- Locate, evaluate, and employ a variety of sources, accurately and ethically, in a multi-step, persuasive essay (Critical Thinking);
- Appraise and utilize a variety of standardized genre, discipline, medium, and occasion situation-specific conventions (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).

Students entering 132 should:

- be able to formulate a thesis statement.
- understand the meaning and relationship of claim, evidence, and analysis.
- know and apply the concepts of the rhetorical situation (speaker, audience, purpose,
message, context) and the rhetorical appeals (ethos, pathos, logos).
- understand what makes a unified and coherent paragraph and be able to write one.
- produce mechanically-sound essays with only minor grammatical and spelling errors.
- understand what constitutes plagiarism
- be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Community Analysis Essay</td>
<td>100</td>
</tr>
<tr>
<td>Profile Interview</td>
<td>.50</td>
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<tr>
<td>Profile Essay</td>
<td>100</td>
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<tr>
<td>Proposal</td>
<td>.50</td>
</tr>
<tr>
<td>Annotated Bibliography Prezi</td>
<td>100</td>
</tr>
<tr>
<td>Research Essay</td>
<td>150</td>
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<tr>
<td>Daily work and Participation</td>
<td>150</td>
</tr>
<tr>
<td>Portfolio</td>
<td>200</td>
</tr>
<tr>
<td>Portfolio presentation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

**Final Grade Breakdown:**

A. 1000-900
B. 899-800
C. 799-700
D. 699-600
F. 599-0

NOTE: All assignments should adhere to MLA guidelines: one-inch margins all around,
appropriate headers, double-spaced, written in a 12-point font of Times New Roman, Garamond,
or Baskerville Old Face with the Works Cited attached to the back of the paper (when necessary).
Each assignment must also meet the minimum word count and source requirement. Failing to
meet these guidelines will result in a **SIGNIFICANT** negative impact on the assignment’s grade.
ALSO: I am happy to discuss your grade at least 48 hours after I have returned it to you. I will not discuss it until then. Please do not ask me to discuss your grade immediately after I hand the assignment back. This also means that I will not answer e-mails within the first 48 hours that ask questions about your paper. If you have any questions after this time, please come by my office.

Assignments
Each assignment is due at the beginning of the class. You must turn in a hard copy during the first 10 minutes of class AND you must submit a copy online to D2L (Dropbox). If you fail to submit either copy, I will not grade the paper and you will receive a zero. You will have until 11:59 pm the day of class to submit your assignments to the Dropbox folder. There will be a separate Dropbox for each assignment on D2L. If you do not know how to submit an assignment online, please ask me or a peer. Not knowing how to submit to Dropbox WILL NOT serve as an acceptable excuse for not turning in an assignment.

1. Discourse Community Analysis Essay
Students are required to begin researching a profession that they wish to pursue or that interests them. The students will be required to use 3-4 scholarly, peer-reviewed sources that give an overview of the profession they have chosen. The essay will be between 1,000-1,300 words. The paper will also include a works cited page (not counted towards the minimum word length). 
Due: Monday, September 25th.

2. Research Proposal
Students are required to write a research proposal describing their topic of choice for the final research essay. This proposal will be turned in well in advance of the paper due date and it must be approved by the instructor before the student carries on with their research. The proposal will be 500-800 words and will be in complete MLA format. Note: students will not be allowed to complete their annotated bibliography or final research paper without receiving the instructor’s approval on the research proposal. Due: Monday, October 2nd.

3. Annotated Bibliography Presentation
Students are required to complete an annotated bibliography that includes 7-10 scholarly, peer reviewed sources about a profession they have chosen to pursue or are interested in. Of these sources, no less than 2 should be books (academic in nature) found through the Ralph Steen Library or Judy McDonald Public Library. Each source should include a summary detailing what the article is about and how the source will be used in the research essay. Each annotation should range from 200-300 words and must be accompanied by a complete MLA citation. The student will present their bibliography in the form of a Prezi presentation that will be 5-7 minutes and will then share their bibliography to me by posting the link in D2L. Due Starting: Friday, October 13th.

4. Research Essay
Students are required to complete a final research essay of 2,400-3,000 words in which they continue researching their chosen profession. The paper will demonstrate that the student has developed a well-researched and sound argument concerning the topic approved by the instructor in the proposal. The paper will require that the student use 8-12 scholarly, peer-reviewed sources, of which no less than 3 should be books (academic in nature) found through the Ralph Steen
Library or Judy McDonald Public Library. This paper will display the research and analytic skills the student has developed over the course of this class and ENG 131. The paper will also include a works cited page (not counted towards the minimum word length). **Due: Monday, November 6th.**

5. Profile Interview
Students are required to seek out a professional in a field of study they wish to pursue or that interests them. Students will come prepared with a list of questions and a consent form. **The student must be aware of the interviewee’s schedule and provide the interviewee with an adequate amount of time to prepare for the interview.** After the student conducts the interview they will have the interviewee sign and date a consent form, which will be turned in during class, along with a typed draft of the questions and answers from the interview. **Due: Monday, November 27th.**

6. Profile Essay
Students are required to write a 1,200-1,500 word profile essay that includes information about a profession they have chosen to discuss. The essay will be based on the interview that they conducted with their chosen professional as well as 1-2 additional scholarly, peer-reviewed articles that they have found. The paper will also include a works cited page (not counted towards the minimum word length). **Due: Friday, December 1st.**

7/8. Portfolio and Portfolio Presentation:
For the duration of the entire semester, students will maintain a portfolio. This portfolio will include samples of completed and revised work that has been completed throughout the course. Students may choose what they wish to include and exclude from their portfolios. However, the portfolio must contain 2 finalized essay drafts, 1 essay rough draft (this must be 1 of the 2 final essay drafts), 1 peer review response that was given to you, 1 peer review response that you gave to a peer, and anywhere between 2-5 short, informal written/typed responses. I will remind the students throughout the semester about the portfolio and will answer any questions students may have. The final group conference will be a Q & A session in which students will have the opportunity to have any final questions answered. They will then turn in their portfolio at the end of the semester and present them to me in a 1-on-1 conference in my office. The presentation will be between 3-5 minutes, and will count for 100 points. Students are encouraged to not put off the portfolio until the end of the course. Please keep in mind that the portfolio and its presentation is worth 300 points, the largest number of points given on a single assignment. Therefore, it is pertinent that students work diligently on organizing and maintaining their portfolio throughout the entire semester. **Due Starting: Monday, December 11th.**

9/10. Peer Review/Conferences:
Students will be held accountable for conferences with me in my office (Ferguson 281). Each conference will be done in pairs or groups (depending on the assignment). Students will be required to peer review each group members’ work and submit their peer review response to each student in their group in order for students to make corrections. If a student misses their conference time, they will be counted as absent **FOR THAT WEEK,** will receive no participation points for that week, and will receive a 10-point deduction on their final paper.
11. **Quizzes:**
Students will have multiple quizzes at random over readings and class discussions. The lowest grade will be dropped. Student responses to the quizzes will lead to full classroom discussion. There is not a set number of quizzes; some may count as double.

12. **Daily Work & Participation:**
Daily work and participation is worth 150 points of the overall grade. To receive the full 150 points, students must consistently participate in classroom discussions and come prepared. Coming prepared means having read the material, remember the material, and can engage in conversation with myself and student peers. If it is obvious the student did not complete the homework or assignment being discussed, they will be counted as absent and will not receive participation points for the day. In some cases, if the student repeatedly comes unprepared, they will be asked to leave the class.

**Attendance**
ADULTS MAKE ARRANGEMENTS. Successful students attend regularly, arrive on time, and stay for the duration of class. Please schedule all other appointments without being late or leaving early. Entering the classroom late is disruptive; three tardies is considered one absence. If you are more than 10 minutes late, you will be counted absent. Because you pay for this course, you are still more than welcome to come to class if you are more than 10 minutes late; I would rather have you come late and get part of the lecture than miss an entire day’s worth of information because you were late. However, if you come to class late, please do not ask me what you missed. You will be responsible for getting this information from a peer. If a handout was given that contains important information and has not been put on D2L, then feel free to swing by my office to receive said handout.

1. I will allow 3 unexcused absences.
2. Your final course grade will be lowered by 10 points per absence starting with the 4th.
3. Students with more than 6 absences (excused or unexcused) who fail to drop the course will receive an F for the semester.
4. The absences that count as excused will be documented family emergencies, university-sanctioned events, and medical issues.
5. All excused absences must have proper documentation (i.e. a doctor’s excuse, documentation from coach on SFA letterhead, etc.). DO NOT have your coach, roommate, significant other, parent/guardian, etc. e-mail me an excuse for your absence unless you are physically unable to contact me.
6. Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.
7. In-class assignments cannot be made up unless you have a documented, excused absence. So, if you miss activities due to an unexcused absence, DO NOT ask to make up the work.
8. An excused absence does not also excuse the homework that is due for that day. You are responsible for all the work that is due for the class missed and the next. In the case of an excused absence, homework must be turned in the next day you are in class.
9. Do not expect me to notify you once you have reached an alarming amount of absences or tardies. It is your responsibility to keep track of when you are late or when you miss class.

**Participation**

Each student will receive a grade based on his or her participation in class. Participation involves more than simply showing up to class—it requires being actively engaged in the learning process. The list below outlines some (but not necessarily all) of the elements that will affect the participation grade.

1. **Be on time for class.**
2. **Submit work on time.** Work turned in after our class period is still late work, even if you are absent for the day.
3. **Put cell phones out of sight and on silent.** If I see you using your cell phone during class, I will ask you to leave and you will be counted absent for the day. Extreme or repeated incidents will result in an absence for the class period. During peer review, it’s acceptable to pull out your phone for research to double-check some facts, but please do not stay on them. Other than that one instance, keep them out of sight and out of mind. (Is it so hard to stay off for fifty minutes?) If you have an emergency and need to keep your phone available, let me know before class so I don’t count against your participation grade.
4. **Complete assignments as instructed.** Always read all instructions that I provide and ask for clarification whenever necessary before you submit an assignment. Not following instructions will result in lost points on assignments, and telling me after you have received your grade that you found something confusing or unclear will not result in a grade change.
5. **Engage fully in group work and peer-review.** At the college level, students participate regularly in both individual and group work. Don’t be the person who makes others dread group work. All students will participate in peer-editing. Do your best to contribute meaningful feedback to your peers and incorporate what you learn from the peer-review process into your own work.
6. **Respect fellow class members and the instructor at all times.** Everyone has an opinion, so before you get started just know that you might not always agree with your fellow peers, but it doesn’t necessarily make either one of you wrong. The beauty of the world is that there are a multitude of views and they deserve to be examined. Before you speak your mind, ask yourself three questions: A) Is it good? B) Is it helpful? C) Is it important? If the answer to all of these are no, then just don’t say it. *If at any time you disturb others or me during class time, I reserve the right to ask you to leave and mark you absent for the day.*
7. **Do not sleep during class.** Students who sleep in class will be marked absent for the class session without comment from me.
8. **Refrain from eating noisy and/or pungent foods in class.** You might get the munchies during class and I understand dietary needs, but try to be conscious of your fellow peers and don’t bring anything that poses as a distraction.
9. **Do not bring children or other guests to class.** Please understand that the presence of a child in the college classroom is not conducive to learning, and the college classroom is usually an inappropriate place for children.
10. **Attend all scheduled conferences.** Failure to attend scheduled conferences will affect your participation grade as well as the grade for the assignment about which we are meeting. Additionally, missing a scheduled conference will count against your absences.
11. **Send professional emails.** I don’t mind a quick “Dear Ms. A, Can you meet with me at 2 PM on Tuesday for a meeting? Sincerely, Sally Student from ENG 131.003”, but don’t send something that you would text your best friend. **DO NOT EMAIL ME THROUGH D2L!**

12. **Never pack-up early.** It is perhaps the most annoying thing to hear zippers across the room while I’m still lecturing, so please sit tight and I will dismiss you when I deem necessary.

**NOTE:** If your grade is borderline (within 1.5 points of another letter grade), class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness will keep the grade as is.

**D2L Readings**

I expect students to come to class having completed the assigned reading for that particular class meeting. For the D2L readings, you are expected to bring a printout of that material to class in order to follow and participate in class discussion, to **EVERY CLASS MEETING**. If you repeatedly come to class unprepared, you will automatically lose ten points from your final grade for the course.

**Late Assignments**

I understand that life happens and sometimes things that are beyond our control get in the way. For this reason, I will accept one late assignment with no penalty, with the exception of the final portfolio. 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). However, this “Oops!” will only be allowed on major assignments (major essays). Other than this one “Oops!”, I will not accept late assignments.

**NOTE:** Please do not turn in papers under my office door. I am not responsible for the loss of papers turned in that way, or your subsequently lower grade. If you must turn in your paper late, you may turn it into the English Department. However, please remember that the English department **WILL NOT** accept papers after 4:30 pm. The office is open until 5:00 pm, but trust me when I say they will not take it under **any** circumstance. Also, please either let me know in person or email me when you do so; I rarely check my physical mailbox, so I might not see your already-late essay until weeks later if you fail to notify me.

**Essay Revision**

Students may revise and resubmit any ONE essay of their choice—except the final essay—for a chance at a higher grade. Below is the procedure for revision and resubmission:

1. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In rare cases, you may need to completely reconceive the essay in order to satisfy the requirements. **Rewriting is not just about “fixing the errors.”**
2. Use a grammar handbook or other resources to help you understand the comments I have made. You must understand what you have done wrong before you can rewrite.
3. Contact an AARC tutor (on campus) and discuss the graded paper and assignment with your tutor **OR** schedule an appointment with me to go over your essay in more detail.
4. When you are sure that you understand what your problems were on the original assignment, rewrite the paper, proofread it, attach the AARC tutorial form (if applicable), and the original graded essay, and submit a digital copy of your revision to the Revisions dropbox on D2L and a printed copy to me.

5. Rewrites must be submitted by December 1st, 2017.

6. If the grade for the rewritten essay is higher, it will replace the grade of the original essay. Essays resubmitted without significant revisions will not receive a higher grade. The higher of the two grades will be the one recorded for the assignment.

**Extra Credit:**
During the semester, I will announce extra credit opportunities in class. Any extra credit will be available to the entire class; I will not give individual extra credit assignments, as that would be unfair to the class as a whole, so please don’t ask.

**E-mail**
I encourage students to keep contact with me through email and during office hours. If you have a question regarding the class, the best course of action is to speak with me in person before class, after class, or during office hours. If this is not possible, please email me and I will endeavor to answer within 24 hours of receipt, Monday-Friday 8am-4pm. Please note that emails received outside of working hours will be answered the next working day. (e.g. go ahead and email me on Sunday at midnight about the assignment that is due on Monday at 8 am, but I'll answer your email on Monday at 8:01 am.) Also, please do not e-mail me through D2L. Please Do Not E-mail Me Through D2L. PLEASE DO NOT E-MAIL ME THROUGH D2L. I will not respond.

**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.

**Academic Integrity**
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.

**Definition of Academic Dishonesty**
If you are caught cheating or plagiarizing in my class, I will report you to the Dean of my college and your college. Additionally, you may automatically fail the course.

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or
plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source of another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Turnitin.com (plagiarism detector)**

In this course, we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through D2L dropboxes in electronic format. After the assignment is processed, I will receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**Early Alert Program**

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 projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

**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 additioanl information, consult Human Resources for Policy E-46.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Service (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/](http://www.sfasu.edu/disabilityservices/).

**AARC**

Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Some rules/guidelines that students should follow with respect to the Writing Center:

1. Set up an appointment (they last thirty minutes), either by signing up on the appointment sheet located in the AARC or by setting up in appointment online. You can “drop-in” as well. However, if you wait until the last minute and do not schedule an appointment, you run the risk of waiting in a very long line.

2. Come in with a complete, TYPED, draft—a typed draft is easier for the writing consultant to read, and a complete draft gives them more to work with and respond to.
3. Come in with specific questions about your draft, or specific parts of the paper that you want the writing consultant to look at.
4. Always bring the assignment sheet with you so that tutors can reference it if they need more information about the assignment.
5. DO NOT expect the writing consultant to proofread the essay for you (that means fixing spelling and punctuation errors for you)—most of the time, they won’t. They will, however, point out grammatical/mechanical errors, but it is your responsibility to fix them. To make an appointment, call 936-468-4108. To schedule weekly appointments, visit sfasu.edu/aarc to sign up ASAP.

AARC also provides a program called Jumpstart Peer Mentoring. This service supports students having difficulties adjusting to the university setting by pairing them up with peer mentors (usually upper level students) who’ve learned the tips and tricks to flourishing in our program. These skills include: time management/setting goals, note taking/study skills, test preparation, motivation/self-reliance, and balancing school and social life. For more information, visit sfasu.edu/aarc/jumpstart-peer-mentoring.

**ENG 132 Score Sheet**

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<tr>
<td>Portfolio presentation</td>
<td>/100 points</td>
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</tbody>
</table>

**Total** /1000 points
## Tentative Course Schedule

***This schedule is tentative. I reserve the right to change its contents and will post changes to D2L.***

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td><strong>M:</strong> Course Introduction</td>
</tr>
<tr>
<td>August 30</td>
<td><strong>W:</strong> ENG 131 Recap</td>
</tr>
</tbody>
</table>
| September 1   | **F:** ENG 131 Recap (continued)  
**HW:** D2L Reading ("The 13 Most Useless Majors"; "That 'Useless' Liberal Arts Degree Has Become Tech's Hottest Ticket") | |
| September 4   | **M:** Class Chat (Topics: Career Stereotypes; Your Chosen Discourses)  
**HW:** D2L Reading (John Swale’s “The Concept of Discourse Communities”)                                                                                           |
| September 6   | **W:** Begin Unit 1: *Discourse Community*; Class Chat (Topic: Discourse Community)                                                                                                                                     |
| September 8   | **F:** Introduce/Discuss “Scholarly Sources”  
**HW:** D2L Readings ("Invention Process Strategies"; “Shitty First Drafts”)                                                                                     |
| September 11  | **M:** Class Chat (Topics: Assigned Articles); Assign DCA essay                                                                                                                                                         |
| September 13  | **W:** Discuss “Scholarly Sources”  
**HW:** D2L Reading; “Citing Sources and Avoiding Plagiarism”                                                                                                   |
| September 15  | **F:** Meet in Library: Learn Database Systems  
**HW:** Find sources and begin writing essay. Read each source and write/type a 150-word summary of each source and submit in D2L dropbox by Sunday.             |
| September 18  | **M:** Class Chat (Topics: How to avoid plagiarism and why)  
**HW:** Finish rough drafts. Print off copies for your peer review group members and myself to have in class.                                                  |
| September 20  | **W:** Peer Review Day: Revising/Editing  
**HW:** Finish revising/editing peers’ essays and bring it to class on Friday (be ready to discuss your comments)                                              |
| September 22  | **F:** Peer Review Day: Discussion  
**HW:** Finish editing your own essay to submit final draft on Monday                                                                                             |
| September 25  | **M:** DCA Essay DUE; Discuss Research Project, Part 1: *The Proposal*  
**HW:** Write proposal thesis statement and begin introduction.                                                                                                     |
| September 27  | **W:** Revise and edit introduction and thesis statement; continue work on proposal  
**HW:** Complete a rough draft proposal                                                                                                                           |
| September 29  | **M:** Revise and edit completed proposal  
**HW:** Finish polishing the proposal. Submit final draft on Monday.                                                                                              |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>October 2</td>
<td>M</td>
<td><strong>Proposals Due;</strong> Research Project, Part 2: The Annotated Bibliography</td>
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<td></td>
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<td><strong>HW:</strong> Complete at least 2 annotations and bring to class on Friday</td>
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<tr>
<td>October 4</td>
<td>W</td>
<td>Progress check; continue finding and annotating</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>HW:</strong> Complete at least 2 more annotations and bring to class on Friday</td>
</tr>
<tr>
<td>October 6</td>
<td>F</td>
<td>Progress check; continue finding and annotating</td>
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<td><strong>HW:</strong> Finish finding remaining necessary sources and bring Monday</td>
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<tr>
<td>October 9</td>
<td>M</td>
<td>Progress check; continue finding and annotating</td>
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<td><strong>HW:</strong> Finish bib annotations</td>
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<tr>
<td>October 11</td>
<td>W</td>
<td>Final Q&amp;A for presentations; Convert annotations into a Prezi</td>
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<td><strong>HW:</strong> Finish presentation preparations</td>
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<tr>
<td>October 13</td>
<td>F</td>
<td><strong>Annotated Bibliography Presentations</strong></td>
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<tr>
<td>October 16</td>
<td>M</td>
<td><strong>Annotated Bibliography Presentations</strong></td>
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<tr>
<td>October 18</td>
<td>W</td>
<td><strong>Annotated Bibliography Presentations;</strong> Research Project, Part 3: The Research Essay; Assign Research Essay</td>
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<tr>
<td>October 20</td>
<td>F</td>
<td>Introduce Rogerian and Traditional arguments</td>
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<td><strong>HW:</strong> Submit outline, thesis, and introduction to dropbox by 11:59pm, Saturday.</td>
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<tr>
<td>October 23</td>
<td>M</td>
<td>Logical Fallacies; Discuss Outlines</td>
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<td><strong>HW:</strong> Begin drafting for research essay</td>
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<tr>
<td>October 25</td>
<td>W</td>
<td>Logical Fallacies (continued)</td>
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<td></td>
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<td><strong>HW:</strong> Continue drafting research essay</td>
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<tr>
<td>October 27</td>
<td>F</td>
<td>Logical Fallacies Game</td>
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<td><strong>HW:</strong> Finish drafting essay and send to D2L and bring copies for peers Monday</td>
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<tr>
<td>October 30</td>
<td>M</td>
<td>Peer Review Day: Reading/Revising</td>
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<td><strong>HW:</strong> Finish revising peers’ essays; begin editing peers’ essays</td>
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<tr>
<td>November 1</td>
<td>W</td>
<td>Peer Review Day: Editing</td>
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<td><strong>HW:</strong> Finish revising/editing peers’ essays and bring it to class on Friday (be ready to discuss your comments)</td>
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<tr>
<td>November 3</td>
<td>F</td>
<td>Peer Review Day: Discussion</td>
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<td><strong>HW:</strong> Finish editing your own essay to submit final draft on Monday; Sign up for mock interview times via Doodle poll link on D2L.</td>
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<td>November 6</td>
<td>M</td>
<td>Research essays due; Introduce Unit 3: The Profile Genre; Draft Questions</td>
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<td></td>
<td><strong>HW:</strong> Finish drafting interview questions</td>
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<tr>
<td>November 8</td>
<td>W</td>
<td>Mock Interview with Ms. Allen</td>
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<tr>
<td>November 10</td>
<td>F</td>
<td>Mock Interview with Ms. Allen</td>
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</table>
| November 13 | **M:** Introduce Profile essay  
**HW:** Begin profile essay, complete professional interview |
| November 15 | **W:** NO CLASS: Interview Time |
| November 17 | **F:** NO CLASS: Interview Time |
| November 20 | **MWF:** NO CLASS: THANKSGIVING HOLIDAYS |
| November 27 | **M:** Interview Consent Form Due; Progress check; draft profile essay  
**HW:** Continue working on profile essay; Sign up for group conference times via Doodle poll link on D2L; bring materials for portfolios Wednesday |
| November 29 | **W:** Put together portfolios; peer review portfolios  
**HW:** Finish peer reviewing portfolios |
| December 1 | **F:** Profile essay Due (submit via D2L by midnight tonight); **NO CLASS:** group conferences; bring peer review responses, and portfolios |
| December 4 | **M:** NO CLASS: group conferences; bring peer review responses, and portfolios |
| December 6 | **W:** NO CLASS: group conferences; bring peer review responses, and portfolios  
**HW:** Sign up for Final Presentation times via Doodle poll link on D2L |
| December 8 | **F:** Last-minute Q&A Session about upcoming projects |
| December 11 (FINALS) | **MW:** Portfolio due; Final Presentations |

Class Contact Information:

Name: _______________________ Number:_______________ Email: __________________

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