UNIVERSITY AND DEPARTMENT POLICIES

Catalog Description: English 1302 is a course in critical reading and writing across the curriculum, including the research process and research paper. Prerequisite: Students must pass English 1301T, English 1301, or have earned equivalent credit.

Core Objectives, Student Learning Outcomes, and General Learning Activities

Critical Thinking: Find, inquire into, analyze, and synthesize texts relevant to appropriate academic issues through a variety of media, including library resources; recognize issues/problems; engage in the research process; synthesize various approaches; analyze interrelationships between content, structure, and ideas; organize ideas in innovative ways to reveal patterns and to develop an argument

Communication: Consider audience, context, purpose, conventions, and circumstances relevant to the academic context; use relevant and appropriate content for academic audience, medium, and message.

Teamwork: Work individually and collectively toward a shared purpose or goal with the members of their team to create drafts and/or presentations and evaluate each team member’s work and contribution.

Personal Responsibility: Identify their own core beliefs and the sources of those beliefs to connect their choices and actions to decision-making and to evaluate possible consequences of their decisions.

General Learning Activities: Students will research and draft multiple papers, prepare and present collaborative projects that include oral presentations and visual arguments, and will evaluate their participation and the work of others in various class activities. By enrolling in this course, students have agreed to share their texts for the purposes and contexts outlined in the syllabus.

Academic Honesty: All students suspected of plagiarism will be reported to the Office of Student Services which maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/. Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and presents them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result. Plagiarism can include any of the following: Failing to quote material taken from another source; failing to cite material taken from another source; submitting writing that was written by another person or for another class; submitting writing that was substantially edited by another person. If an instructor thinks a student may have plagiarized, he or she will follow these steps: Meet privately with the student to discuss the assignment in question and the evidence of plagiarism; identify the appropriate consequence; file a report with the Office of Student Services. The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following: Adequately redo or revise the assignment in question; fail the assignment in question; fail the class; or be subject to more severe sanctions imposed by the Dean of Students.

Special Accommodations: If you have a documented disability or think you may have a disability and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Services Office as soon as possible at 325-942-2047 or studentservices@angelo.edu in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Services. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Class Cancellation: The instructor will notify students via BLACKBOARD if class is unexpectedly cancelled.

Religious Holidays: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

INSTRUCTOR-SPECIFIC POLICIES

Attendance/Tardiness Policy: DEPARTMENT POLICY REQUIRES DOORS TO BE LOCKED WHEN CLASS BEGINS. PRINTED WORK IS DUE WHEN CLASS BEGINS. THREE LATE ARRIVALS is an ABSENCE. Arriving more than TEN MINUTES LATE is an ABSENCE. Illnesses, personal emergencies, etc. are NOT excused absences. ASU students and instructors are bound by the terms of the Code of Student Conduct which is published in the Student Handbook at https://www.angelo.edu/student-handbook/. STUDENTS ABSENT MORE THAN SIX MWF CLASSES HAVE NOT FULFILLED THE ATTENDANCE REQUIREMENT AND WILL NOT PASS THE COURSE.
Appropriate Behavior: DEPARTMENT POLICY DOES NOT ALLOW FOOD OR DRINKS. You need to be in your seat when class starts and ends. You are expected to remain in the classroom. Prepare yourself for success before each class period: get enough rest, eat breakfast and lunch, use the restroom, complete all homework, print any necessary documents, bring materials, etc. The use of any electronic device except for assigned in-class work, talking, sleeping, doing work for other classes, etc., is not allowed. You are expected to be courteous and behave appropriately including treating your fellow classmates and instructor with respect. For any violation you can be asked to leave, penalized with an ABSENCE, and reported to appropriate authorities.

Late Work and Grade Challenges: For efficiency I accept work ONLY given to me DURING CLASS. DO NOT SEND WORK VIA EMAIL, BRING TO MY OFFICE, OR LEAVE IN MY DEPARTMENT MAILBOX. If you are absent your work is DUE the day you return. If your WORK IS LATE FOR ANY REASON (including computer and printing problems) I will accept it ONE CLASS MEETING DAY after it is due with NO PENALTY. After that I WILL NOT ACCEPT IT unless you negotiate arrangements with me. Discuss any questions about your grades with me when your work is returned. If you disagree with your final grade, you will need to produce all of your work.

Required Electronic Resources: You need access to course syllabus and readings at BLACKBOARD https://blackboard.angelo.edu (log in with your Ramport ID and password), your ASU email account, the Internet, a good dictionary, thesaurus, and writing resources such as the Purdue Online Writing Lab (OWL) and EasyBib.com., RELIABLE electronic typing, back-up storage device, and printing. If you have technical problems contact free technical support one of the following ways: Phone: 325-942-2911; email: servicecenter@angelo.edu; web: http://www.angelo.edu/services/technology/; Library Tech Help Desk.

Other Required Materials: ONE PAPER POCKET FOLDER to hold syllabus, handouts, homework, drafts, paper, etc. Pen, white out, highlighter, and stapler for writing, reading, in-class writing, and editing.

The Writing Center is an academic support service available to all ASU students located on the third floor of the Porter Henderson Library, Room C305, https://www.angelo.edu/dept/writing_center/. Peer tutors help experienced and inexperienced writers with all steps of the writing process by reviewing writing assignments to provide suggestions about organization, paragraph development, grammar, documentation, etc.; however, tutors cannot edit papers. TAKE YOUR SYLLABUS. SHOW THE TUTORS THE ASSIGNMENT. Visit the tutors frequently.

MLA 8 FORMATTING GUIDELINES

MLA 8 Paper Format: IN HEADER your last name page #: Smith 1

Your Complete Name ON FIRST LINE NOT IN HEADER: project #/assignment title #/your actual word count

Dr. Katherine Toy Miller

English 1302 Your Class Time and Section

00 Month 2019

Center Your Unique Title--not the assignment title #
Use regular text not boldface, italics, underline, all caps, quotes, etc.

Indent 1/2 inch to start text. Left justify--the text is not centered. Double space. No single space. No extra space. One inch margins all around. Use standard white paper, black ink, and 12 p. font like Times New Roman or Arial. Print double-sided if possible. Staple each paper individually.

MLA 8 Style Format:
There is no rule against using first person "I." "I" is necessary in first-person narratives.
There is no rule against using contractions: Contractions are a stylistic choice for an informal tone.
Commas and periods ALWAYS go INSIDE quotation marks:
"I am here," he said, "and I'm not going there."
"I am here," he said, "and I'm not going there." (Jones). The sentence does not end until after the parenthesis.
Numbers expressed in one or two words are written in words--one thousand.
Numbers of more than two words are written in numerals--1,234.
Numerals and signs for percents and dollars--12%, $5,000--or words--twelve percent, five thousand dollars.
Titles of SMALL works contained in larger works--articles, stories, songs, etc.--are in quotation marks: “The Raven.”
Titles of LARGE works--websites, books, journals, etc.--are in italics--avoid underline which means “set in italics.”
See BLACKBOARD pdf “Punctuating Titles.”
MLA 8 Format for Annotated Bibliography Citations and Works Cited:
The Works Cited is a separate page, but for this class you can put it on the last page to save paper.
Double space—no single spacing, no extra spacing anywhere.
Alphabetical order by author's last name if available or, if no author, title of specific text used.
First line against the margin to show alphabetic order. ALL lines after the first line are indented to show alphabetic order. GOOGLE “HANGING INDENT” for computer formatting—see YouTube.
No boldface. No ALL CAPS—make upper and lower.

MLA 8 Annotated Bibliography: An annotated bibliography is an alphabetical list of citations—BIBLIOGRAPHY—of books, journals, websites, media, etc., you are considering for your paper and a summary/evaluation—ANNOTATION—for your use. Do not annotate your interviews/observations or experiments/presentations/surveys/class readings which you have already analyzed. Consider the following: Author’s/speaker’s credentials; intended audience of source; special features of the source that would be useful; ways it contributes to your understanding and/or changes your thinking; ways that you can use the source—agree/disagree; comparison and contrast to other sources—what does this add, lack, or repeat; value of the source—accuracy/objectivity/quality/relevance to your topic.

MLA 8 WORKS CITED FORMAT
See BLACKBOARD pdf “MLA 8 Practice Template.” Cite the information you have in this order:
(1) Author last, first name. (2) Title of Specific Source—must have. (3) Title of Container that holds the source, (4) Other Contributors—editors, translators, film directors, etc., (5) Version—numbered, named, Kindle, ebook, etc., (6) Number—volume, issue, episode, etc., (7) Publisher—who produced the website, book, magazine, TV program, film, music—see copyright notice, (8) Publication date—post date, upload, copyright, etc., (9) Location—url, permalink, Digital Object Identifier, access date if no other date available. (10) CONTAINER 2 such as JSTOR or EPSCO HOST—containers not publishers.

MLA 8 WORKS CITED EXAMPLE:

MLA 8 INTERVIEW FORMAT:
DO NOT INCLUDE INTERVIEW QUESTIONS—ONLY THE ANSWERS.
First and last name, credentials/identification, descriptions, summaries, paraphrases, quotations.

MLA 8 INTERVIEW EXAMPLE:
Susie Smith, a freshman at Angelo State University majoring in English, spent New Year's Day reading a book. Susie said, “A day without books is like a day without sunshine.”

MLA 8 SURVEY FORMAT: FOR A SURVEY YOU CONDUCTED—NO WORKS CITED ENTRY
State how you distributed, collected, and organized the information. Identify group surveyed, number surveyed, total/percentage results (see MLA style for numbers p. 3 syllabus).

MLA 8 SURVEY EXAMPLE:
In a survey of twenty Angelo State University freshman composition students that I conducted by a show of hands, nineteen admitted to procrastination, seventeen procrastinate more in college than previously, and fifteen like to procrastinate and believe it produces good results.
THE WRITING PROCESS

Reading Models NOT MODULES! 100 words each point/300 words total. The readings are MODELS in FORM and/ or CONTENT. For each reading, label each point and answer in a concise paragraph with specific examples. Works Cited not required. Using reading models as sources in project papers is optional not required.

I. CONTEXT: Before reading, research the text and the author’s biography. What is the social or cultural background of the author: time period/race/class/education/occupation/expertise/interests, etc.? How does the author’s life relate to the text and help you understand it? Show careful reading by briefly summarizing the COMPLETE text.

II. FORM: How does it open? How does it get your attention? What is the argument--problem, cause, effect, solution? What techniques develop ideas--narration, comparison/contrast, hypothetical and real examples, descriptions, interviews, quotations, facts? Does the conclusion ask a question, propose a solution, state the present situation, state what the author learned, and/or look to the future? What do you notice about the vocabulary and/or style?

III. CONTENT: What did you know about the topic, what did you learn, and what more would you like to learn? Cite three details, facts, quotes, or paraphrases/summaries of specific passages. How are these important to the piece and you? Discuss a topic idea for your own paper the model inspires. What would you research?

Prewritings 300 words: The prewriting assignments are related to the specific essay. Detailed instructions are provided in the daily schedule.

Brainstorming/Outlining 1 page brainstorm/1 page outline/handwritten or typed/GRADED IN CONFERENCE ONLY: Using whatever format is helpful for you, brainstorm for one page of ideas for your paper. On a SEPARATE SHEET NOT THE BACK outline your ideas into an argument--problem, cause, effect, solution.

MLA 8 Annotated Bibliography: 50 points/2 or 4 sources required for paper/100 words each source/MLA 8 citations/GRADED IN CONFERENCE ONLY.

Mandatory Conferences: AT A LIBRARY BASEMENT TABLE I will hold MANDATORY conferences with every student on every writing project to assist with understanding the assignment, brainstorming and outlining, annotated bibliography BOTH GRADED IN CONFERENCE ONLY, and revising your draft--optional. Conferences, like classes, cannot be rescheduled. If you are late or miss your conference it is an ABSENCE. Let me know you have arrived. I will not be accessible by email or phone.

Drafts #1/#2 Editing and Revision: Your COMPLETE draft #1 SIGNIFICANTLY REVISED into draft #2 must receive SIGNED SIGNIFICANT COMMENTS from YOURSELF and THREE readers--can include Writing Center tutors--on your topic, introduction, organization, development, conclusion, and MLA 8 in-text citations and Works Cited. USE GRADING AND PEER EDITING GUIDELINES pp. 4/11 syllabus. YOU are responsible for the QUALITY and QUANTITY of the comments and revisions. You can’t get help on what you haven’t written! Drafts that are incomplete and/or without sufficient comments and revision will be returned UNGRADED for agreed-upon completion.

Project Reflection Statement 100 words: REFLECT ON THE ENTIRE WRITING PROJECT. What have you learned about FORM, STYLE, CONTENT, and YOUR BEHAVIOR and BELIEFS? How can you apply this to your other academic work, personal challenges, and career success? Other than fulfilling the assignment and satisfying your instructor and required commenters, whom would you like to read your paper--audience--and what would you like this audience to get from it--purpose?

Course Components and Grading Breakdown:
60 points for 3 reading models 300 words/20 points each
60 points for 3 prewritings 300 words/20 points each
20 points for 1 page brainstorming/1 page outlining/handwritten or typed
50 points for MLA 8 annotated bibliography 2/4 sources required for paper/100 words each source
50 points for significantly marked draft #1 significantly revised into draft #2 and significantly marked/25 points each
10 points for project reflection statement 100 words
250 points for each writing project x 4 writing projects
1000 points total

Grade Scale: (all grades are based on this scale)
97-100 A  87-89 B+  77-79 C+  67-69 D+  59 and below F
93-96 A-  83-86 B  73-76 C  63-76 D
90-92 A-  80-82 B-  70-72 C-  60-62 D-

Essay Grading Criteria: (also used for self and peer editing)

The content is excellent with an original and important controlling idea fully developed with concrete and vivid detail. The organization is in necessary steps that reveal a sense of symmetry and emphasis; the paragraphs are unified and coherent; the transitions reveal the progress of the argument. The expression in your sentences is varied and forceful; the diction is fresh, precise, and idiomatic; the tone complements the subject, distinguishes the writer, and defines the audience. The mechanics and usage including format, spelling, and punctuation are in accord with current standards.
The content is good with a worthwhile controlling idea that is developed with consistently pertinent detail. The organization is in necessary steps; the paragraphs are unified and coherent; the transitions aid the reader. The expression in your sentences is correct and varied; the diction is clear and idiomatic; the tone fits the subject, persona, and audience. There are few deviations in mechanics and usage including format, spelling, and punctuation.

The content is acceptable with a controlling idea that is apparent and supported with some detail. The organization is apparent; paragraphs are unified and for the most part coherent; the transitions are functional. The expression in your sentences is correct but ordinary; the diction is generally correct and idiomatic; the tone is acceptable for the subject. There are a limited number of deviations in mechanics and usage including format, spelling, and punctuation.

The content is unsatisfactory with a controlling idea that is too general, vague, or confused and is insufficiently supported with specific details. The organization is inappropriate; the paragraphs are jumbled or underdeveloped; the transitions are unclear, mechanical, or tedious. The expression in your sentences is lacking necessary subordination, tediously patterned, or immature; the diction is vague or unidiomatic; the tone is inconsistent. In mechanics and usage there are some fragments, comma splices, agreement, or other serious errors and/or frequent deviations from standard format, punctuation, or spelling.

The content fails to meet the assignment. There is no discernible controlling idea, and the details are random. The organization is indiscernible; paragraphing is lacking or wholly arbitrary; transitions are lacking. The expression in your sentences is frequently incoherent; the diction is non-standard; the tone is indiscernible or inappropriate. There are serious problems in mechanics and usage with fragments, comma splices, agreement and reference errors, or other errors in format, punctuation, and spelling.

EXPLORING THE PROFESSIONAL EXPERIENCE

“Employers in industry saw schooling as a way to create better workers. To them, the most crucial lessons were punctuality, following directions, tolerance for long hours of tedious work, and a minimal ability to read and write. From their point of view (though they may not have put it this way), the duller the subjects taught in schools the better.” “A Brief History of Education” by Peter Gray, Psychology Today, 20 Aug. 2008

Monday, January 14

IN CLASS: Brief introduction to syllabus, course, and homework due Wednesday.

WRITING PROJECT #1 EXPLORING CRITICAL THINKING: FOR GROUP PAPER #1--individual draft #1--300 words/1 interview/2 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited for each member; group draft #2--cumulative group paper with MLA 8 in-text citations and Works Cited entries. Each member will write a SECTION of an argumentative research paper about critical thinking based on readings and prewritings #1-#3 including your experiences with critical thinking positive or negative; an interview of someone with good critical thinking skills; and an example of poor critical thinking or a shibboleth. Choose PAST or PRESENT TENSE. Use the objective THIRD PERSON point of view. DO NOT USE “I”: Not “I believe this is wrong” but “Joe Smith believes this is wrong.” Always use first and last name on first reference. (1) Plan each member’s SECTION including a problem, cause, effect, and solution related to critical thinking. (2) As a group create an OUTLINE in GOOGLE DOCS then (a) paste 300 word member sections in a logical order, (b) write a unifying introduction stating the topic and getting the reader’s attention; provide transitions--logical connections; write conclusion--ask a question, propose a solution, state the present situation, state what the authors learned, and/or look to the future; and (c) organize an alphabetical Works Cited for ALL sources. (3) Delete outline and correct completed paper for unity in content, style, verb tense, and third person. Whom would you like to read your paper--audience--and what would you like this audience to get from it--purpose? I must approve your paper topic.

Wednesday, January 16 (last add Thursday, January 17)

DUE READING MODEL #1: GOOGLE “Looking to Future with a Critical Eye” by Linda Elder--see “About Us” at website for author biography. Discuss student model paper BLACKBOARD pdf.

Friday, January 18

DUE PREWRITING # 1: Write about a significant time when you did or did not use the critical thinking process: (1) formulating a precise question, (2) identifying a clear goal, (3) gathering information (4) assessing the information, and (5) taking action. Discuss annotated bibliography. SIGN UP FOR CONFERENCES.

Monday, January 21 NO CLASS--Martin Luther King, Jr., holiday

Wednesday, January 23

DUE READING MODEL #2: GOOGLE “The Role of Critical Thinking in Effective Decision Making” pdf articulosbm.files.wordpress.com by Brian Denis Egan through p. 4 “Why Now.” “Brian Egan is a management consultant with twenty years of experience in manufacturing and project management. He has published numerous articles and manuals in the field of management science with particular emphasis on project management and decision making.” He is an author at Global Knowledge. Discuss critical thinking. ORGANIZE GROUPS FOR PAPERS. CONFIRM CONFERENCE SIGN-UP SCHEDULE.
Emotional intelligence; Judgement; Personality – hard working, harmonious in an office; Habits and personality traits; indicators: Skills and qualifications; Education levels; Work experience; Social skills – communication; Intelligence; ideas in market circumstances. . . .
Creativity. Ability to innovate new working practices/products; Fame and brand image of an individual e.g. celebrities paid to endorse a product; Geography – Social peer pressure of local environment can affect expectations and attitudes.” from Economics Help blog 26076

Monday, February 11
DUE READING MODEL #1: GOOGLE “Psst! ‘Human Capital’” by David Brooks. Discuss capital, human capital, and generational differences BLACKBOARD pdf.

Wednesday, February 13
DUE PREWRITING #1: What human capital do you have? Was it innate or was it developed? Did anyone help you develop it? What specific things are you doing now to develop your human capital including your education or other activities? What more could you do or will you do in the future? Consider your generational characteristics and differences.

Friday, February 15
DUE READING MODEL #2: GOOGLE “Reviving Work Ethic in America” interview by Dan Schawbel of Eric Chester (research both Schawbel and Chester). Chester is answering the questions Schawbel asks. CONFERENCE SIGN-UP SCHEDULE.

Monday, February 18
DUE PREWRITING #2: Consider how does each individual’s human capital impact groups at school, in sports, at work, in the family, etc. Why is individual human capital and group work increasingly important and focused on? Are there people in your community or at college whose lack of human capital development negatively impacts them and others? What are they lacking? What is the negative effect? Are there people whose outstanding human capital has a positive effect? What are their traits and the effects? Consider generational characteristics and differences. Set up an observation or experiment that allows you to research and test one or more aspects of human capital. Explain the observation/experiment, the setting, the person(s) observed, the results, and what you learned about human capital. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Wednesday, February 20 LIBRARY RESEARCH: BRING/CHECK OUT LAPTOPS
DUE READING MODEL #3: GOOGLE “Why Young Americans Are Giving Up on Capitalism” by Sarah Kendzior. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, February 21 CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1–1,200 words/your observation or experiment/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Friday, February 22
DUE PREWRITING #3: What do you think of capitalism’s effects on humans? What aspects of human capital do you think are most valued in America? Consider generational characteristics and differences. Why is developing human capital important to the U.S. economic system and to achieve economic and social justice? How are the economy and economic and social justice interrelated? What more could be done by schools, government agencies, private groups, and individuals to develop human capital and/or economic and social justice?

Monday, February 25 NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1–1,200 words/your observation or experiment/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Tuesday, February 26 CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1–1,200 words/your observation or experiment/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Wednesday, February 27 NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1–1,200 words/your observation or experiment/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Friday, March 1 MEET IN LIBRARY--I WILL BE AT A CONFERENCE
HAVE PRINTED DRAFT #1–1,200 words/your observation or experiment/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Do REQUIRED SELF EDITING and PEER EDITING in class.

Monday, March 4
DUE (1) INDIVIDUAL PROJECT REFLECTION STATEMENT; (2) COMPLETE, SIGNIFICANTLY MARKED DRAFT #1; and (3) SIGNIFICANTLY REVISED DRAFT #2. Do REQUIRED SELF EDITING and PEER EDITING in class.
WRITING PROJECT #3 EXPLORING THE VALUE OF HIGHER EDUCATION: FOR GROUP PAPER #3--individual
draft #1--300 words/presentation feedback/2 other sources from annotated bibliography/MLA 8 in-text citations and
Works Cited for each member; group draft #2--cumulative group paper with all MLA 8 in-text citations and Works
Cited entries. Each member will write a SECTION of an argumentative research paper about higher education related
to readings and prewritings #1-#3 and do a 5-minute visual presentation and discussion to include in his/her section.
Choose PAST or PRESENT TENSE. Use the objective THIRD PERSON point of view. DO NOT USE "I": Not "I
believe this is wrong" but "Joe Smith believes this is wrong." Always use first and last name on first reference. (1)
Plan each member’s SECTION including a problem, cause, effect, and solution related to higher education issues. (2)
As a group create an OUTLINE in GOOGLE DOCS then (a) paste 300 word member sections in a logical order, (b)
write a unifying introduction stating the topic and getting the reader’s attention; provide transitions--logical
connections; write conclusion--ask a question, propose a solution, state the present situation, state what the authors
learned, and/or look to the future; and (c) organize an alphabetical Works Cited for ALL sources. (3) Delete outline
and correct completed paper for unity in content, style, verb tense, and third person. Whom would you like to read
your paper--audience--and what would you like this audience to get from it--purpose? I must approve your paper
topic.

Wednesday, March 6
DUE READING MODEL #1: GOOGLE “A Brief History of Education” by Peter Gray, Ph.D., Psychology Department,
Boston College for author biography.

Friday, March 8
DUE PREWRITING # 1: Summarize what you have learned from your formal education vs. outside of formal
education. What are the most useful/valuable things you have learned?

Monday, March 18
DUE READING MODEL #2: BLACKBOARD pdf “Critical Thinking” by Richard Paul includes author biography AND
GOOGLE “AAC&U’s Lynn Pasquerella EducationDive” for “connect curriculum to career” article and “AAC&U’s Lynn
Pasquerella” for interview biography. Combine for one response. ORGANIZE GROUPS FOR PAPERS.

Wednesday, March 20
DUE PREWRITING # 2: Richard Paul writes “we have to educate a vast mass of people capable of thinking critically,
creatively, and imaginatively” (274). “AAC&U’s Lynn Pasquerella” begins “Newly minted graduates lack the skills
needed to rise in the ranks at work….” Both pieces suggest changes to the education system to produce more
effective workers. What suggestions seem most relevant to you? BRING LAPTOPS. WORK ON GROUP PAPER
PRESENTATIONS.

Friday, March 22 LIBRARY RESEARCH: BRING/CHECK OUT LAPTOPS
DUE READING MODEL #3: GOOGLE pdf “Future Work Skills 2020” and “Institute for the Future” Wikipedia for
author biography. Read “Six Drivers of Change” and “Ten Skills for the Future Workforce.” WORK ON GROUP
PAPER PRESENTATIONS. SIGN UP FOR CONFERENCES.

Monday, March 25
DUE PREWRITING # 3: Of the “Six Drivers of Change” what makes you anxious/concerned and what makes you
excited/optimistic? Of the “Ten Skills for the Future Workforce” what are your top skills and what are your weakest?
BRING LAPTOPS. WORK ON GROUP PAPER PRESENTATIONS. DO PRESENTATION #1. CONFIRM
CONFERENCE SIGN-UP SCHEDULE.

Wednesday, March 27
DO PRESENTATIONS #2/#3. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Thursday, March 28 CONFERENCES–LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write individual draft #1–300 words/presentation feedback/2 other sources from annotated
bibliography/MLA 8 in-text citations and Works Cited.

Friday, March 29
DO PRESENTATIONS #4/#5.

Monday, April 1 NO CLASS--CONFERENCES–LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write individual draft #1–300 words/presentation feedback/2 other sources from annotated
bibliography/MLA 8 in-text citations and Works Cited.

Tuesday, April 2 CONFERENCES–LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write individual draft #1–300 words/presentation feedback/2 other sources from annotated
bibliography/MLA 8 in-text citations and Works Cited.
Wednesday, April 3
NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write individual draft #1--300 words/presentation feedback/2 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Friday, April 5
HAVE PRINTED INDIVIDUAL DRAFT #1--300 words/presentation feedback/2 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Do REQUIRED SELF EDITING and PEER EDITING in class.
BRING LAPTOPS. OUTLINE AND ASSEMBLE GROUP DRAFT #2. Delete outline and correct the completed group draft #2 for unity in content, style, verb tense, and third person.

Monday, April 8
DUE (1) INDIVIDUAL PROJECT REFLECTION STATEMENTS; (2) COMPLETE, SIGNIFICANTLY MARKED INDIVIDUAL DRAFTS #1; and (3) COMPLETE, SIGNIFICANTLY REVISED GROUP DRAFT #2. Do REQUIRED SELF EDITING and PEER EDITING in class to correct for unity in content, style, verb tense, and third person.

WRITING PROJECT #4 EXPLORING THE COSTS OF HIGHER EDUCATION: FOR INDIVIDUAL PAPER #4--1,200 words/your survey/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Use readings and prewritings #1-#3 to develop a topic related to the costs of higher education that is imaginative, entertaining, and/or related to your personal, academic, or career interests. (1) Write the body with one or more problems, causes, effects, and solutions with all sources cited in text; (2) write a unifying introduction stating the topic and getting the reader’s attention; (3) check transitions--logical connections; (4) write a conclusion--ask a question, propose a solution, state the present situation, state what you learned, and/or look to the future; and (5) write an alphabetically ordered Works Cited for ALL sources. Whom would you like to read your paper--audience--and what would you like this audience to get from it--purpose? I must approve your paper topic.

Wednesday, April 10
DUE READING MODEL #1: GOOGLE “Why Is College in America So Expensive?” by Amanda Ripley--see website.

Friday, April 12
DUE PREWRITING #1: Argue for ways to lower the expenditures of running a college--the expenses colleges have to pay for--for their justification, or for better uses of college funds. What action could you take regarding college expenditures/expenses? What value are you getting from college compared to pre-college education?

Monday, April 15
DUE READING MODEL #2: GOOGLE “15 Surprising Side Effects of Rising College Costs” at OnlineUniversities.com--use “About Us” for author biography.

Wednesday, April 17
DUE PREWRITING #2: What do you expect the long-term impacts positive/negative of college to be on you and your family? If you were not in college, what would you be doing? Do you know anyone who regrets going to college/regrets dropping out or not going? CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Friday, April 19
DUE PREWRITING #3: GOOGLE “More Public Colleges Start Tuition-Free Programs” by Farran Powell--click for biography--AND “Should College Be Free? Pros, Cons, and Alternatives” by Trade Schools, Colleges, and Universities--use “Site Info--About” at the bottom of the home page for author biography. Combine for one response. CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Monday, April 22 LIBRARY RESEARCH: BRING/CHECK OUT LAPTOPS
DUE PREWRITING #3: What are some popular myths/media portrayals about college? Why are they popular/believed? What is the truth? Why is the truth not popular/believed/known? CONFIRM CONFERENCE SIGN-UP SCHEDULE.

Tuesday, April 23 CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1--1,200 words/your survey/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Wednesday, April 24
DO SURVEYS--THREE or more questions each person. Cite in paper #4.

Thursday, April 25 CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1--1,200 words/your survey/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.
Friday, April 26
NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1--1,200 words/your survey/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Monday, April 29
NO CLASS--CONFERENCES--LIBRARY BASEMENT TABLE
DUE BRAINSTORM/OUTLINE/ANNOTATED BIBLIOGRAPHY: Discuss and grade in conference ONLY.
HOMEWORK: Write draft #1--1,200 words/your survey/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited.

Wednesday, May 1
HAVE PRINTED DRAFT #1--1,200 words/your survey/4 other sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Do REQUIRED SELF EDITING and PEER EDITING in class.

Friday, May 3
DUE (1) INDIVIDUAL PROJECT REFLECTION STATEMENT; (2) COMPLETE, SIGNIFICANTLY MARKED DRAFT #1; and (3) SIGNIFICANTLY REVISED DRAFT #2. Do REQUIRED SELF EDITING and PEER EDITING in class.

MANDATORY FINAL EXAM IN CLASSROOM:
ENGL 1302.050 MWF 8 a.m. Academic Building A007 MEETS Monday, May 6, 8-10 a.m.
ENGL 1302.070 MWF 9 a.m. Academic Building A007 MEETS Wednesday, May 8, 8-10 a.m.
ENGL 1302.110 MWF 10 a.m. Academic Building A007 MEETS Monday, May 6, 10:30 a.m.-12:30 p.m.
ENGL 1302.190 MWF 12 p.m. Academic Building A007 MEETS Monday, May 6, 1-3 p.m.
ENGL 1302.200 MWF 1 p.m. Academic Building A007 MEETS Wednesday, May 8, 1-3 p.m.
DO SURVEY--20 points extra credit. Receive PAPER #4 and FINAL GRADES.
SELF EDITING AND PEER EDITING GUIDELINES: Respond to these questions on the paper and sign your name.

• Does it show correct MLA format including in-text citations and Works Cited if?
• Does it start with an anecdote, fact, quote, or interesting statement or details to get your attention?
• Is the topic clearly stated? Is it an original and important controlling idea? Underline topic sentence.
• Does the essay have the required structure and content? See project guidelines.
  
  Is the organization logical and consistent or random and repetitive? Can it be reordered?

  Are the details vivid and specific? Do you have questions about the details? Could there be more or less?

• How does the essay conclude?

  Does it show thought by asking a question, proposing a solution, bringing us to the present situation, stating lessons learned, and/or looking to the future?

  Does the conclusion mechanically repeat what has already been stated and need to be rewritten?

• Are the paragraph breaks useful or confusing? A paragraph is about 1/3 to 1/2 page long.

  Are paragraphs too short? Do related ideas need to be grouped together in one paragraph? Indicate grouping.

  Are paragraphs too long? Do they need to be divided into subpoints? Indicate breaks.

  Are there separate paragraphs for each speaker of dialogue (he said/she said) no matter how short?

• Is the audience and purpose clear and reflected in the choices and conventions used to reach the audience and fulfill the purpose?

  Are the sentences varied and concise? Cut repetitions. Is the tone/language consistent and appropriate?

• Are there other grammatical, stylistic, spelling, and/or punctuation errors that need to corrected?

• What is the essay’s greatest strength?

• What could be improved?
Grade Scale: (all grades are based on this scale)

97-100 A  87-89 B+  77-77 C+  67-69 D+  59 and below F  
93-96 A  83-86 B  73-76 C  63-66 D  
90-92 A-  80-82 B-  70-72 C-  60-62 D-  

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Course Components: #1 #2 #3 #4

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**Complete significantly marked draft #1** 25 25 25 25

**Significantly revised marked draft #2** 25 25 25 25

Project Reflection Statement (100 words) 10 10 10 10

PROJECT TOTALS 250 250 250 250

TOTAL

FINAL GRADE