I. Course Description:

**ENGL 1301: Rhetoric and Composition**: 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. Must earn a C or higher to be admitted to any English 200-level course.

**Credit Hours Justification**

ENG 131 “Rhetoric and Composition” (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks and meets during finals week according to the final exam schedule. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of four essays with a total page count of at least fifteen pages of finished writing. Emphasis is placed on writing processes, including multiple drafts and short assignments that require generating, revising and editing writing. Final exams typically include presentations of student writing. These activities average six hours of work outside of classroom hours.

**Technical Support Information:**

For D2L Technical support, contact the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu

**Required Texts and Supplements:**

- **Waymaker via** the INRW-0399-004 page on D2L from Lumen Learning. It only costs $25 to purchase this from the home page in D2L.
- The **ISBN = 978-1-64087-330-8**
- Flash drive and/or cloud storage on which to save work.
- Note-taking and reading supplies, including paper, pen, highlighter, page tabs (sticky notes), and bookmarks, are recommended.
In this course, you will use “Waymaker” instead of a traditional textbook. Waymaker is a program that provides your course materials digitally inside Brightspace (D2L). You can access all readings, videos, a study plan, quizzes and other activities through the course page.

**A note about Waymaker Quizzes:** they help you learn! After your first quiz attempt you’ll receive feedback and opportunity to learn and practice the content before your 2nd or final quiz attempt.

Purchasing Waymaker: You can purchase Waymaker with a credit card online for $25 when you access the course first thing on Monday. Access to Waymaker is required by the last Friday of Week 1.

**Getting Started with Waymaker:** You will find a video and guide that walk you through how to access Waymaker and how to complete your readings and assignments here: [lumenlearning.com/gettingstartedwithwaymaker](http://lumenlearning.com/gettingstartedwithwaymaker).

### Class Materials
- Writer’s Notebook (spiral, journal, e-journal app., etc.)
- Computer (with an ENGL. 1301 folder for your saved work and notes from this class)
- Course readings posted on Brightspace in each weekly module
- Access to a computer, printer, stable wifi for Zoom classes, and D2L.

### Classroom / ZOOM & Online Schedule
This class meets via Zoom every **Monday & Wednesday at 2:30 – 3:45**. “Workshop Friday,” on Fridays @ 2-3 pm will start in week 3. The classroom will be open that hour for an instructor-led writing workshop and you can bring any assignments that you are working on to get my feedback. Additionally, students are expected to complete 2-4 hours of independent work to be done at your own time via Brightspace/D2L during the course of each week. Independent work includes but is not limited to journal writing, tutorials, study plans, quizzes, and readings, and must be submitted through the D2L page in order to earn credit for this work.

See below for Zoom attendance guidelines – in short, attendance with cameras on is mandatory.

### II. English 1301 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).

**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.

The table below indicates the core objectives addressed by this course:

<table>
<thead>
<tr>
<th>Critical Thinking Skills</th>
<th>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (Assignments that meet these criteria: Essay 1, Essay 2, persuasive writing project)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication. (Assignments that meet these criteria include: Essay 2, discussion boards, multi-modal presentation)</td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (These criteria are met through the collaborative research project and peer reviews)</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making. (These criteria are met through analyzing argument &amp; media analysis, discussion boards, and small group conversations)</td>
</tr>
</tbody>
</table>

**III. Course Assignments, Activities, & use of Technology:**

**Quality of Assignments**

- High professional standards are expected of all assignments.
- All written and/or group assignments are to be submitted in a timely, professional manner.
- All assignments are due on the assigned date. Late assignments will not be accepted unless a deadline extension is negotiated before the work is due.
- Written assignments are to be submitted to the assigned D2L dropbox (only PDF or .doc files are accepted via D2L/Brightspace).

**IV. Course Assignments:**

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1: Narrative</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 2: Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 3: Synthesis/Research</td>
<td>15%</td>
</tr>
</tbody>
</table>
Assignment Guidelines:

A. Create all correspondence and assignments, including email, in Standard English. Written work must be professional. This means NO slang terms, “text” lingo, nor any other nonstandard English. Students experiencing difficulty with Standard English and/or conventions of writing are encouraged to seek assistance:

- by making an appointment with the instructor, or
- through the campus Academic Assistance and Resource Center (AARC) located on the 1st floor of Steen Library, 936-468-4108.

B. Maintain a copy of ALL submitted work “backed-up” on a flash drive or iCloud. All assignments must be computer-generated and free from spelling and grammar errors.

C. Drafting/Author’s Notes
Revision is a major component to this class, primarily because research shows that revision is integral to learning how to write well. Learning how to heavily revise drafts is an important skill for all writers to practice. Heavy revision requires writers to acknowledge that our first drafts are not our best and that revision may require significant rewrites. Students who commit themselves to the hard work of heavy revision inevitably produce better essays and become stronger writers.

For each major essay, you will complete at least one rough draft. Each draft (rough and final) should include an author’s note (just a short paragraph at the end of the last page). We will discuss author’s notes in class. The author’s note should include:

1) The state and history of your draft (first draft, third, etc. and what revision(s) you have already completed)
2) Your intended audience & message (in one or two sentences)
3) What you think is going well
4) What you are having trouble with or would like advice on

D. Make-ups and late work. Late work is not allowed. If you are going to miss class and you know it in advance, let me know so I can release the course work to you before your absence.
Assignment submissions must be **as directed** (via Drop Box, hard copy, etc.). Revisions are occasionally allowed on the essays, but you must turn in your work by the due date.

**E. Waymaker activities.** Waymaker is an integrated, personalized, interactive program that contains readings, quizzes, study tools, tutorials, and all your graded assignments in this course.

**ONE-ON-ONE CONFERENCES:**
After you’ve received written grade feedback for Essay 1, there will be a small group conference scheduled outside of class time (at least a 20-min. appointment) during that week. You will be required to fill out a questionnaire and bring it with you, along with a copy of your graded essay (on the TurnItIn Grademark view) for our 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 one day – a full 10 points from the “Participation” grade category.

**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/ is a free, AI-powered writing assistant. It won’t catch all the errors, but it will help.

**V. Evaluation and Assessments:**

**A. Assignments.** All the course material is contained in D2L and will be arranged in weekly modules with checklists and prompt sheets with directions on that module. Tune into D2L every Monday before class so you can see what’s coming!

**B. Participation.** Be attentive and on-task. Your participation is mandatory, so if I cannot see your eyes (open) and if you do not respond when called upon, or any other indication you are zoning out or ghosting the class, will result in **up to one hundred (100) point reduction of your daily Attendance/Participation points.**

**C. Attendance.** If you are not in attendance for the daily exercises, activities, and group conferences, you cannot earn credit related to those assignments, unless it is an excused absence. Only 3 unexcused absences are allowed from our Zoom meetings. Your independent work must still be completed each week, but it can be done according to your own schedule by the due date.

**D. Due dates.** Submit all work by the due date. There will be no “make-ups” for missed assignments, quizzes, group activities, etc., due to an **unexcused** absence; these will be recorded as zero. If a class is missed and the absence is deemed an **excused** absence, the student is responsible for obtaining and completing all assignments before the next class meeting. In order to get an excused absence, documentation must be provided as early as possible, preferably prior to the absence, so that the professor can make necessary arrangements to accommodate your absence.

**VI. Attendance:** The attendance policy for this course is the official SFASU policy as stated at: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp (See Policy Section 6.7).
A. Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of all courses to qualify for financial aid. **Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn.** This is due to federal financial aid requirements. Students reported as not attending when census day course rosters are submitted may lose their financial aid.

B. **Valid excuses** are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events. **Students are responsible for providing written documentation for EVERY absence, and the instructor will determine whether or not the absence meets the criteria of an excused absence.**

C. The absence will automatically be considered UNEXCUSED without approved written documentation provided to the instructor at the following class meeting after the absence, and ten points (one whole letter grade) will be deducted for each unexcused absence you’re your grade in Attendance/Participation.

**That is, each unexcused absence counts a whole letter grade.**

D. **Documentation of attendance** will be via Zoom. During Zoom meetings, students are expected to be attentive and actively participating (answering questions, using chat, completing activities, etc.). Students are expected to have their cameras on and faces visible for the entire Zoom meeting. Your microphone should be muted unless you are speaking. Any disruptive behavior, as determined by the instructor, will not be allowed, and students may be asked to stop or leave the meeting depending on severity. Please use common sense and be respectful. If Zoombombing occurs, I will end the meeting, and I will email you via D2L Brightspace with further instructions.

E. Late class arrivals are disruptive. Feel free to login to the Zoom Room early; there’s a waiting room set up. However, late arrivals count against your attendance grade as tardies. Unauthorized late class arrivals or early departures will be assessed as 1/3 of an unexcused absence; **this means that three tardies equals one absence.** Missed work or lack of participation will result in a zero for that day.

F. **Tentative Course Timeline** The detailed and up-to-date “Schedule of Readings and Assignments” is available by PDF in the D2L Resources folder. Please download a copy and save it in your English files. This timeline may be updated/changed at any point in the course and is subject to the instructor’s discretion. You will be notified if anything changes.

**Message from the AARC: Visit the SFA Academic Assistance and Resource Center (AARC)!** The AARC provides a variety of free academic support programs for students at SFA. Our services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. We also provide academic skills workshops upon request.

**COVID-19 MASK POLICY**
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not
wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Community Standards. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


[The above policy pertains to face-to-face classes. If you are practicing safe social distancing while on a Zoom Room meeting, please remove the mask so we can see & hear you better.]

**Statement as a Responsible Employee / Lumberjacks Care**

SFA strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources, such as advocates, counselors and health care providers employed in these capacities by the university and as listed in section 4.5 of Policy 2.13) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the university’s Title IX coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/Lumberjacks-care.

**Office of Community Standards**

The Office of Community Standards is a great first stop when life is interfering with school. The Office of Community Standards offers students with temporary limiting conditions help in locating services and assistance vital to their continued academic success. The Director of the Office of Community Standards works with a student to determine individual needs and then attempts to package assistance from available resources on campus. Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Community Standards and request an absence notification be sent to their instructors. The Office of Community Standards is located in 315 Rusk. Phone: 936-468-2703, Website: http://www.sfasu.edu/judicial/

**VI. Course Evaluations:**

Near the conclusion of each semester, students are prompted to electronically evaluate courses taken. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

**VII. Student Ethics and Other Policy Information:**
**Academic Accommodation for 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 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/.

**Student Academic Dishonesty: Policy (A-9.1)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**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 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.

**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.

**Student Appeals**

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

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

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for
the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct:**

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. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Counseling Services**

College is stressful! Counseling is a free service for all students at Stephen F. Austin, located on the third floor of the Rusk building. Phone: 936-468-2401, Email: counseling@sfasu.edu, Website: [http://www.sfasu.edu/counselingservices/](http://www.sfasu.edu/counselingservices/)

**VIII. Other Relevant Course Information:**

**General Zoom Guidelines:**

- Sign in using the Zoom link shared with you on the course announcement page. This is a recurring meeting that will be at the same time on the same days every week.
- You must use only your full first name and last name as listed on the class roster. Do not use a nickname or other pseudonym when you log in. It makes it impossible to know who is in attendance. Using your full name quickly sorts students into their groups when needed. Users who do not provide their full names will NOT be admitted to class.
- Stay focused. Please stay engaged during all class activities. Close any apps on your device that are not relevant and turn off notifications.
- Do NOT Ghost the class. Don’t use this as a time to “check in and check out.” Rather, if you want to earn a participation grade for the Zoom class, **turn on your video, mute the microphone** unless called on or **raise your hand to join the conversation** (in the toolbar on the bottom of the screen when you have Zoom running) if you have something relevant to say or a question to ask.
- Video: Turn on your video. It is helpful to be able to see each other, just as in an in-person class. I expect to see your eyes the majority of the time during class, so **if your face is not visible on the screen, you will get a ZERO for participation that day.**
- Audio: Do NOT use any of the voice-altering or sound features in the Zoom classroom. Just your own voice, please. Mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Chat: Make sure your chats are shareable and visible to everyone. Keep it clean. Don't share anything you wouldn't put up on the projector in class and mind your language! Do not
carry on a private chat with a classmate; we can all see your expression so non-sequitur laughs are dead giveaways for shenanigans. Stay on topic. Use the chat window for questions and comments that are relevant to class. The chat window is not a place for socializing or posting comments that distract from the course activities.

- Be in a quiet place when possible. Find a quiet, distraction-free spot to log in. Turn off any background music, tv, etc. It’s hard to pay attention while you are driving, in a restaurant or coffee shop, or someplace public.
- No disrespect or hate speech. Just like in our in-person class, respectful behavior is expected. Consider Zoom a professional environment, and act like you're at a job interview, even when you're typing in the chat.

**Workshop Fridays:**

Each Friday from 2-3 p.m., starting around week 3, the Zoom classroom will be open for “Workshop Fridays.” The time is an optional open lab in which you can come with your rough draft for feedback from me, get some writing lab time to focus, or just ask me any questions you might have about the coursework or grade items. This is not directly connected to a grade item, but studies show that when you put in the time & effort for workshop writing, your written work always improves. So, think of this as the only extra-credit opportunity for the class: it will give you better practice with the subject material.

**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, 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 participation.**

**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. Here’s a sample learning guide:

<table>
<thead>
<tr>
<th>Week 5 - Learning Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Description</td>
</tr>
<tr>
<td>Read the following:</td>
</tr>
<tr>
<td>Watch the videos:</td>
</tr>
<tr>
<td>Do the following:</td>
</tr>
<tr>
<td>Annotate the text</td>
</tr>
<tr>
<td>Chapter Reading Quizzes</td>
</tr>
</tbody>
</table>
You should always be in the habit of checking our course page on D2L every Monday before class, and subsequently at least twice a week after that, so you can stay on top of all the communication we share in this course.

**Changes:** The instructor reserves the right to make changes or modifications in the course requirements as needed and / or as required to meet course goals. Students will be notified of the changes.

**Tentative Course Timeline**

<table>
<thead>
<tr>
<th>Week # / Date:</th>
<th>Themes/Readings:</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Aug. 23 - 25</td>
<td>Defining &amp; Finding Success (16 Habits of Mind)</td>
<td>Get set up with Waymaker &amp; do the links in Mod. 1</td>
</tr>
<tr>
<td>Week 1 <em>independent work</em></td>
<td></td>
<td>Motivational posters</td>
</tr>
<tr>
<td>Week 2: Aug. 30 – Sept. 1</td>
<td>Reading in College (How to Ace this class &amp; other Reading Strategies); Reading analytically</td>
<td>College Reflection writing; Annotating &amp; outlining</td>
</tr>
<tr>
<td>Week 2 <em>independent work</em></td>
<td></td>
<td>Independent grammar skills</td>
</tr>
<tr>
<td>Week 3: (Labor Day Holiday) Sept. 8</td>
<td>Writing in College; Essay Writing, &amp; Intro to Narration; Rough draft for Essay 1</td>
<td>Getting Started; Intro to Prewriting; Prewriting Strategies; Intro. To Drafting; Essay organization</td>
</tr>
<tr>
<td>Week 3 <em>independent work</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4: Sept. 13 – 15</td>
<td>Writing Essentials; Drafting; Paragraphs, intro, conclusion, topic sentences; Thesis</td>
<td>Essay 1 due Sunday, 9/15</td>
</tr>
<tr>
<td>Week 4 <em>independent work</em></td>
<td></td>
<td>Intro to Organizing; Putting the Writing Process Together</td>
</tr>
<tr>
<td>Week 5: Sept. 20 – 22</td>
<td>Grammar &amp; Revision; Proofreading &amp; Editing Rhetorical Triangle/Audiences</td>
<td>Essay 1 revisions</td>
</tr>
<tr>
<td>Week 5 <em>independent work</em></td>
<td></td>
<td>Independent grammar practice</td>
</tr>
<tr>
<td>Week 6: Sept. 27 – 29</td>
<td>Reading rhetorically; Rhetorical Appeals &amp; Thesis statement</td>
<td>Rhetorical Context</td>
</tr>
<tr>
<td>Week 6 <em>independent work</em></td>
<td></td>
<td>Independent grammar practice</td>
</tr>
<tr>
<td>Week 7: Oct. 4 – 6</td>
<td>Rhetorical Analysis; Inference; Using Sources as Evidence</td>
<td>Ad rhetorical analysis</td>
</tr>
<tr>
<td>Week 7 <em>independent work</em></td>
<td></td>
<td>Independent grammar practice</td>
</tr>
<tr>
<td>Week 8: Oct. 11 – 13</td>
<td>Synthesizing a Text; Intro to Argument; ICE-quotes</td>
<td>The Role of Inference in Reading Satire</td>
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<tr>
<td>Week 8 <em>independent work</em></td>
<td></td>
<td>Independent grammar practice</td>
</tr>
<tr>
<td>Week 9: Oct. 18 – 20</td>
<td>Academic Argument (Logic &amp; fallacies)</td>
<td>Essay 2 due Sunday, 10/24</td>
</tr>
<tr>
<td>Week 9 <em>independent work</em></td>
<td></td>
<td>Logical fallacy ads; organizing an argument</td>
</tr>
<tr>
<td>Week 10 <em>independent work</em></td>
<td></td>
<td>Independent grammar practice</td>
</tr>
<tr>
<td>Week 11: Nov. 1 – 3</td>
<td>Using Sources; integrating material ethically and accurately</td>
<td>Research scavenger hunt</td>
</tr>
<tr>
<td>Week 11 <em>independent work</em></td>
<td></td>
<td>Independent grammar practice</td>
</tr>
<tr>
<td>Week 12: Nov. 8 – 10</td>
<td>Quoting, Paraphrasing, &amp; Summarizing; Avoiding plagiarism; citing.</td>
<td>Independent grammar practice</td>
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<td>Week 12 <em>independent work</em></td>
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<tr>
<td>Week 13: Nov. 15 – 17</td>
<td>MLA style; research workshop &amp; small-group collaboration</td>
<td>Essay 3 due Sunday, 11/17</td>
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<tr>
<td>Week 13 <em>independent work</em></td>
<td></td>
<td>Independent research for paper</td>
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<td>Week 14: Nov. 22 – 24 Thanksgiving week</td>
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<tr>
<td>Week 15: Nov. 29 – Dec. 5</td>
<td>Multimodal writing &amp; presentations of argument</td>
<td>Presentations due Sunday, 12/5</td>
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<td>Week 16: Dec. 6 – 8 Finals Week</td>
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<tr>
<td>Written Reflection Essay &amp; final portfolio due</td>
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