Instructor Name: Alison M. Crivellaro Cope, M.Ed
Office: 274 Ferguson
Office Hours: MWF; 8-10; 12-1; otherwise by appointment
E-mail: alison.cope@sfasu.edu
Office Phone: 936-468-2165 (leave a message)

Course Prerequisites: A grade of C or higher in English 131.

Required Texts:
- *Becoming Rhetorical*, the online lab and the e-book (ISBN: 978-1-305-95677-3)
- *Lumberjacks Write* (Provided for You)
- Additional readings will be assigned or distributed throughout the term. These will be provided by the instructor or will be designated as available on-line, in the library, or posted in the course page on D2L.

This course requires **MindTap**, which is available for purchase on its own for $59.95 (the eBook + MindTap bundle), or through **Cengage Unlimited**, a subscription that gives you access to all Cengage online textbooks and access codes in one place—for $119.99 per semester. No matter how many Cengage products you use, they are included in Cengage Unlimited at no additional cost. Cengage Unlimited is available in the bookstore or at cengage.com/unlimited.

Registering on Cengage for the MindTap part of this course:
To access your course materials and explore Cengage Unlimited, visit MindTap and create your Cengage account or log in using an existing one. For step-by-step help on getting started, check out our helpful training video and instructions at cengage.com/start-strong. Once you’ve registered, view this tutorial video.

Other Requirements:
Regular and reliable access to the internet (Brightspace via D2L and your 365 Cloud via MySFA), Word processing software (either Google Docs, MS Word, Adobe CS, or Pages), and a flash (jump or thumb) drive, a 50-or more-page paper journal (any kind – composition notebook, spiral-bound, etc.) and access to a printer.

I. Course Description:

**ENGL 132 – Research and Argument**: “Continued study and application of the writing process and the skills of writing with a focus on the forms of argumentative writing and on research methods, such as gathering, evaluating, summarizing, synthesizing and citing source information. **Prerequisite:** C in English 131.”


II. Credit Hour Justification:

ENGL 1302 “Research and Argumentation” (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students will read and study the principles of argumentation (both classical and contemporary), practice analysis of published arguments, and then apply these principles to their own individual arguments that grow out of their career fields and interests. In addition, students will learn best
practices for research in order to inform themselves about the arguments they engage, and they will learn how to incorporate the needed evidence to support their claims/positions. The third component of the course requires students to understand that there are various methods of source documentation; in this course, they will engage the MLA documentation method and observe it in their written productions. Students will practice and (to some extent) master the writing process, producing multiple drafts of a summary analysis, annotated bibliography, a synthesis analysis and an extended argument of their own. These activities average at a minimum 6-8 hours of work outside class each week to prepare for and participate in this course.

III. General Education Core Curriculum Objectives:

The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: The ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

IV. 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.

IV: Student Learning Outcomes for Eng. 132:

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 English 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, punctuation, and spelling errors.
• understand what constitutes plagiarism
• be proficient in MLA basics: page formatting, quotation, citation, and Works Cited lists.

V. Course Assignments & Grade Breakdown

Students are required to complete four formal essay-based projects, among other daily, weekly, group, and individual grades. See below for a breakdown of the percentage of your final grade that each item is worth.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Percentage of final grade</th>
<th>Due Dates (on D2L)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-weekly Quizzes</td>
<td>Open book, multiple-choice and written response quizzes via MindTap on D2L. A variety of topics, including grammar.</td>
<td>10%</td>
<td>On the Sunday at midnight on the week it is due</td>
</tr>
<tr>
<td>Weekly Journals, Daily Grades, and Group Work</td>
<td>Journal writing, group activities, daily writing and critical thinking skills work</td>
<td>10%</td>
<td>Ongoing; every week</td>
</tr>
<tr>
<td>Essay 1: Summary Analysis</td>
<td>Analytical response to an article</td>
<td>10%</td>
<td>Friday, 1/31 @ 11:59 pm</td>
</tr>
<tr>
<td>Essay 2: Rhetorical Analysis of Film</td>
<td>Analytical response to a film with Peer Reviews</td>
<td>10%</td>
<td>Friday, 2/21 @ 11:59 pm</td>
</tr>
<tr>
<td>Essay 3: Research Proposal</td>
<td>Group work; individual submissions required</td>
<td>10%</td>
<td>Friday, 3/6 @ 11:59 pm</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Group work; individual contributions required with a single document produced</td>
<td>10%</td>
<td>Friday, 3/27 @ 11:59 pm</td>
</tr>
<tr>
<td>Essay 4: Persuasive Research</td>
<td>Group work; individual contributions required with a single document produced</td>
<td>10%</td>
<td>Friday, 4/24 @ 11:59 pm</td>
</tr>
<tr>
<td>Presentations</td>
<td>Presentations in class</td>
<td>10%</td>
<td>April 27 – May 1</td>
</tr>
<tr>
<td>Final Exam with written Reflection</td>
<td>Portfolios due and written reflection in class on the final exam day</td>
<td>10%</td>
<td>By Fri. May 9</td>
</tr>
<tr>
<td>Attendance</td>
<td>Unapproved cell phone use, disruptive behavior, eating, sleeping, tardies, leaving early, or otherwise not participating will count towards 1/3 of an absence each occurrence.</td>
<td>10%</td>
<td>Ongoing; every day</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

All students will be graded on their ability to: (1) Achieve the goal of that assignment, (2) Efficiently and effectively communicate, (3) Properly format the work and (4) Avoid stigmatized grammatical errors.

Each assignment will come with its own rubric, but these four factors will always be a part of your grade. Essays will be graded on content (quality, originality, and accuracy of ideas), expression (tone, style, syntax), grammar, sentence structure, MLA formatting style, and following instructions.

**Failure Clause:** **YOU MUST COMPLETE A DRAFT FOR ALL FOUR (4) MAJOR ESSAYS IN THIS CLASS IN ORDER TO RECEIVE A PASSING GRADE.** That is, even if you have a passing grade point average at the end of this course, you will be given an F if you skipped any of the required essays.

**ONE-ON-ONE CONFERENCES:**
After you’ve received written grade feedback for Essay 1, there will be NO CLASSES DURING OUR NORMALLY SCHEDULED TIME on Week 5 (Feb. 10-14). I will distribute a Sign-up sheet to arrange to meet with each of you during a one-on-one conference time (at least a 20-min. appointment) during
that week. You will be required to fill out a questionnaire and bring it with you to my office for your scheduled appointment time. I will make a checklist for all materials needed for this conference. Attendance to this conference is graded. It will count as your attendance grade for the whole week, so, **missing your conference with me will equal 3 absences** – your max allowed in this class!

**GROUP WORK:**
Some of the major graded assignments are to be completed in collaboration with 4-5 group members in the class. Group assignments cannot be changed; this is the nature of most business environments where you will find yourself employed in the future. Hence, it will benefit your future career success to be able to effectively participate with a wide range of diverse people.

**QUALITY OF ASSIGNMENTS:**
This is an English class; therefore, high standards of English grammar, syntax, and punctuation will be maintained throughout this class. Even when you send me an email or bring an excuse for an absence – everything you write should be proof read. Please proofread your papers before submitting. All work will be submitted via D2L dropbox for an originality check.

**GRAMMAR/MECNANICS & REVISION REQUIREMENTS:**
This is a college-level English course, so your work must reflect that. If I discover five (5) or more simple, unique, sentence-level grammatical and/or mechanical errors on a single page of any formal written assignment, I will stop grading for such errors and **give the assignment a 50%**. I will continue to make constructive comments on content, organization, or basic elements of an essay, and you will have the opportunity to revise the work for a new, averaged grade (the original 50 + the revised grade divided by 2).

**If you fail to complete a mandatory revision for any reason, the revised grade will be a zero (0) and will be averaged with the original 50, for a final score of 25. Only one revision will be allowed per student per semester.**

**GRAMMARLY:**
Before you begin working on any written assignments in this class, you should install the free version of Grammarly.com to your laptop or whatever device on which you will be producing your written assignments in this (and any) class. [https://www.grammarly.com/](https://www.grammarly.com/) is a free, AI-powered writing assistant. It won’t catch all the errors, but it will help.

**ESSAY FUNDAMENTALS:**
All written work MUST be submitted in proper MLA 8th ed. format, which includes Times New Roman font, 12 pt., double-spaced, typed, with a heading at the top left on the first page (see below), and every page following that must be numbered at the top right (different first page).

The top of your first page of an MLA essay should appear like this:

```
----------Nothing in the headline space on the 1st page----------
Student First & Last Name
Eng. 1302
Prof. Cope
Date

Title of Essay (Capitalize 1st Letter of Each Word Except for Prepositions and Conjunctions)
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IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:
Four (4) formal essay projects, Weekly Quizzes on D2L, Attendance and Participation, weekly journals, Group work (collaborative writing), and a Presentation. Rubrics and guidelines will be posted in D2L, as well as discussed in class.

Letter grades for the course will be determined as follows:
90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F
I will round up after 0.5, so a final grade average of 89.5 will receive the final letter grade of A.

Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is
either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

VI. Student Ethics and Other Policy Information:

Major Paper Due Dates

A tentative schedule will be posted in D2L, but to help you organize and prepare, here is a list of the due dates for all major papers. Please see D2L for specific rules and guidelines on the submission procedure.

- Essay 1 – (due @ end of wk. 3) Friday, 1/31 by 11:59 pm (in D2L)
- Essay 2 – Peer Reviews in class (wk. 6) (Final draft due Friday, 2/21 @ 11:59 pm in D2L)
- Research Proposal – (due @ end of wk. 8) Friday, 3/6 by 11:59 pm (in D2L)
- Annotated Bibliography – (due @ end of wk. 10) Friday, 3/27 @ 11:59 pm (in D2L)
- Argumentative Research Paper – (due 4/24 @ 11:59 pm)
- Final Exam – During the week of May 4-9 (TBA; see D2L calendar)

Note on End of Semester Grading

Please be advised that I do not “bump” grades. The grade you earn in the D2L gradebook is the one that will show up on Banner: SFA’s official grade reporting system. There will be an opportunity to get 5 points extra credit by attending civic engagement events on campus at SFA. You will be notified as these events come up on the SFA calendar. No make-ups or late work are accepted due to the fast pace of this course. The only revisions allowed are on Essay 1.

Desire 2 Learn (D2L) Online Classroom and Email Access

This course relies heavily on the D2L online classroom (https://d2l.sfasu.edu/). The site will hold an electronic copy of this syllabus, weekly quizzes and other grade items, rubrics, the unit schedules, all reading materials not found in the assigned textbooks, and any other handouts or material necessary. All topics will be assigned via D2L, and all major papers must be submitted through the Dropbox link on the site. It will also act as the primary email service for this class.

*It is the student’s responsibility to regularly check both the site itself and the email services frequently throughout the week during this course.*

Submission Policy for Major Assignments

Every major assignment must be submitted via D2L dropbox on the days listed above. The only time you’ll have to print a paper and bring it to class is for the Peer Review of Essay 2, and you might want to print a few things for the group collaboration. For full guidelines and rules on submitting your work, see D2L.

Other Classroom Policies:

- **Food:** No food in class, and only cups or bottles with a lid, please. Seriously, this class is not even an hour long; you shouldn’t need to eat while you are here. Make sure your water or soft drinks are in containers with a lid, so that we can avoid making a mess. If you happen to have a spill while you are in the classroom, kindly demonstrate your ability to clean it up. If you bring any noisy food or eat distractingly, you will be asked to leave or throw it away; your participation grade for the day will suffer as well.
- **Golden Rule:** “ Treat others as you would want to be treated.” This means that I take disrespect and rudeness as highly offensive, against me and, especially, my students. If I see you behaving rudely, your participation grade for the day will suffer, and (depending on the severity) there might be other consequences. Please note that this rule applies both in and out of the classroom, i.e. while waiting outside my office, communicating with each other (or me) via school email, group work, etc.
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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Course Specific Policy on Plagiarism

I take plagiarism and cheating very seriously, and I have very specific rules that apply to the issue of taking from another person’s published ideas without proper citations. Read below and see my Plagiarism Contract on D2L for more specifics.

Definition of Academic Dishonesty

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 supporting evidence, citations on an assignment; and/or;
- 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 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; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
- Submitting your own original work if you have already written and submitted for another class assignment (ie., your old essays from high school or 131). . . . yes; it’s wrong even if you are plagiarizing yourself!

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Documented proof of cheating or plagiarism will result in a failing grade for the course.**

Turnitin Statement:

This university subscribes to Turnitin.com, an online collaborative learning tool for faculty which supports faculty in their quest to uphold academic integrity. Student coursework will be submitted to the scrutiny of the Turnitin software. Please note that these submissions of assignments to Turnitin do not necessarily constitute an accusation or suspicion of plagiarism. It is also the means by which I give you detailed, in-line feedback on your essays for revision (ie., grade improvement) purposes, so ALL ESSAYS MUST BE UPLOADED TO TURNITIN BEFORE BEING GRADED.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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/.

Attendance
Given the important role whole class and small group discussions and activities will play in this course, your attention and presence in class are required. Simply put, attendance is mandatory.

On the third unexcused absence, your attendance grade will be dropped a letter grade. Each subsequent absence will result in an additional letter-grade reduction. Tardies (15 min. late) or early departures (>15 min.) count as one-half an absence, so two such unexcused occurrences will count as one absence. I will take attendance daily via a sign in sheet.

Additionally, more than just your physical presence is required if you are going to get credit for your participation in this class. This means that you could attend a class and be physically present, but you could actually still earn a ZERO (0) for that day’s attendance not get any credit for just breathing there – if your choice is to devote your time to your electronic device, sleep, or otherwise daydream that class period away – you will not earn any credit towards showing up that day. (There will be at least one verbal warning before your attendance grade is altered due to lack of participation.)

Whether an absence is excused or not, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in all four major essays to pass the course.

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Student Code of Conduct: Policy 10.4
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, policy D-34.1). 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. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

VIII. Other Relevant Course Information:

Mobile technology:
Please turn mobile phones and other mobile technology to silent prior to the beginning of class. REFRAIN from non-instructional use of mobile technology during class. As adult learners, I trust any use of mobile technology—taking pictures of notes, looking up definitions, engaging in
formative assessment apps, etc. is on task and I expect you not to take advantage of my professional trust.

**After a single verbal warning to stop using your device for any non-instructional use, points will be deducted from your daily attendance grade if the warning is ignored. This means you could attend a class and be physically present, but you could actually still earn a ZERO (0) for that day’s attendance not get any credit for just breathing there – if your choice is to devote your time to your electronic device, sleep, or otherwise daydream that class period away.**

**Learning Guide:**
The weekly “learning guide,” or table that states your weekly activities and due dates, appears on the top of every week’s module in D2L. The weekly learning guide will show you all assignments, required readings, quizzes, and due dates for that week. The learning guides are there to give you a sort of checklist in preparing for your busy week ahead.

You should always have the habit of checking our course page on D2L at the start of each week (ie., Monday), and subsequently at least twice a week after that, so you can stay on top of all the communication we share in this course.

**The Tentative Class Schedule is below and is also available on our course D2L page Please note: The calendar on D2L is the most up-to-date reference for due dates.**

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**Tentative Course Calendar Spring 2020**

*BR is the abbreviation for the textbook titled, *Becoming Rhetorical*

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Jan. 15-17) Wed. &amp; Fri.</td>
<td>Intro/D2L; Syllabus Review; Argument; Rhetorical Situation; Rhetorical Triangle</td>
<td>Syllabus; Plagiarism Contract; Ch. 1 <em>BR</em></td>
<td>Signed Plagiarism Contract Day 1 Questionnaire</td>
</tr>
<tr>
<td>2 (Jan. 22-24) Wed. &amp; Fri.</td>
<td>Advertising Analysis; Summary Response; Analyze Your Own Rhetoric</td>
<td>Assigned article Essay 1 prompt Ch. 4 <em>BR</em></td>
<td>Quiz 1 (on reading) Mindtap activities (see D2L)</td>
</tr>
<tr>
<td>3 (Jan. 27-31) MWF</td>
<td>Essay rubric; review: outline, paragraphs, ICE quotes</td>
<td>Sample outline Lumberjacks Write Ch. 3 <em>BR</em></td>
<td>Essay 1 due 1/31</td>
</tr>
<tr>
<td>4 (Feb. 3-7) MWF</td>
<td>Rhetorical appeals review; Types of arguments: Rogerian, Toulmin, and traditional</td>
<td>Essay 2 prompt Ch. 5 <em>BR</em></td>
<td>Quiz 2 Mindtap activities (see D2L)</td>
</tr>
<tr>
<td>5 (Feb. 10-14)</td>
<td>Conferences/Tutorials (turn in questionnaire)</td>
<td></td>
<td>Mindtap activities (see D2L)</td>
</tr>
<tr>
<td>6 (Feb. 17-21) MWF</td>
<td>Peer Reviews; Counterarguments Revising – Editing – Proofreading Don’t get duped! Persuasion; Fallacies</td>
<td>Peer Review Sheet See readings on D2L Ch. 6 <em>BR</em></td>
<td>Essay 2 due 2/21</td>
</tr>
<tr>
<td>7 (Feb. 24-28) MWF</td>
<td>Research topics New groups – set roles Arguing a position</td>
<td>See readings on D2L</td>
<td>Quiz 3 Mindtap activities (see D2L)</td>
</tr>
<tr>
<td>Date</td>
<td>Description</td>
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<tr>
<td>8 (March 2-6)</td>
<td>Library Day: Finding Sources; Evaluating Sources; Synthesizing Sources; Using MLA &amp; the library database</td>
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<tr>
<td>9 (March 9-13)</td>
<td><strong>Spring Break Week!</strong></td>
<td></td>
<td></td>
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<tr>
<td>10 (Mar. 16-20)</td>
<td>Library Day: Finding Sources; Evaluating Sources; Synthesizing Sources; Using MLA &amp; the library database</td>
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<tr>
<td>11 (Mar. 23-27)</td>
<td>Library Day: Finding Sources; Evaluating Sources; Synthesizing Sources; Using MLA &amp; the library database</td>
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</tr>
<tr>
<td>12 (March 30 – April 3)</td>
<td>Library Day: Finding Sources; Evaluating Sources; Synthesizing Sources; Using MLA &amp; the library database</td>
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</tr>
<tr>
<td>13 (Apr. 6-10)</td>
<td>Library Day: Finding Sources; Evaluating Sources; Synthesizing Sources; Using MLA &amp; the library database</td>
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<tr>
<td>14 (Apr. 13-17)</td>
<td>Library Day: Finding Sources; Evaluating Sources; Synthesizing Sources; Using MLA &amp; the library database</td>
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<tr>
<td>15 (Apr. 20-24)</td>
<td>Library Day: Finding Sources; Evaluating Sources; Synthesizing Sources; Using MLA &amp; the library database</td>
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<td>16 (Apr. 27 – May 1)</td>
<td>Library Day: Finding Sources; Evaluating Sources; Synthesizing Sources; Using MLA &amp; the library database</td>
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**In-class Journal every Friday**