Angelo State University
Department of English and Modern Languages: Academic Building 010; 325-486-6137
ENGL 1301 ENGLISH COMPOSITION (3 credits) FALL 2020

Instructor: Dr. Katherine Toy Miller; Email: Katherine.Miller@angelo.edu; Office: Academic Building 021 D;
Office phone: 325-486-6154 during office hours only; Office hours: MWF 12-1 and 3-4 p.m. and by appointment
ENGL 1301.010 MWF 8 a.m. Academic Building 007
ENGL 1301.030 MWF 9 a.m. Academic Building 007
ENGL 1301.060 MWF 11 a.m. Academic Building 007
ENGL 1301.080 MWF 1 p.m. Academic Building 007
ENGL 1301.120 MWF 2 p.m. Academic Building 007

UNIVERSITY AND DEPARTMENT POLICIES AND REQUIREMENTS

Required Use of Masks/Facial Coverings: As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Students requesting an accommodation may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event. For religious or any other exemption-related questions, students should contact the Office of Student Affairs. See https://www.angelo.edu/title-ix.

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 Affairs Office 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 Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

Title IX: Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner: Online; Face to Face; Phone; E-Mail. See www.angelo.edu/incident-form, Mayer Administration Building Room 210, 325-942-2022, michelle.boone@angelo.edu. Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171). For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

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.

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

Catalog Description: Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings. Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.

Core Objectives, Student Learning Outcomes, and General Learning Activities

Critical Thinking: Students employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information to support a thesis. Students comprehend, analyze, synthesize, and evaluate their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication: Students consider audience, context, purpose, conventions, and circumstances relevant to written communication and use relevant and appropriate content for the specific rhetorical situation to express their position(s) effectively in writing.
Teamwork: Student work individually and collectively toward a shared purpose or goal with the members of a team to create drafts and evaluate their peers’ drafts.

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

General Learning Activities: Students employ a variety of rhetorical strategies to write for multiple audiences. Students engage in various processes and activities to generate ideas and plan, write, revise, and edit their writing with an identified audience in mind. Students complete writing that requires them to synthesize multiple viewpoints in the context of a sustained argument with a clear and defendable thesis. Students learn effective techniques for responding to peers’ works in progress and for incorporating peers’ advice about their own writing. Students reflect (either in writing or via class discussion) on how their core beliefs and the sources of those beliefs connect to the rhetorical strategies they employ in their writing and evaluate how those strategies might influence or impact an audience. 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.

INSTRUCTOR POLICIES AND REQUIREMENTS
Behavior Policy: RESPECT YOURSELF, YOUR CLASSMATES, AND YOUR INSTRUCTOR. Security policy requires DOORS TO BE LOCKED WHEN CLASS BEGINS. NO FOOD OR DRINKS. ONE AT A TIME in Academic Building restrooms. Prepare yourself before each class: get enough rest, eat breakfast and lunch, complete all homework, 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. 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/. For any violation you can be asked to leave and reported to appropriate authorities.

Required Electronic Resources: You need access 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. For group work use GOOGLE MEET/DOCS. If you have technical problems contact free technical support: Phone: 325-942-2911; email: servicecenter@angelo.edu; web: http://www.angelo.edu/services/technology/; Library Tech Help Desk.

Blackboard Submissions, Late Work, and Grade Challenges: Blackboard accepts MS Word documents ONLY. Comments on your work will be in Blackboard and your grades. AFTER you read my Blackboard comments discuss any questions about your grades with me. If you disagree with your final grade, you will need to produce all of your work. Under ORIENTATION/CV AND SYLLABUS my CV and the syllabus are available. Under COURSE MATERIALS/CONTENT the course materials are available including free MS Word program. If your work is late or you have a problem, email your work and explanation/questions to me.

Remote Learning Tools: All IN-PERSON class periods will be recorded and uploaded in Blackboard under COURSE MATERIAL/LIVE CLASSES. You can access Blackboard using a smartphone. The Blackboard application allows you to access the site, and the Blackboard Collaborate application enables you to view remote sessions.

Other Required Materials: DAILY PLANNER for classes, work, personal/family life, etc. POCKET FOLDER for syllabus, handouts, notes, in-class writing, drafts, 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. Access to tutors will be announced.

Porter Henderson Library: Instruction for accessing the online resources will be available online.
THE WRITING PROCESS

Reading Models NOT MODULES! 100 words each point/300 words total/20 points: The readings are MODELS in FORM and/or CONTENT. 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 COMPLETE text and help you understand it? Summarize both.

II. FORM and STYLE: How does it open? How does it get your attention? How is the body organized? Is it chronological: cause and effect or process analysis? Is it logical: comparison/contrast or argument (problem, cause, effect, solution)? 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 rhetorical 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 that model inspires and any ideas for research.

Prewriting 300 words/20 points: The prewriting assignments are related to the specific essay. Detailed instructions are provided in the daily schedule.

Brainstorming/Outlining 1 page brainstorm possible topic ideas and details/1 page outline your ideas into a pattern appropriate for the assignment: cause and effect, process analysis, comparison/contrast, or argument (problem, cause, effect, solution)/20 points.

Significantly Peer Edited Draft see assignment for length/50 points: Your COMPLETE draft must SHOW SIGNIFICANT COMMENTS from YOURSELF and THREE COHORT MEMBERS on your topic, introduction, organization, development, conclusion, and, if required, MLA 8 in-text citations and Works Cited. Use boldface, colored text, or track changes to SHOW EDITING. USE GRADING and PEER EDITING GUIDELINES pp. 3/4 syllabus. You are responsible for the QUALITY and QUANTITY of the comments and revisions. Papers that do not SHOW EDITING will not receive credit. Use GOOGLE MEET/DOCS for group work.

Significant Peer Editing Summaries 300 words total/50 points: Provide SIGNIFICANT editing comments on THREE COHORT MEMBERS’ drafts on the topic, introduction, organization, development, conclusion, and, if required, MLA 8 in-text citations and Works Cited. Use boldface, colored text, or track changes to SHOW EDITING. USE GRADING and PEER EDITING GUIDELINES pp. 3/4 syllabus. Papers that do not SHOW EDITING will not receive credit. Using the reading model guidelines submit a one-paragraph summary of each paper with the CONTEXT of what you learned about the author, what you learned about FORM and STYLE, and what you learned about CONTENT in a paragraph (approximately 100 words) for three cohort members’ drafts. Use GOOGLE MEET/DOCS for group work.

Project Reflection 100 words/10 points: (1) REFLECT ON THE ENTIRE WRITING PROJECT: readings, prewritings, presentations, brainstorming/outlining, drafting, editing, and revising. (2) How can you apply what you have learned to your other academic work, personal challenges, and career success? (3) Other than 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)? What choices did you make and what conventions did you use (form/style/content) to reach your audience and fulfill your purpose?

Course Components and Grading Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>60 points for 3 reading models</td>
<td>20 points each</td>
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<tr>
<td>60 points for 3 prewritings</td>
<td>20 points each</td>
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<tr>
<td>20 points for brainstorming/outlining</td>
<td>1 page each</td>
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<tr>
<td>50 points for significantly peer edited draft</td>
<td>see assignment for length</td>
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<tr>
<td>50 points for significant peer editing summaries</td>
<td>300 words</td>
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<td>10 points for project reflection</td>
<td>100 words</td>
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<td>250 points for each writing project</td>
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<td>1000 points total</td>
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Grade Scale: (all grades are based on this scale)

- 97-100 A  
- 93-96 A- 
- 90-92 A- 
- 87-89 B+ 
- 83-86 B- 
- 77-79 C+ 
- 73-76 C- 
- 67-69 D+ 
- 63-76 D 
- 60-62 D- 
- 59 and below F

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

A  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.

B  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.
C 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.

D 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.

F 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.

Self editing and peer editing guidelines:
• Does it show correct MLA format including in-text citations and Works Cited if required? See Online Writing Lab (OWL) at Purdue.
• 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 corrected?
• What is the essay's greatest strength?
• What could be improved?

MLA 8 FORMATTING GUIDELINES
GOOGLE the Purdue Online Writing Lab (OWL), a standard writing resource. GOOGLE also "MLA 8 Sample Research Paper," and "MLA 8 Format for ---" for detailed citation models. Write your own citations. Do not use a citation generator or recommended citations without checking for correctness.

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 1301 Your Section and Class Time

00 Month 2020

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

Indent 1/2 inch to start text. Left justify--not centered. Double space. No single space. No extra space. One inch margins all around. Use standard 12 p. font like Times New Roman or Ariel.

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 “Punctuating Titles” Blackboard. No boldface. No ALL CAPS--make upper and lower.

MLA 8 Citation Format for Works Cited (separate last page):
Double space--no single spacing, no extra spacing anywhere. Alphabetical order by author’s last name if available; 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 video” for computer formatting--see YouTube.

CONTAINER 1--cite all information AVAILABLE from your source in this order:
(1) Last, first name of author IF AVAILABLE END WITH PERIOD.
Two authors--last, first name and first last name. More than two authors--first author only followed by et al (and others). Could also be translator, editor, or pseudonym such as username or social media handle.

(2) Title of Specific Source--MUST HAVE END WITH PERIOD.
Could be title of article, web page, audio, visual, etc. If no title, give a description such as subject line of email or full tweet. In alphabetical order ignore but retain “A,” “An,” and “The.” Write out numbers as words: Nineteen Eighty-Four.

(3) Title of Container that holds the source END WITH COMMA,
Website that holds articles or web pages; book that holds chapters, stories, etc.; newspaper or magazine that holds articles, etc.; television series that holds episodes.

(4) Other Contributors END WITH COMMA,
Optional--depends on relevance to your use. Could be editor, translator, introduction author, film director, performer, screenwriter, webmaster, illustrator, etc.

(5) Version END WITH COMMA,
Could be numbered version, edited version, named version, Kindle, ebook, director’s cut, etc.

(6) Number END WITH COMMA,
Could be volume (vol.), number (no.), issue, episode, etc.

(7) Publisher END WITH COMMA,
Producer of the website if different name from website; government agency that publishes documents; TV, film, music distributor; book publisher. See copyright notice.

(8) Publication date END WITH COMMA,
Most meaningful/relevant date of version you consult. Could be post date, upload date, copyright date, etc.

(9) Location END WITH COMMA IF CONTINUING OR PERIOD IF FINISHED.
URL NO http:// or https://, permalink, Digital Object Identifier (DOI); page numbers for books and magazine articles (p. for single page/pp. for more than one). OPTIONAL Access date--DAY MONTH YEAR WITH NO COMMA.

CONTAINER 2--continue with information available about your source in this order:
(3) Title of Container that holds the source END WITH COMMA,
A container that holds other containers such as JSTOR, EBSCOhost, ERIC, ProQuest, Netflix, Spotify, etc.

(4) Other Contributors END WITH COMMA,

(5) Version END WITH COMMA,

(6) Number END WITH COMMA,

(7) Publisher END WITH COMMA,

(8) Publication date END WITH COMMA,

(9) Location END WITH PERIOD.
URL NO http:// or https://, permalink, Digital Object Identifier (DOI); page numbers for books and magazine articles (p. for single page/pp. for more); physical location of material objects. OPTIONAL Access date--DAY MONTH YEAR END WITH PERIOD.

Works Cited

MLA 8 AUTHOR MODEL:

MLA 8 NO AUTHOR MODEL:

MLA 8 INTERVIEW FORMAT:
Last name, first name person interviewed. Personal/Telephone/Email, etc. (medium used) interview. day month year.

MLA 8 INTERVIEW MODEL:

In YOUR Text (in-text citations)

MLA 8 AUTHOR FORMAT:
First and last name, credentials/identification, descriptions, summaries, paraphrases, quotations in sentence OR last name in parenthesis.

MLA 8 AUTHOR MODEL:
Higher education expert Linda Banks-Santilli states that first-generation college students may have difficulties in four areas of college and post-college life: financial, academic, psychological, and professional.
First-generation college students may have difficulties in four areas of college and post-college life: financial, academic, psychological, and professional (Banks-Santilli).

**MLA 8 NO AUTHOR FORMAT:**
Title of article written in sentence OR in parenthesis.

**MLA 8 NO AUTHOR MODELS:**
In “15 Surprising Side Effects of Rising College Costs” delaying buying a home and having children may be two effects of college debt.

**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 MODEL:**
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:**
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 MODEL:**
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.

**INTRODUCTION TO COLLEGE WRITING**

“No problem can be solved from the same level of consciousness that created it.”--Albert Einstein

Monday, August 17, COHORT A IN CLASSROOM
CLASS: Discuss the syllabus and first assignment. Create cohort GOOGLE MEET/DOCS.

Wednesday, August 19 COHORT B IN CLASSROOM (Thursday, August 20, last add)
CLASS: Discuss the syllabus and first assignment. Create cohort GOOGLE MEET/DOCS.

**WRITING PROJECT #1 Exploring the causes and effects of powerful words significantly peer edited draft/1,200 words:** (1) Order body chronologically with one or more examples of powerful words in your life (or words not said) whether they were written or spoken, positive or negative, who expressed them and to whom, and when and where they were expressed; what causes brought about the powerful words and made them powerful; and what effects the powerful words had. (2) Conclude with present time/future/lessons learned. (3) Introduce with a short unifying theme. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? I must approve your paper topic. See student models Writing Project #1 and “The Long-Lingering Power of Words” by Hyunsoo Yang p. 55 Final Drafts Blackboard.

Friday, August 21 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #1 GOOGLE “Superman and Me” pdf complete essay and Sherman Alexie author.

Monday, August 24 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING # 1 Write about the power of YOUR words on OTHERS and/or YOURSELF--the things you did or did not say, spoken or written, positive or negative.

Wednesday, August 26 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #2 GOOGLE “Salvation” www.chino.k12.ca.us annotated pdf and Wikipedia for Langston Hughes author--read the introduction, childhood, and father sections.

Friday, August 28 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #2 Write about the power of the words of OTHERS on YOU--the things they did or did not say, spoken or written, positive or negative.

Monday, August 31 COHORT A IN CLASSROOM (Census day--withdraw with “W” begins Sept. 1)
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #3 GOOGLE “Letter from a Birmingham Jail” genius.com version--click on text for annotations; Jim Crow Laws; and Martin Luther King Jr. author. CLASS: POWER OF THE WORD IMAGES/NARRATIVES 3-4 MINUTE PRESENTATIONS.
Wednesday, September 2 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING # 3 Write about the power of words IN PUBLIC LIFE such as the Bible or other literature, famous quotes, inspirational speakers/videos, song lyrics, or unfair or inappropriate rules or laws: (1) the things they did or did not say, spoken or written, positive or negative; (2) what CAUSES brought about the powerful words; and (3) what EFFECTS the powerful words had on you or others. Works Cited not required. CLASS: POWER OF THE WORD IMAGES/NARRATIVES 3-4 MINUTE PRESENTATIONS.

Friday, September 4 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: 1 p. BRAINSTORM IDEAS/1 p. OUTLINE DRAFT. CLASS: Work on drafts with cohort members in GOOGLE MEET/DOCS.

Wednesday, September 9 COHORT B IN CLASSROOM
CLASS: Work on drafts and peer editing with cohort members in GOOGLE MEET/DOCS.

Friday, September 11 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: (1) SIGNIFICANTLY PEER EDITED DRAFT/1,200 words, (2) SIGNIFICANT PEER EDITING SUMMARIES/300 words, and (3) PROJECT REFLECTION/100 words. CLASS: Discuss Writing Project #2.

Monday, September 14 COHORT B IN CLASSROOM
CLASS: Discuss Writing Project #2.

WRITING PROJECT #2 Exploring process analysis through detailed observations of activities logically ordered for group significantly peer edited draft. Working in cohort small groups in GOOGLE MEET/DOCS, each group member will write a 300-word BODY SECTION observing a process analysis such as a teacher/classroom situation, eating a meal, working out, working a job, etc., as if recorded by a moving camera. Your section should be imaginative, entertaining, and/or related to your personal, academic, and/or career interests. Include BACKGROUND INTERVIEWS, DIALOGUE, DESCRIPTIONS, and NARRATION/ACTION. Use the objective THIRD PERSON point of view. DO NOT USE "I" IN A GROUP PAPER: "I noticed Susie." It is "John noticed Susie." Choose PAST or PRESENT TENSE--be consistent. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? I must approve your paper topic. See student models Writing Project #2 and "PetSmart Trip" by Chloe Read, Avery Zeigler, Rheadene Miears, and Daniela Tamez p. 48 Final Drafts Blackboard.

(1) Plan your group, each member’s 300-word body section, and a logical order. (2) In each member’s body section DESCRIBE the setting; NARRATE each person’s behavior including gestures, HOW and WHY the person did, and HOW the space arrangement affected the action; include habits of speech, DIALOGUE, and BACKGROUND INTERVIEWS. (3) For the INTRODUCTION each member writes a biographical statement with complete name, a self description including physical characteristics and attire, and background connection to activity. (4) For the CONCLUSION each member writes a reflection on what he/she has learned about him/herself, the other members, and organizing a group project. (5) Create an OUTLINE in GOOGLE DOCS to paste and edit (a) a group INTRODUCTION of the activities and why you chose them and the biographical statements of group members (b) 300-word BODY SECTIONS in logical order, (c) CONCLUSION reflections from each member, and (d) WORKS CITED interview citations of observation subjects alphabetical by last name. (e) Delete outline. Show significant peer editing of the completed paper for unity in content, style, verb tense, and third person. Write peer editing summaries.

Wednesday, September 16 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #1 GOOGLE “Shooting an Elephant” pdf jfs.monroe.k12.al.us, Wikipedia analysis of essay, and Wikipedia for George Orwell author early years and Burma.

Friday, September 18 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #1 DESCRIBE an activity you do (eating, studying, exercising, working, etc.) using BACKGROUND INFORMATION, DIALOGUE, DESCRIPTIONS of people and places, and NARRATION/ACTION. Analyze WHY you and others if included behave as you do and HOW the space arrangement affects the action. INTERVIEW one or more persons involved or who know you well about your behavior. Do not include interview questions--only the answers. Include in text complete name(s) of person(s) interviewed and Works Cited interview citation(s) alphabetical by last name.

Monday, September 21 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #2 “True Worker” by Erik Epple (Writing Project #2 Blackboard). Author biography: Student Erik Epple did this observation of his co-worker at the Kroger grocery store for his freshman composition class at Bowling Green State University. CLASS: ORGANIZE GROUPS and PLAN GROUP DRAFT in GOOGLE MEET/DOCS.

Wednesday, September 23 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #2 OBSERVE an interesting aspect of a person you know—a skill or general behavior. Do a BACKGROUND INTERVIEW and state complete name, education/career, and current living situation (home, dorm, athletic field, etc.) and what the person looks like, his/her clothing, gestures, and habits of speech. ANALYZE the person’s behavior: HOW and WHY the person acted as the person did and HOW the space arrangement affected the action. Include NARRATION/ACTION so we have a chronological story, DIALOGUE, and another BACKGROUND INTERVIEW of one or more
Friday, September 25 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #3 GOOGLE Wikipedia on pilot Chuck Yeager and “Crash of NF-104A check-six.com.” Click on left column and read “Yeager & the NF-104” interview on Chuck Yeager’s flight crash. GOOGLE Wikipedia on Tom Wolfe and his New Journalism nonfiction book The Right Stuff. Read his account of Yeager’s flight in The Right Stuff (Writing Project #2 Blackboard). Compare Yeager’s version to Wolfe’s version of Yeager’s crash in context, form/style, and content. CLASS: GROUP 6-7 MINUTE PRESENTATIONS: State your topics and why you chose them. Discuss your section and background connection.

Monday, September 28 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #3 OBSERVE one person (or more) you do not know or a how-to video. DESCRIBE the setting and what the person looks like, his/her clothing, gestures, and habits of speech. ANALYZE the person’s behavior: HOW and WHY the person acts as the person does and HOW the space arrangement affects the action. Include NARRATION/ACTION so we have a chronological story and DIALOGUE. What was your original impression of the person? How has it changed? CLASS: GROUP 6-7 MINUTE PRESENTATIONS: State your topics and why you chose them. Discuss your section and background connection.

Wednesday, September 30 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: 1 p. BRAINSTORM IDEAS/1 p. OUTLINE YOUR BODY SECTION. CLASS: OUTLINE and WORK ON GROUP SIGNIFICANTLY PEER EDITED DRAFT in GOOGLE MEET/DOCS. Correct for unity in content, style, verb tense, and third person. Work on significant peer editing summaries.

Friday, October 2 COHORT B IN CLASSROOM
CLASS: OUTLINE and ASSEMBLE GROUP SIGNIFICANTLY PEER EDITED DRAFT in GOOGLE MEET/DOCS. Correct for unity in content, style, verb tense, and third person. Work on significant peer editing summaries.

Monday, October 5 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY each group member: (1) GROUP SIGNIFICANTLY PEER EDITED DRAFT/300 words each body section, (2) SIGNIFICANT PEER EDITING SUMMARIES/300 words, and (3) PROJECT REFLECTION/100 words. CLASS: Discuss Writing Project #3.

Wednesday, October 7 COHORT B IN CLASSROOM
CLASS: Discuss Writing Project #3.

WRITING PROJECT #3 Exploring comparison and contrast by examining lifestyles, career preparation, and careers significantly peer edited draft/1,200 words: Use prewritings #1, #2, and #3 to examine TWO or more lifestyles, career preparations, careers, and/or career paths of experts in the field(s) you are interested in. (1) INTRODUCTION: A personal narrative connecting your life/lifestyle to your career preparation/career. (2) BODY: A comparison/contrast of your career preparation/career criteria and research organized point-by-point (one topic compared to another then the next point) or block-by-block (covering many points for one area then the same points for the second area) OR the career paths of experts in the field(s) you are interested in. (3) CONCLUSION: Look to your future and next steps. (4) Cite at least TWO sources for each topic FOUR TOTAL in all drafts. Multiple entries from a college catalog or the Occupational Outlook Handbook online etc. are considered different sources. INTERVIEW one or more persons for advice on your career. Do not include interview questions--only the answers. Include in text complete name(s) of person(s) interviewed and Works Cited interview citation(s) alphabetical by last name. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? I must approve your paper topic. See student models Writing Project #2 Blackboard.

Friday, October 9 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #1 GOOGLE “Diogenes and Alexander” by Gilbert Hightel LINGPARC translation and optional Lesson Ten PowerPoint. GOOGLE Wikipedia for Gilbert Hightel author--read “Biography” and “Thought.” Diogenes was a Cynic philosopher NOT “CYNICAL”: “For the Cynics, the purpose of life is to live in virtue, in agreement with nature. As reasoning creatures, people can gain happiness by rigorous training and by living in a way which is natural for themselves, rejecting all conventional desires for wealth, power, sex, and fame. Instead, they were to lead a simple life free from all possessions” from Wikipedia.

Monday, October 12 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #1 In a narrative describe your life/lifestyle, primary values, and how these affect your goals, conflicts, and concerns about your future lifestyle, career preparation, and career choices. What more would you like to know? INTERVIEW a counselor, teacher, student, or other expert for advice. Do not include interview questions--only the answers. Include in text complete name(s) of person(s) interviewed and Works Cited interview citation(s) alphabetical by last name.
**Wednesday, October 14 COHORT A IN CLASSROOM**
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #2 GOOGLE “Serving in Florida” by Barbara Ehrenreich Humble ISD version, the *Wikipedia* article on *Nickel and Dimed*, the nonfiction book about Ehrenreich’s social experiment “Serving in Florida” is from, and Barbara Ehrenreich author. You can research “Living Wage.”

**Friday, October 16 COHORT B IN CLASSROOM**
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRIITING #2 Use the ASU or other COLLEGE CATALOG to look up information about MAJORS and/or MINORS. Compare and contrast between possible career training, undergraduate or graduate work, majors, or fields within majors such as different engineering fields. What are the required courses in and outside of the field, are you interested in them, and are you prepared to do well in them? What other criteria are important to you such as difficulty, time, cost, location, admittance rates, etc.? State what you have learned and what more you would like to learn. Include TWO sources, MLA in-text citations, and Works Cited.

**Monday, October 19 COHORT A IN CLASSROOM**
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #3 GOOGLE “Text of Steve Jobs' Commencement address (2005) - Stanford News” (also on video) and Steve Jobs author. CLASS: CAREER 3-4 MINUTE PRESENTATIONS: State your life/lifestyle background, career interests, 3 positive factors, 3 concerns, 3 things you would like to know.

**Wednesday, October 21 COHORT B IN CLASSROOM**
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRIITING #3 Use the *Occupational Outlook Handbook* online or other sources to research two CAREERS you are considering. These could be completely different fields or one field such as preschool vs. K-12 teaching or different nursing fields OR research the career paths of experts in the field(s) you are interested in. Include TWO sources, MLA in-text citations, and Works Cited. CONSIDER THE FOLLOWING: GETTING THE JOB
- Describe the process of being trained to do well in this career. Include education and experiences such as professional contacts and organizations, internships, previous job experience, and specialized vocabulary.
- Research the availability and location of jobs, the lifestyle, salary, benefits, and typical hours worked. Does this raise any lifestyle, moral, environmental, or safety concerns for you?

HAVING THE JOB
- Describe the work environment, the range of duties, and a typical day. What specialized vocabulary is used?
- KEEPING THE JOB
  - What are the percentages and causes of the burn-out and/or satisfaction rates?
  - What are the opportunities and challenges for advancement? What additional training might be needed to keep the job or advance? What would your career path look like?

CLASS: CAREER 3-4 MINUTE PRESENTATIONS: State your life/lifestyle background, career interests, 3 positive factors, 3 concerns, 3 things you would like to know.

**Friday, October 23 COHORT A IN CLASSROOM**
DUE 8 A.M. BLACKBOARD MS WORD ONLY: 1 p. BRAINSTORM IDEAS/1 p. OUTLINE DRAFT. CLASS: Work on drafts with cohort members in GOOGLE MEET/DOCS.

**Monday, October 26 COHORT B IN CLASSROOM**
CLASS: Work on drafts and peer editing with cohort members in GOOGLE MEET/DOCS.

**Wednesday, October 28 COHORT A IN CLASSROOM**
DUE 8 A.M. BLACKBOARD MS WORD ONLY: (1) SIGNIFICANTLY PEER EDITED DRAFT/1,200 words, (2) SIGNIFICANT PEER EDITING SUMMARES/300 words, and (3) PROJECT REFLECTION/100 words. CLASS: Discuss Writing Project #4.

**Friday, October 30 COHORT B IN CLASSROOM**
CLASS: Discuss Writing Project #4.

**WRITING PROJECT #4 Exploring argument (problem, cause, effect, solution) and research on college student issues group significantly peer edited draft.** Working in cohort small groups in GOOGLE MEET/DOCS write an argumentative research paper about issues affecting college students. (1) Plan your group and each member’s 300-word BODY SECTION describing a problem, cause, effect, and solution. (2) Each member will SURVEY the class on THREE or more questions, cite survey in text, and cite TWO or more research sources (can include class readings) in text and on Works Cited. (3) Create an OUTLINE in GOOGLE DOCS then (a) paste 300-word BODY SECTIONS in logical order, (b) write a unifying INTRODUCTION (stating the topic and getting the reader’s attention), TRANSITIONS (logical connections), CONCLUSION (ask a question, propose a solution, state the present situation, state what the authors learned, and/or look to the future), and an alphabetically ordered WORKS CITED for ALL sources. Choose PAST or PRESENT TENSE. Use the objective THIRD PERSON point of view. **DO NOT USE “I” IN A GROUP PAPER: Not “I surveyed the class” but “Susie Smith surveyed the class.” Put each member’s name on paper. Submit significantly peer edited draft and significant peer editing summaries in MS Word to Blackboard. Whom would you like to read your paper (audience) and what would you like this audience to get from it (purpose)? What choices will you make and what conventions will you use (form/style/content) to reach your audience and fulfill your purpose? I must approve your paper topic. See student models Writing Project #4 and “Issues College Students Face” by Alexia Guerra, Daniela Muñoz, and Mireya Ibarra p. 30 Final Drafts Blackboard.
Monday, November 2 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL DUE GOOGLE “Guilt Is One of the Biggest Struggles First-Generation College Students Face” in The Washington Post and Linda Banks-Santilli author at the Wheelock College of Education and Human Development of Boston University website. The form is argument (problem, cause, effect, solution).

Wednesday, November 4 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #1 Whether you are a first-generation college student or not, discuss what obstacles and what assistance you and/or others have or haven’t faced or received on your college path related to your financial, academic, psychological, and professional challenges. CLASS: ORGANIZE GROUPS and PLAN GROUP DRAFT in GOOGLE MEET/DOCS.

Friday, November 6 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #2 “Why Goal Setting Doesn’t Work” by Ray Williams author; “The Hidden Evils of Goals” and “The Power of Intention” by Jill Jepson author; AND additional explanations of goals and intentions. Author biographies included. Writing Project #4 Blackboard. The form is argument (problem, cause, effect, solution). CLASS: WORK ON GROUP DRAFT in GOOGLE MEET/DOCS.

Monday, November 9 COHORT B IN CLASSROOM (Tuesday, November 10, last withdraw with “W”)
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #2 What have you been told about goal setting? What have your experiences been with goal setting? How have procrastination, distractions (multitasking, cell phone, social media, etc.), poor time organization, and excessive obligations affected your ability to achieve goals? How are intentions different from and perhaps more successful than goals? CLASS: WORK ON GROUP DRAFT in GOOGLE MEET/DOCS.

Wednesday, November 11 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #3 GOOGLE “The C Word in the Hallways” pdf-Newsweek and Anna Quindlen “known as a critic of what she perceives to be the fast-paced and increasingly materialistic nature of modern American life” from Wikipedia. The form is argument (problem, effect, cause, solution). CLASS: DO INDIVIDUAL SURVEYS of THREE or more questions from each group member.

Friday, November 13 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #3 What college student issues are important to you? What are your beliefs/expectations about them? What are controversies/conflicts/contradictions/ambiguities related to these issues? Think of discussions in the media; by your teachers, family members, and friends; and of your own academic, work, and/or life experiences. What more do you want to know about these issues? Where could you obtain more information including online and print sources, other forms of media such as television and internet, and interviews? What questions will you ask in your survey? CLASS: DO INDIVIDUAL SURVEYS of THREE or more questions from each group member.

Monday, November 16 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: 1 p. BRAINSTORM IDEAS/1 p. OUTLINE YOUR BODY SECTION. CLASS: OUTLINE and WORK ON GROUP SIGNIFICANTLY PEER EDITED DRAFT in GOOGLE MEET/DOCS. Correct for unity in content, style, verb tense, and third person. Work on significant peer editing summaries.

Wednesday, November 18 COHORT B IN CLASSROOM
CLASS: OUTLINE and ASSEMBLE GROUP SIGNIFICANTLY PEER EDITED DRAFT in GOOGLE MEET/DOCS. Correct for unity in content, style, verb tense, and third person. Work on significant peer editing summaries.

Friday, November 20 THERE IS NO FINAL EXAM
DUE 8 A.M. BLACKBOARD MS WORD ONLY each group member: (1) GROUP SIGNIFICANTLY PEER EDITED DRAFT/300 words each body section, (2) SIGNIFICANT PEER EDITING SUMMARIES/300 words, and (3) PROJECT REFLECTION/100 words.

Monday, November 23, after 5 p.m. CHECK YOUR EMAIL before 8 a.m. Tuesday, November 24
Look for any questions/comments I have sent before I submit your final grade after noon, Tuesday, November 24.
**Grade Scale:** (all grades are based on this scale)

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<td>93-96</td>
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**Course Components:**

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TOTAL  __________

FINAL GRADE  __________
COLLEGE STUDENT SUCCESS GUIDE

OVERCOMING OBSTACLES
(resources are available to assist with all of these)

**Procrastination:** lack of motivation; low self-confidence; fear of failure; perfectionism; lack of understanding; lack of clarity about the assignment; feeling overwhelmed by assignment; too complex or time consuming; not knowing where to start; poor organization skills; forgetting about it; poor study routines; too many commitments; trouble concentrating; difficulty regulating emotions (bored, tired, frustrated, nervous while working on assignments); distractions (external or internal); multitasking; overly lenient deadlines; overly optimistic time estimates; low energy levels; resistance to authority

**Organizing/planning:** detailed daily planner for classes, work, and personal/family life

**Financial issues:** financial aid; scholarships; loans; work; savings; ongoing family financial support; military benefits; college expense choices (tuition, room and board, car, etc.); budgeting; credit card debt

**Mental health issues:** family/relationship/friendship issues; stress; anxiety; depression; cell phone/social media/video gaming/music addiction; alcohol/drug addiction; learning and behavior disorders; eating disorders; suicide

**Physical health issues:** sleep; healthy foods and beverages; appropriate exercise; illness; injuries; physical disabilities

**Academic issues:** understanding subject matter and assignments; accessing support resources; working efficiently; completing and submitting work by deadlines

OPTIMIZING CAREER DEVELOPMENT
(see ASU Career Development)

**Knowledge of field:** major and minor; graduate or professional degree requirements; career options; detailed position criteria; expert profile research; related workshops and supplemental instruction; networking with peers, professors, and experts; job fairs; employer websites; Glassdoor employer research

**Career-related experience:** volunteer; internships; jobs

**Social skills development:** military; sports; clubs; fraternities/sororities; ASU Registered Student Organizations online list and professional organizations; leadership roles; ASU Toastmasters public speaking; etiquette and dress-for-success knowledge

**Profile development:** request free ASU business cards: Ashley.Baccus@angelo.edu or June.Smith@angelo.edu; resume; cover letters; personal statements for graduate school or fellowship applications; reference letters; social media profile; LinkedIn professional profile

TOP TEN SKILLS MOST DESIRED BY EMPLOYERS BY 2020

**Intellectual skills:** complex problem solving; critical thinking; creativity; judgment and decision-making; and cognitive flexibility

**Interpersonal knowledge and skills:** people management; coordinating with others; emotional intelligence; service orientation; and negotiation

Have good priorities and an academic and financial plan to complete your degree!