Hello! My name is Anna Grace Arreola (Ah-reh-Oh-la). You can call me “Mrs. Arreola” or “Mrs. A.” Either one is just fine.

- **Office phone:** (325) 486 6148 / **Cell phone:** (325) 899 2312
- **Email:** anna.arreola@angelo.edu and aarreola4@angelo.edu
- **Office hours:** Monday through Thursday 9 – 10 a.m., and by appointment.
  - My office hours are the hours I’ll be near my phone and computer if you need to call or email and get a quicker reply. If my office hours change, I’ll tell you. If you want to set up a virtual appointment with me on Zoom, email or call ahead of time to set that up.

You can **email me anytime**, and you can anticipate a **response within 24-48 hours**.

When you email me, **use basic professional email courtesy:** write a title in the subject line and then include a greeting, body, and sign off with your name and class section.

Email is the best way to reach me, but **you’re welcome to call**. If you leave a voicemail, I’ll call you back.

**Please respect business hours when you call; do not call on weekends or after 5 p.m. on weekdays.** (If you do and leave a voicemail, that’s fine, but don’t expect a reply until the next weekday.) **Do not text my cell phone.**

### “What Supplies / Textbooks Will I Need?”

Since this course is completely online, your supply list will include:

- a **strong, stable internet connection**,
- access to **RamPort** and our **Blackboard** course,  
  (If you’re having technical trouble getting into RamPort / Blackboard, call ASU’s IT department at 325 942 2911.)
- access to a **word processing program** like Google Docs or Microsoft Word,
- a **method (or two!) to save what you write**, such as a flash drive, Dropbox, Google Docs file saving, etc.
- and a print or online copy of **this textbook**:
  - The Norton Field Guide to Writing,  
    5th edition (without readings), 
    ISBN #: 9780393655773

**Do NOT** buy an older edition or newer edition. **Buy this edition.** Copy and paste the ISBN number when you search for this text book to make sure you get the correct edition. (If you need **financial help** buying your textbook, you can apply for a short term book loan. Go to RamPort, click on “Financial Aid and Billing,” and look for the application for the short term book loan.)

- Optionally, you may wish to have **physical paper, pens, pencils, and highlighters** handy for assignments. Often it’s helpful to write on paper before transferring your thoughts to a screen.

### “Who Is My Instructor? When/How Can I Contact Her?”

English 1301: English Composition  
Growing as a Writer, Succeeding as a Student: Hobbies, Habits, and Hard Questions  
Angelo State University • Spring ‘21 • For Mrs. Arreola’s Online Sections, .D10 and .D20

“Who Is My Instructor? When/How Can I Contact Her?”

**Hello! My name is Anna Grace Arreola** (Ah-reh-Oh-la). You can call me “Mrs. Arreola” or “Mrs. A.” Either one is just fine.

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Email is the best way to reach me, but **you’re welcome to call**. If you leave a voicemail, I’ll call you back.

**Please respect business hours when you call; do not call on weekends or after 5 p.m. on weekdays.** (If you do and leave a voicemail, that’s fine, but don’t expect a reply until the next weekday.) **Do not text my cell phone.**

### “What Will I Learn in This Course?”

From the ASU catalogue: “Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings.” **Prerequisites: Successful completion of 1301T and/or TSI requirements met.**

**Upon successful completion of this course you should**

- **Understand the nature of the writing process and use all of its phases;**
- **Understand the principles of audience analysis and adapt language, structure, and detail to the needs of specific readers;**
- **Understand the basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand your purpose and follow your progression of ideas;**
- **Generate sufficient and appropriate detail to convince readers of the validity of your thesis;**
- **Be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays.**
- **Write prose largely free of errors in grammar, diction, usage, and mechanics.**

In an effort to help you achieve the learning outcomes above, you’ll have lessons, readings, and class assignments that will help you

- **Develop skills in expressing yourself in writing**
- **Gain factual knowledge about academic and some creative writing (the terminology of writing)**
- **Learn fundamental principles, generalizations, and theories (the writing process, writing as thinking).**

At the end of the semester, I’ll ask you to complete an **IDEA survey** in which you will indicate your sense of how you have progressed in these three objective areas.
“How Will My Grade Be Determined?”

There are no absences in this online course, so your grade is determined by the completion, quality, and timely submission of your assignments.

15% Daily assignments (Most anything that isn’t in one of the other categories, such as quizzes, blog entries, working drafts, peer review assignments, etc.)
10% Required Writing Center online conference
21% Essay 1 (final draft)
21% Essay 2 (final draft)
23% Essay 3 (final draft)
10% Final Reflection Essay

MINIMUM REQUIREMENTS: You must complete and submit the final drafts of all three major essays by 5/8/21 (even if they are so late they have a grade of zero) or you will automatically become ineligible to pass the course.

“I reserve the right to make changes to any part of the syllabus and schedule as needed. You will always be notified of any changes via email and/or Blackboard. Check your email and Blackboard announcements at least once daily.”

“What Are the Course Expectations / Policies for . . . Daily Participation in This Class?”

- PREPARATION: Succeeding in an online class will require you to be self-disciplined, organized, and proactive. That means you’ll need to develop habits that ensure your success (getting enough sleep, carving out time in your daily schedule to work on and submit assignments, checking email/Blackboard daily, saving and filing your documents in a way you can easily find them later, and taking initiative when you have questions: you don’t sit back and stay confused, but rather you seek out the answers you need from a variety of trustworthy sources until you find those answers).
- CHECKING BLACKBOARD ANNOUNCEMENTS: Check Blackboard announcements every single day, at least once.
- CHECKING YOUR EMAIL: All email communication must come via your angelo.edu email. (In other words, do not use Hotmail, Yahoo, etc. to email.) Check your email every single day, at least once.
- SENDING ME EMAILS: When you email me, use basic professional email courtesy: write a title in the subject line and then include a greeting, body, and sign off with your name and class section.
- ENGAGING OTHERS: There will be times you may be required to interact with your classmates online. In these exchanges, be sure you are engaging respectfully. This doesn’t mean you always need to agree with your classmates (in fact, disagreement with your classmates can be productive and helpful, especially during peer review), but it is important to voice your thoughts in a mature, well-thought-out manner.

“What Are the Course Expectations / Policies for . . . Completing Assignments?”

- SCHEDULE OF ASSIGNMENTS: A rough outline of the semester’s assignments can be found at the end of this syllabus document. However, that rough schedule is subject to change. To see what is due each week, you need to go by whatever is in the weekly folders in our Blackboard course. Those folders will be more up to date and more specific, and they are what you must use to complete your assignments.
- TEXTBOOK: Much of your participation in this class will involve your textbook. You need to order your textbook immediately since I do not extend deadlines for not having your textbook. See page 1 of the syllabus for the title and ISBN of our class textbook. If you need financial assistance with your textbooks and wish to learn more about a short term book loan, please visit RamPort, find “Financial Aid and Billing,” and click on the links for the short term book loan application.
- DEADLINES: You should be working on your assignments at least a little each day, whether or not something is due that day. Your actual assignment deadlines, though, will fall on Wednesdays and Saturdays each week. Please consider your personal schedule and make adjustments in order to meet these weekly deadlines.
- MINIMUM REQUIREMENTS: You must complete and submit the final drafts of all three major essays by 5/8/21 (even if they are so late they have a grade of zero) or you will automatically become ineligible to pass the course.
- WRITING CENTER: There is a physical Writing Center on ASU’s campus, but visiting in person is not the only way you can use the Writing Center as an ASU student. The Writing Center also has online services. Visit their website at https://www.angelo.edu/dept/writing_center/ for more information. I encourage you to make the Writing Center an integral part of your writing process for this course (and in the future, beyond this course!).
- EXTRA CREDIT: I do not give individual students extra credit assignments, so don’t ask for them. I will sometimes give extra credit opportunities to the entire class.
“What Are the Course Expectations / Policies for . . . Completing Assignments?” (Continued)

- ACADEMIC HONESTY: All of your work must be original and produced exclusively for this class. You may of course receive assistance on your writing, but submitting someone else’s work as your own, using part or whole of something you have written for another class, or cutting and pasting and paraphrasing internet sources will be grounds for plagiarism. A good rule of thumb is that you can receive verbal feedback and advice from others, but no one should write any section of your essay for you. Violations of academic honesty are grounds for immediately failing the course. Here’s an excerpt from official university operating policy text:

“Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.”

“What Are the Course Expectations / Policies for . . . Submitting Assignments Late?”

- MINIMUM REQUIREMENTS: You must complete and submit the final drafts of all three major essays by 5/8/21 (even if they are so late they have a grade of zero) or you will automatically become ineligible to pass the course. (Yes, I realize this is in the syllabus three times so far. It is important.)
- TECHNICAL ISSUES: We all know that hard drives can fail and flash drives can disappear, so back up all of your work in multiple locations. I won’t accept technological breakdowns or lost files as valid excuses for missing assignment deadlines. If you’re unable to submit an assignment on time because Blackboard was down, I’ll receive an email from ASU letting me know, and I’ll make deadline adjustments for the class.
- MAJOR ESSAYS LATE POLICY: You have three major essays: Essay 1, Essay 2, and Essay 3. Together, the final drafts of those essays make up 65% of your course average. You have two electronic submissions for each major essay’s final draft.
  - On time: Both e-submissions submitted by 11:59 p.m. on the due date.
  - Late penalties: I will count off 1 point per day per late e-submission. “Per day” here includes both weekdays (M-F) and weekends (Sa-Su).
  - For example, if you turn in one e-submission on time but the other one is 7 days late, a penalty of -7 points would be applied to that essay grade. Another example would be if you fail to turn in both e-submissions for 7 days, a penalty of -14 would be applied to that essay grade.
  - If your major assignment is submitted so late that the points taken off for lateness exceed the points you earned for your essay’s grade, your grade for the essay will be a zero. As a reminder, students must complete and submit all three major essays by 5/8/21 in order to be eligible to pass the class.
- DAILY ASSIGNMENTS LATE POLICY: Daily assignments make up 15% of your course average.
  - I’ll accept a daily assignment up to three days after the original due date, with a late point penalty. “Three days” includes both weekdays (M-F) and weekends (Sa-Su).
  - I’ll subtract 5 points for one day late, 10 points for two days late, and 15 points for three days late. When the daily assignment is four days late, the grade for it will become a zero.
- OTHER ASSIGNMENTS LATE POLICY: Any other assignment outside the major essay or daily assignment categories will not be accepted late at all, unless I tell the class otherwise.
- MISSED WORK / MAKE-UP WORK POLICY:
  - If you know ahead of time that you will be busy on the day an assignment is due, you should submit the assignment prior to that deadline or get my permission for a different due date prior to that deadline if you wish to receive credit for it.
  - If you submit an assignment late due to a legitimate reason (family emergency or personal illness), you must email me a picture of the documentation for that circumstance in order for me to waive the late point penalty you would have had. (Don’t email sensitive information, though, like social security numbers or credit card numbers. Black out that information first if you need to.) You can call me first if you have any questions.

“What Are Other Important Policies I Need to Be Aware Of?”

- ACADEMIC ACCOMMODATIONS: Here’s an excerpt from official university operating policy text: “Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, located in room 112 of the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”
“What Are Other Important Policies I Need to Be Aware Of?” (Continued)

- OBSERVANCE OF RELIGIOUS HOLIDAYS: A student who intends to observe a religious holiday should make that intention known in writing (via email) to me prior to the absence. A student who is absent from classes for the observance of a religious holiday 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.

- TITLE IX STATEMENT: Here’s an excerpt from official university operating policy text: “The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking.”

As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form. If you are wishing to speak to someone about an incident in confidence, you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345. For more information about Title IX in general, you may visit www.angelo.edu/title-ix.

- STUDENT HANDBOOK: In addition to these course policies, students are responsible for familiarizing themselves with and following the information in the ASU Student Handbook, available through ASU’s website: www.angelo.edu.

- POLICY ON FACE COVERINGS: I realize this is an online course, so in our online environment, the TTU/ASU policies about wearing face coverings do not apply to our course. However, if you do happen to visit the campus at any time this semester, you’ll need to know and follow the campus policies on wearing face coverings. The policy is as follows:

“As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy (http://www.texas Tech.edu/downloads/ttus-policy-face-coverings.pdf) 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.”

- EXEMPTIONS TO WEARING A FACE MASK: Students requesting an exemption 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.

Addendum: ASU Core Curriculum Objectives for English 1301 and Related Course Assessments

This section is included for administrative purposes and you don’t need to worry about it.

Students in English 1301 will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.
Critical thinking will be demonstrated in an analytical essay.

- Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.
- Students will then develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication will also be demonstrated in an analytical essay.

- Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.

Teamwork will be demonstrated in a midterm reflection essay.

- Students will consider different viewpoints as a member of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers’ drafts, presentations, and arguments.
- Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

Personal responsibility will be demonstrated in a final reflection essay.

- Students will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.
<table>
<thead>
<tr>
<th>Week</th>
<th>Due by Wed.</th>
<th>Due by Sat.</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1     | Mon. 1/25 – Sat. 1/30 | Mon. 1/30 | Introduction to the Course  
- Watch “Welcome to the Course!” video  
- Read syllabus  
- Purchase textbook  
- Explore Blackboard course features  
- Take syllabus quiz (due by 1/30)  
- Take Academic Performance Agreement quiz (due by 1/30)  
Getting Started  
- Become familiar with textbook; Browse pages  
- Read “How to Use This Book” (xvi – xviii)  
- Watch video about online class success  
- Compose/submit blog entry on online class success, coming E1, E2, and E3 prompts, etc.  
- Take Syllabus quiz  
- Take Academic Performance Agreement quiz |
| 2     | Sun. 1/31 – Sat. 2/6 | Sun. 2/6 | Writing Review  
- Read “Writing in Academic Contexts” (3-9)  
- Grammar review: Read “Grammar & Punctuation Handout of Awesomeness”  
- View slideshow “Writing Myths and Rituals”  
- Quiz  
Reading Review / Writing Review (Continued)  
- Read “Reading in Academic Contexts” (10-32)  
- Read “Rhetorical Situations” (55-71)  
- Watch mini-lecture video on the value of laying foundations: skimming, annotating, rhetorical awareness, and prewriting  
- Compose/submit blog entry |
| 3     | Sun. 2/7 – Sat. 2/13 | Sun. 2/13 | Begin Writing Cycle 1 / Essay 1 on HOBBIES  
- Read E1 assignment sheet  
- Read article on importance of hobbies  
- Read “Generating Ideas and Text” (331-339)  
- Compose/submit blog entry - E1 Prewriting Round One  
Prewriting for E1 (Continued)  
- Read “Memoirs” (224-231)  
- Read “Narrating” (462-470)  
- Compose/submit blog entry – E1 Prewriting Round Two |
| 4     | Sun. 2/14 – Sat. 2/20 | Sun. 2/20 | Drafting for E1  
- Read “Drafting” (340-342)  
- Read “Describing” (443-451)  
- Read “Dialogue” (452-456)  
- Watch video on principles of paragraphing  
- Compose/submit Essay 1.0 (partial draft)  
Drafting for E1 (Continued)  
- Read “Assessing Your Own Writing” (343-347)  
- Compose/submit E1.1 (completed draft)  
- Required Writing Center online conference instructions – mandatory for some sections, optional for some sections for E1 |
| 5     | Sun. 2/21 – Sat. 2/27 | Sun. 2/27 | Drafting/Self-Revising for E1  
- Read “Getting Response and Revising” (348-355)  
- Read “Editing and Proofreading” (356-360)  
- Watch video on value of reading aloud as a proofreading strategy  
- Revise your own essay  
- Make changes to your essay / Save as E1.2 (complete and self-revised draft)  
- Compose/submit blog entry with attached E1.2 file – Reflection on revisions you made  
Revising for E1/Peer Review  
- Find the blog entries due 2/24. Read the two classmates’ essays that you are assigned and respond to them with peer feedback according to the instructions. |
| 6     | Sun. 2/28 – Sat. 3/6 | Sun. 3/6 | Final Revisions and Submissions for E1  
- Read classmates’ feedback on your essay and use any sound feedback to revise your essay  
- Proofread one more time  
- Save final E1 draft as E1.3  
- Submit E1.3 (final draft) – Two e-submissions due to Blackboard links  
Taking Stock at the End of Writing Cycle 1  
- Compose/submit blog entry, reflecting on what challenged you, what you enjoyed, and what you learned in Writing Cycle 1 |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Due by Wed., 3/10 (at 11:59 p.m.)</th>
<th>Due by Sat., 3/13 (at 11:59 p.m.)</th>
</tr>
</thead>
</table>
| Sun. 3/7 – Sat. 3/13 | Begin Writing Cycle 2 / Essay 2 on HABITS  
- Read E2 assignment sheet  
- Read “Developing Academic Habits of Mind” (45-52)  
- Watch videos on developing good habits  
- Review “Generating Ideas and Text” (331-339)  
- Compose/submit blog entry – E2 Prewriting Round One | Prewriting for E2 (Continued)  
- Watch videos on developing good habits  
- Read “Proposals” (246-255)  
- Read “Guiding your Reader” (386-391)  
- Watch video on organizational strategies for expository essays  
- Compose/submit blog entry – E2 Prewriting Round Two |

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<tr>
<th>Week 8</th>
<th>Due by Wed., 3/17 (at 11:59 p.m.)</th>
<th>Due by Sat., 3/20 (at 11:59 p.m.)</th>
</tr>
</thead>
</table>
| Sun. 3/14 – Sat. 3/20 | Using and Citing a Source in E2 / Drafting for E2  
- Read “Acknowledging Sources, Avoiding Plagiarism” (539-543)  
- Read “Documentation” (544-547)  
- View slideshow on “Avoiding Plagiarism”  
- Compose/submit blog entry  
- Compose/submit Essay 2.0 (partial draft) | Drafting for E2 (Continued)  
- Read “Quoting, Paraphrasing, and Summarizing” (526-538)  
- Include required source material in E2 draft. Reference Chp. 54 as needed (548-596).  
- Compose/submit E2.1 (completed draft)  
- Required Writing Center online conference instructions – mandatory for some sections, optional for some sections for E2 |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Due by Wed., 3/24 (at 11:59 p.m.)</th>
<th>Due by Sat., 3/27 (at 11:59 p.m.)</th>
</tr>
</thead>
</table>
| Sun. 3/21 – Sat. 3/27 | Drafting/Self-Revising for E2  
- Review “Getting Response and Revising” (348-355) and “Editing and Proofreading” (356-360)  
- Revise your own essay  
- Make changes to your essay / Save as E2.2 (complete and self-revised draft)  
- Compose/submit blog entry with attached E2.2 file – Reflection on revisions you made | Revising for E2/Peer Review  
- Find the blog entries due 3/24. Read the two classmates’ essays that you are assigned and respond to them with peer feedback according to the instructions. |

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<tr>
<th>Week 10</th>
<th>Due by Wed., 3/31 (at 11:59 p.m.)</th>
<th>Due by Sat., 4/3 (at 11:59 p.m.)</th>
</tr>
</thead>
</table>
| Sun. 3/28 – Sat. 4/3 | Final Revisions and Submissions for E2  
- Read classmates’ feedback on your essay and use any sound feedback to revise your essay  
- Proofread one more time  
- Save final E2 draft as E2.3  
- Submit E2.3 (final draft) – Two e-submissions due to Blackboard links | Taking Stock at the End of Writing Cycle 2  
- Compose/submit blog entry, reflecting on what challenged you, what you enjoyed, and what you learned in Writing Cycle 2 |

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Due by Wed., 4/7 (at 11:59 p.m.)</th>
<th>Due by Sat., 4/10 (at 11:59 p.m.)</th>
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</thead>
</table>
| Sun. 4/4 – Sat. 4/10 | Begin Writing Cycle 3 / Essay 3 on HARD QUESTIONS  
- Read E3 assignment sheet  
- Read “Arguing” (397-417)  
- Reference Chp. 13 as needed (157-184)  
- Review “Generating Ideas and Text” (331-339)  
- Compose/submit blog entry – E3 Prewriting Round One (Choose top several hard questions that interest you) | Preliminary Research / Prewriting for E3 (Continued)  
- Read “Evaluating Sources” (511-519)  
- Read “Synthesizing Ideas” (519-525)  
- Do preliminary research on each of your top several hard questions  
- Choose your hard question for E3  
- Compose/submit blog entry – E2 Prewriting Round Two (Rough outline brainstorming arguments for multiple sides) |

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<tr>
<th>Week 12</th>
<th>Due by Wed., 4/14 (at 11:59 p.m.)</th>
<th>Due by Sat., 4/17 (at 11:59 p.m.)</th>
</tr>
</thead>
</table>
| Sun. 4/11 – Sat. 4/17 | Further Research / Drafting for E3  
- Review “Acknowledging Sources, Avoiding Plagiarism” (539-543), “Documentation” (544-547), and “Quoting, Paraphrasing, and Summarizing” (526-538)  
- Find required number of trustworthy sources to include source material from in E3  
- Mark / make note of passages in those sources you may use/cite in E3  
- Record carefully where your source material is coming from  
- Compose/submit Essay 3.0 (partial draft) | Drafting for E3 (Continued)  
- Take IDEA survey for this class if you haven’t already.  
- Review “Quoting, Paraphrasing, and Summarizing” (526-538)  
- Include required source material in E3 draft. Reference Chp. 54 as needed (548-596).  
- Compose/submit E3.1 (completed draft)  
- OPTIONAL Writing Center online conference instructions – not required but recommended for all sections |
| Week 13 | Due by Wed., 4/21 (at 11:59 p.m.) | Due by Sat., 4/24 (at 11:59 p.m.) |
|---------------------------------|---------------------------------|
| Sun. 4/18 – Sat. 4/24 | Drafting/Self-Revising for E3  
- Take IDEA survey for this class if you haven’t already.  
- Review “Getting Response and Revising” (348-355) and “Editing and Proofreading” (356-360)  
- Revise your own essay  
- Make changes to your essay / Save as E3.2 (complete and self-revised draft)  
- Compose/submit blog entry with attached E3.2 file – Reflection on revisions you made | Revising for E3/Peer Review  
- Take IDEA survey for this class if you haven’t already.  
- Find the blog entries due 4/21. Read the two classmates’ essays that you are assigned and respond to them with peer feedback according to the instructions. |

| Week 14 | Due by Wed., 4/28 (at 11:59 p.m.) | Due by Sat., 5/1 (at 11:59 p.m.) |
|---------------------------------|---------------------------------|
| Sun. 4/25 – Sat. 5/1 | Final Revisions and Submissions for E3 / Taking Stock  
- Take IDEA survey for this class if you haven’t already.  
- Read classmates’ feedback on your essay and use any sound feedback to revise your essay  
- Proofread one more time  
- Save final E3 draft as E3.3  
- Submit E3.3 (final draft) – Two e-submissions due to Blackboard links | Taking Stock at the End of Writing Cycle 3  
- Compose/submit blog entry, reflecting on what challenged you, what you enjoyed, and what you learned in Writing Cycle 3  
*Note: Friday, April 30th is the last day you can drop this course, if you need to do so. |

| Week 15 | Due by Wed., 5/5 (at 11:59 p.m.) | Due by Sat., 5/8 (at 11:59 p.m.) |
|---------------------------------|---------------------------------|
| Sun. 5/2 – Sat. 5/8 | Final Exam Assignment Instructions  
- Read assignment sheet for this class’s final exam assignment (which is due on or before Wed., 5/12).  
- Start working on this class’s final exam assignment. | Semester Wrap-Up Blog Entry / Final Exam Assignment (Continued)  
- Compose/submit semester wrap-up blog entry  
- Continue working on the final exam assignment  
*Note: This is the last day you can submit the final draft of a major essay. All three major essays must be completed and submitted by today, even if the essay is so late the essay grade is a zero, in order to be eligible to pass the class. |

| Week 16 | Due by Wed., 5/12 (at 11:59 p.m.) |
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| **FINAL EXAMS**  
Sun. 5/9 – Thurs. 5/13 | Final Exam Assignment Submission  
- Compose/submit final exam assignment – One e-submission due to Blackboard link |