UNIVERSITY AND DEPARTMENT POLICIES AND REQUIREMENTS

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 Integrity: Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

Plagiarism: Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center. Copyright Policy: Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Students Disability Services: ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation. Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is Ms. Dallas Swafford, Director of Student Disability Services, dallas.swafford@angelo.edu, 325-942-2047, Houston Harte University Center, 112.

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 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. See https://youtu.be/4uecCBgaCGQ.
**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. If you 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.

**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 ONLY 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 COHORT CHAT/GOOGLE 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. All students are enrolled in a BLACKBOARD Help for Students course that has many useful resources. One is how to submit assignments in BLACKBOARD. Here is a video https://youtu.be/oI3X0XW-xkI - How to Submit an Assignment. For BLACKBOARD issues contact the eLearning Center: phone: 325-486-6263; email: elearning@angelo.edu.

**Other Required Materials:** At BLACKBOARD under ORIENTATION/CV AND SYLLABUS my CV and the syllabus are available. Under COURSE MATERIAL/CONTENT the course materials are available including free MS Word program and the syllabus. A DAILY PLANNER for classes, work, personal/family life, etc. A POCKET FOLDER for syllabus, handouts, notes, in-class writing, etc.

**BLACKBOARD Submissions, Late Work, and Grade Challenges:** BLACKBOARD/MY EMAIL accept MS WORD documents ONLY. Comments on your work and grades will be in BLACKBOARD. AFTER you read my BLACKBOARD comments discuss any questions about your grades with me. LATE WORK will ONLY be accepted with a VALID EMAIL or BLACKBOARD explanation. If you disagree with your final grade, you will need to produce all of your work.

**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.

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 the tutors will be announced and posted at BLACKBOARD.

**Porter Henderson Library:** Instruction for accessing the online resources will be available online.

**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 1302 Your Section and Class Time
00 Month 2021

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 Arial.

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.

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.

OR

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.

OR

Delaying buying a home and having children may be two effects of college debt (“15 Surprising Side Effects”).

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: 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 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.

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.
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 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.

THE WRITING PROJECT PROCESS
Reading Models NOT MODULES! 100 words each section (I., II., III.)/300 words total/20 points: The readings are MODELS in FORM and/or CONTENT. Label each section (I., II., III.) 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/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 a logical 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 the model inspires. What would you research?

Prewritings 300 words/20 points: The prewriting assignments are related to the specific reading model and writing project. Detailed instructions are provided in the daily schedule.
MLA 8 Annotated Bibliography 4 sources minimum/100 words each source/25 points. An annotated bibliography is a SEPARATE MLA 8 FORMATTED DOCUMENT with its own heading alphabetically listing CITATIONS of books, journals, websites, media, etc., you are considering for your paper (BIBLIOGRAPHY) with a SUMMARY/EVALUATION for your use: 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 (ANNOTATION). DO NOT ANNOTATE your own work such as interviews/observations/experiments/presentations/surveys or class reading models. See “Student Model Annotated Bibliography” BLACKBOARD/COURSE MATERIAL/CONTENT.

Brainstorming/Outlining 1 page BRAINSTORM possible topic ideas and details/1 page OUTLINE your ideas into an argument (problem, cause, effect, solution)/20 points.

Significantly Peer-Edited Section/Paper see writing project for length/50 points: Your COMPLETE section/paper must SHOW SIGNIFICANT COMMENTS from THREE NAMED READERS on your grammar, word choice, spelling, punctuation, topic, introduction, organization, development, conclusion, and MLA 8 in-text citations and Works Cited to RECEIVE CREDIT. Use BOLDFACE to SHOW ERRORS AND CORRECTIONS (Track Changes often gets lost). YOU are responsible for the QUALITY and QUANTITY of the comments and revisions. Use COHORT CHAT/GOOGLE DOCS for peer readers. If necessary use family/friends/Writing Center tutors.

Significant Peer Editing Analysis 100 words each/3 peer sections/papers/300 total/25 points: Provide SIGNIFICANT analysis (not just summary) of THREE NAMED COHORT MEMBERS' sections/papers on grammar, word choice, spelling, punctuation, topic, introduction, organization, development, conclusion, MLA 8 in-text citations and Works Cited, and what you learned about the AUTHOR, FORM, STYLE, and CONTENT. Use BOLDFACE to SHOW ERRORS AND CORRECTIONS (Track Changes often gets lost). Use COHORT CHAT/GOOGLE DOCS for peer readers. If necessary analyze BLACKBOARD writing project student models. YOUR MUST ANALYZE THREE SECTIONS/PAPERS TO RECEIVE CREDIT—NO PARTIAL CREDIT.

Significant 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:
60 points for 3 reading models (300 words/20 points each)
60 points for 3 prewritings (300 words/20 points each)
25 points for MLA 8 annotated bibliography (4 sources minimum/100 words each source)
20 points for 1 page brainstorm/1 page outline
50 points for significantly peer-edited section (300 words/paper, 1,200 words)
25 points for significant peer editing analysis (100 words each/3 peer sections/papers/300 words total)
10 points for significant project reflection (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)

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.

E The content fails to meet the assignment. There is no discernible controlling idea, and the details are random. The organization is indiscernible; paragraping 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.

THE WRITING PROJECTS: EXPLORING EDUCATION FUNDAMENTALS

“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

WRITING PROJECT #1 EXPLORING CRITICAL THINKING: PAPER #1 Working in small groups in COHORT CHAT/GOOGLE DOCS each group member will write a 300-word BODY SECTION with 2 sources from annotated bibliography/MLA 8 in-text citations and group Works Cited of an argumentative research paper including a problem, cause, effect, and solution about critical thinking based on readings and prewritings #1-#3: your experiences with critical thinking positive or negative; an interview about another person’s critical thinking skills; and/or an example of a shibboleth. Your section should be imaginative, entertaining, and/or related to your personal, academic, and/or career interests. Whom would you like to read your paper—audience? What would you like this audience to get from it—purpose? DO NOT USE "I" IN A GROUP PAPER. Use THIRD PERSON: Not "I believe this is wrong" but "Joe Smith believes this is wrong." Use FIRST and LAST NAME on first reference. Use PAST TENSE—BE CONSISTENT.

(1) AS A GROUP plan each member’s SECTION.
(2) Create an OUTLINE in GOOGLE DOCS then (a) paste 300-word member sections in 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 show significant peer editing for unity in content, style, third person, and verb tense. I must approve your topic. See “Student Model Project #1” and “Student Model Annotated Bibliography” BLACKBOARD.

Monday, January 25 COHORT A IN CLASSROOM
IN CLASS: Brief introduction to syllabus, course, and homework. Organize COHORT CHAT.

Wednesday, January 27 COHORT B IN CLASSROOM
IN CLASS: Brief introduction to syllabus, course, and homework. Organize COHORT CHAT.

Friday, January 29 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #1 BLACKBOARD pdf “Looking to the Future with a Critical Eye” by Linda Elder. GOOGLE Wikipedia for author biography. Elder somewhat unclearly identifies the critical thinking process as (1) formulating a precise question, (2) identifying a clear goal, (3) gathering information, (4) assessing the information, and (5) taking action. IN CLASS: Organize COHORT GOOGLE DOCS. Watch MacGyver video The Best Videos Showing “Thinking Outside The Box” — Help... larryferlazzo.edublogs.org › 2013/11/16. Discuss “Bloom’s Taxonomy” and “Student Model Project #1” BLACKBOARD.

Monday, February 1 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #1 Write about a significant time when you did or did not use Linda Elder’s critical thinking process: (1) formulating a precise question, (2) identifying a clear goal, (3) gathering information, (4) assessing the information, and (5) taking action. Include both emotions and logic in your process. IN CLASS: Organize COHORT GOOGLE DOCS. Watch MacGyver video The Best Videos Showing “Thinking Outside The Box” — Help... larryferlazzo.edublogs.org › 2013/11/16. Discuss “Bloom’s Taxonomy” and “Student Model Project #1” BLACKBOARD.

Wednesday, February 3 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #2 GOOGLE “How Emotions Can Support Critical Thinking” by Nancy Ogden with brief author biography at the bottom. IN CLASS: DISCUSS ANNOTATED BIBLIOGRAPHY and “Student Model Annotated Bibliography” BLACKBOARD.

Friday, February 5 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #2 INTERVIEW someone—FIRST and LAST name on first reference—about a significant time when the person did or did not use Linda Elder’s critical thinking process: (1) formulating a precise question, (2) identifying a clear goal, (3) gathering information, (4) assessing the information, and (5) taking action. Include both emotions and logic in the process. IN CLASS: DISCUSS ANNOTATED BIBLIOGRAPHY and “Student Model Annotated Bibliography” BLACKBOARD.
Monday, February 8 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #3 BLACKBOARD pdf “Girl,” a very short story by Jamaica Kincaid. GOOGLE Wikipedia for author biography. Analyze the shibboleths: a custom, phrase, or use of language that acts as a test of belonging to or as a stumbling block to becoming a member of a particular social class, profession, etc.; a belief, principle, or practice which is commonly adhered to but which is thought by some people to be inappropriate or out of date. IN CLASS: ONLINE LIBRARY ORIENTATION.

Wednesday, February 10 COHORT B IN CLASSROOM (begin “W” withdrawal)
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #3 Read Wikipedia on “Shibboleth” and write about a personal experience with a shibboleth—a test for belonging to a group such as a secret code or behavior to belong to a sorority, fraternity, team, friendship group, etc. A family’s test for being a good member is often eating their kind of food, having their religious and/or political beliefs, and/or having their careers and/or education. What do you consider to be one of your social groups; what biases, limitations, and/or tendencies do you see with it; and do the shibboleths--tests—show good critical thinking or should they be changed or eliminated to reflect better critical thinking? IN CLASS: WORK ON BRAINSTORM/OUTLINE SECTIONS/PAPER #1.

Friday, February 12 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: ANNOTATED BIBLIOGRAPHY 4 sources minimum/100 words each source. IN CLASS: WORK ON BRAINSTORM/OUTLINE SECTIONS/PAPER #1.

Monday, February 15 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: 1 page BRAINSTORM possible topic ideas and details/1 page OUTLINE your ideas into an argument (problem, cause, effect, solution) for your paper section—not the entire paper. IN CLASS: OUTLINE AND ASSEMBLE PAPER #1. Delete outline and show significant peer editing for unity in content, style, third person, and verb tense.

Wednesday, February 17 COHORT A IN CLASSROOM
NO HOMEWORK DUE. IN CLASS: OUTLINE AND ASSEMBLE PAPER #1. Delete outline and show significant peer editing for unity in content, style, third person, and verb tense.

Friday, February 19 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: (1) SIGNIFICANTLY PEER-EDITED PAPER #1; (2) SIGNIFICANT PEER EDITING ANALYSIS; and (3) SIGNIFICANT PROJECT REFLECTION. IN CLASS: BEGIN WRITING PROJECT #2. Discuss “Capital and Generational Differences” and “Student Models Project #2” BLACKBOARD.

WRITING PROJECT #2 EXPLORING CAPITAL, HUMAN CAPITAL, AND GENERATIONAL DIFFERENCES: PAPER #2 1,200 words with your observation or experiment/4 sources from annotated bibliography/MLA 8 in-text citations and Works Cited. Use readings and prewritings #1-#3 to develop an argumentative research paper about capital, human capital, and/or generational differences that is imaginative, entertaining, and/or related to your personal, academic, or career interests. Whom would you like to read your paper—audience? What would you like this audience to get from it—purpose? (1) Write an alphabetically ordered Works Cited for ALL sources; (2) write the body with one or more problems, causes, effects, and solutions with all sources cited in text including your observation or experiment; (3) write a unifying introduction stating the topic and getting the reader’s attention; (4) check order and transitions—logical connections; (5) write a conclusion—ask a question, propose a solution, state the present situation, state what you learned, and/or look to the future. I must approve your topic. See “Student Models Project #2” BLACKBOARD.

Monday, February 22 COHORT A IN CLASSROOM
NO HOMEWORK DUE. IN CLASS: BEGIN WRITING PROJECT #2. Discuss “Capital and Generational Differences” and “Student Models Project #2” BLACKBOARD.

Wednesday, February 24 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #1 GOOGLE “Pst! ‘Human Capital’” by David Brooks and Wikipedia “David Brooks (commentator)” for biography. According to the Organization of Economic Development and Cooperation (OECD) human capital is “the knowledge, skills, competencies and other attributes embodied in individuals or groups of individuals acquired during their life and used to produce goods, services or ideas in market circumstances. . . . The OECD consider different ways to measure human capital taking a range of indicators: Skills and qualifications; Education levels; Work experience; Social skills – communication; Intelligence; Emotional intelligence; Judgement; Personality – hard working, harmonious in an office; Habits and personality traits; 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. IN CLASS: Discuss “Student Models Project #2” prewriting #2 “Tours and Work Ethic” BLACKBOARD.

Friday, February 26 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #1 What human capital do you have? What was innate/developed? Did anyone help you develop it? What specific things are you doing now to develop your human capital including your education/other activities? What more could you do/will you do in the future such as nontraditional education or starting a business? IN CLASS: Discuss “Student Models Project #2” prewriting #2 “Tours and Work Ethic” BLACKBOARD.
Monday, March 1 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #2 GOOGLE “Reviving Work Ethic in America”
www.forbes.com interview by Dan Schawbel of Eric Chester (research both Schawbel and Chester for author biography). Chester is answering the questions Schawbel asks.

Wednesday, March 3 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: Prewriting #2 Consider how each individual’s human capital/generational characteristics impacts 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? Set up an observation or experiment that allows you to 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. See “Student Models Project #2” prewriting #2 “Tours and Work Ethic” BLACKBOARD. IN CLASS: DISCUSS PAPER QUESTIONS/TOPICS. WORK ON ANNOTATED BIBLIOGRAPHY. See “Student Model Annotated Bibliography” BLACKBOARD.

Friday, March 5 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #3 GOOGLE “Why Young Americans Are Giving Up on Capitalism” by Sarah Kendzior (click name for brief biography). IN CLASS: DISCUSS PAPER QUESTIONS/TOPICS. WORK ON ANNOTATED BIBLIOGRAPHY. See “Student Model Annotated Bibliography” BLACKBOARD.

Monday, March 8 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #3 What are your concerns and expectations for your economic future? What economic and/or political changes would you like to see? What more would you like to learn about how businesses, the economy, and/or the political system work? IN CLASS: WORK ON BRAINSTORM/OUTLINE PAPER #2.

Wednesday, March 10 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: ANNOTATED BIBLIOGRAPHY 4 sources minimum/100 words each source. IN CLASS: WORK ON BRAINSTORM/OUTLINE PAPER #2.

Friday, March 12 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: 1 page BRAINSTORM possible topic ideas and details/1 page OUTLINE your ideas into an argument (problem, cause, effect, solution) for paper #2. IN CLASS: WORK ON PAPER #2/PEER EDITING.

Monday, March 15 COHORT B IN CLASSROOM
NO HOMEWORK DUE. IN CLASS: WORK ON PAPER #2/PEER EDITING.

Wednesday, March 17 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: (1) SIGNIFICANTLY PEER-EDITED PAPER #2; (2) SIGNIFICANT PEER EDITING ANALYSIS; and (3) SIGNIFICANT PROJECT REFLECTION. IN CLASS: BEGIN WRITING PROJECT #3. Discuss “Kaleb Martinez Paper #3” and “De La Torre Paper #3” BLACKBOARD.

WRITING PROJECT #3 EXPLORING PURPOSES OF EDUCATION: PAPER #3 Working in small groups in COHORT CHAT/GOOGLE DOCS each group member will write a 300-word BODY SECTION with information from your PRESENTATION/2 sources from annotated bibliography/MLA 8 in-text citations and group Works Cited of an argumentative research paper including a problem, cause, effect, and solution about the purposes of education based on readings and prewritings #1-#3. Your section should be imaginative, entertaining, and/or related to your personal, academic, and/or career interests. Whom would you like to read your paper—audience? What would you like this audience to get from it—purpose? DO NOT USE “I” IN A GROUP PAPER. Use THIRD PERSON: Not “I believe this is wrong” but “Joe Smith believes this is wrong.” Use FIRST and LAST NAME on first reference. Use PAST TENSE—BE CONSISTENT.

(1) AS A GROUP plan each member’s SECTION. (2) Create an OUTLINE in GOOGLE DOCS then (a) paste 300-word member sections in 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 show significant peer editing for unity in content, style, third person, and verb tense. I must approve your topic. See “Kaleb Martinez Paper #3” and “De La Torre Paper #3” BLACKBOARD.

PRESENTATIONS (research, visuals, discussions, activities, etc.) should explore these: Could American pre-college education be reconceptualized and restructured so there is less need for higher education and more high school graduates are prepared to succeed without further education? What is unique and necessary about higher education for success today? In “Meet the Johnny Appleseed of Education Innovation” writer Derek Newton quotes an expert who explains “We live in an extremely global world. But the world of education is still extremely local” and adds that education should be about openness, curiosity, and lifelong learning to prepare students “to thrive in a world that’s increasingly connected, digital, diverse, skilled, on-demand and rapidly changing.”
Friday, March 19 COHORT B IN CLASSROOM
NO HOMEWORK DUE. IN CLASS: BEGIN WRITING PROJECT #3. Discuss “Kaleb Martinez Paper #3” and “De La Torre Paper #3” BLACKBOARD.

Monday, March 22 COHORT A IN CLASSROOM
DUE READING MODEL #1: GOOGLE “A Brief History of Education” www.psychologytoday and “Peter Gray, Ph.D., Psychology Department, Boston College” www.bc.edu for brief author biography. IN CLASS: GOOGLE and discuss “Careers for the Future after Covid-19.”

Wednesday, March 24 COHORT B IN CLASSROOM
DUE PREWRITING # 1: Consider what you have learned from your formal education vs. outside of formal education. What things were you taught that were NOT useful/valuable/accurate for yourself personally and/or for getting along in society? What do you WISH you were taught yourself personally and/or for getting along in society? IN CLASS: GOOGLE and discuss “Careers for the Future after Covid-19.”

Friday, March 26 COHORT A IN CLASSROOM

Monday, March 29 COHORT B IN CLASSROOM
DUE PREWRITING # 2: Did you choose and/or are you considering your major based on passion and ability and/or because you believe it will produce marketable skills? GOOGLE “Occupational Outlook Handbook” or other sources to research facts on your career and/or potential careers. What classes/experiences past, present, and/or future focus on “oral communication, critical thinking, effective teamwork, self-motivation and written communication?” (Pasquerella interview). Have you avoided these and/or not had these opportunities? Why? Why would employers in your field/a potential field value these? How can you get more experience with these? IN CLASS: PRESENTATIONS. WORK ON ANNOTATED BIBLIOGRAPHY. See “Student Model Annotated Bibliography” BLACKBOARD.

Wednesday, March 31 COHORT A IN CLASSROOM (Thursday, April 1, last drop with “W”)

Monday, April 5 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING # 3 Of the “Six Drivers of Change” what makes you anxious/concerned and what makes you excited/optimistic? What can you do to be better prepared? Of the “Ten Skills for the Future Workforce” what are your top skills and what are your weakest? What can you do to be better prepared? IN CLASS: WORK ON BRAINSTORM/OUTLINE SECTIONS/PAPER #3.

Wednesday, April 7 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: ANNOTATED BIBLIOGRAPHY 4 sources minimum/100 words each source. IN CLASS: WORK ON BRAINSTORM/OUTLINE SECTIONS/PAPER #3.

Friday, April 9 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: 1 page BRAINSTORM possible topic ideas and details/1 page OUTLINE your ideas into an argument (problem, cause, effect, solution) for your paper section—not the entire paper. IN CLASS: OUTLINE AND ASSEMBLE PAPER #3. Delete outline and show significant peer editing for unity in content, style, third person, and verb tense.

Monday, April 12 COHORT A IN CLASSROOM
NO HOMEWORK DUE. IN CLASS: OUTLINE AND ASSEMBLE PAPER #3. Delete outline and show significant peer editing for unity in content, style, third person, and verb tense.

Wednesday, April 14 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: (1) SIGNIFICANTLY PEER-EDITED PAPER #3; (2) SIGNIFICANT PEER EDITING ANALYSIS; and (3) SIGNIFICANT PROJECT REFLECTION. IN CLASS: BEGIN WRITING PROJECT #4. Discuss “Student Models Project #4” BLACKBOARD.

Friday, April 16 COHORT A IN CLASSROOM
NO HOMEWORK DUE. IN CLASS: BEGIN WRITING PROJECT #4. Discuss “Student Models Project #4” BLACKBOARD.

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

Monday, April 19 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #1 GOOGLE “Why Is College in America So Expensive?” by Amanda Ripley and “Amanda Ripley author” for author biography. IN CLASS: GOOGLE and discuss “Benefits of College,” “States with Free College,” “Countries with Free College,” and “Covid-19 Higher Education Impact.”

Wednesday, April 21 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #1 Consider the expenditures of running a typical American college. Argue for their elimination, their justification, and/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? IN CLASS: GOOGLE and discuss “Benefits of College,” “States with Free College,” “Countries with Free College,” and “Covid-19 Higher Education Impact.”

Friday, April 23 COHORT B IN CLASSROOM

Monday, April 26 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #2 Did you consider the cost of college and/or how to pay for it when you applied and/or are you considering either of these now? 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? IN CLASS: DISCUSS PAPER QUESTIONS/TOPICS/SURVEY QUESTIONS. WORK ON ANNOTATED BIBLIOGRAPHY. See “Student Model Annotated Bibliography” BLACKBOARD.

Wednesday, April 28 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: READING MODEL #3 GOOGLE “51% of young Americans support tuition-free public college.” Click on “Abigail Johnson Hess” for author biography. IN CLASS: DISCUSS PAPER QUESTIONS/TOPICS/SURVEY QUESTIONS. WORK ON ANNOTATED BIBLIOGRAPHY. See “Student Model Annotated Bibliography” BLACKBOARD.

Friday, April 30 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: PREWRITING #3 Explain your three top reasons why college should be free AND your three top reasons why college should not be free then your final position CONSIDERING COLLEGE AS A PROVEN BENEFIT (1) to individual career/finances (2) individual development/lifestyle (3) society’s employment skills/financial benefits (4) citizens’ contributions/knowledge/comprehension/expertise regarding the common good. This is a complex issue. IN CLASS: WORK ON BRAINSTORM/OUTLINE PAPER #4.

Monday, May 3 COHORT B IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: ANNOTATED BIBLIOGRAPHY 4 sources minimum/100 words each source. IN CLASS: WORK ON BRAINSTORM/OUTLINE PAPER #4.

Wednesday, May 5 COHORT A IN CLASSROOM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: 1 page BRAINSTORM possible topic ideas and details/1 page OUTLINE your ideas into an argument (problem, cause, effect, solution) for paper #4. IN CLASS: WORK ON PAPER #4/PEER EDITING.

Friday, May 7 COHORT B IN CLASSROOM
NO HOMEWORK DUE. IN CLASS: WORK ON PAPER #4/PEER EDITING.

Monday, May 10 THERE IS NO FINAL EXAM
DUE 8 A.M. BLACKBOARD MS WORD ONLY: (1) SIGNIFICANTLY PEER-EDITED PAPER #4; (2) SIGNIFICANT PEER EDITING ANALYSIS; and (3) SIGNIFICANT PROJECT REFLECTION.
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

**Miscellaneous issues:** first-generation; international; non-traditional; veteran/military

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!
## Grade Scale:
(All grades are based on this scale)

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<th>Grade</th>
<th>97-100</th>
<th>93-96</th>
<th>90-92</th>
<th>87-89</th>
<th>83-86</th>
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### Course Components:

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<th>#2 Capital</th>
<th>#3 Purposes</th>
<th>#4 Costs</th>
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**TOTAL**

**FINAL GRADE**