

# ENG 1301T

Department of English and  
Modern Languages

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## English 1301T Fall 2019

.T90: MWF 1:00 p.m. – 2:50 p.m.  
Academic 035

**Instructor:** Mrs. Anna Arreola

**Office:** Academic 019D

### Office Hours:

MWF 9:00 a.m. – 10:00 a.m.  
(face-to-face)

TuTh 1:30 – 2:30 p.m.  
(virtual)

& also by appointment

**Email:** Aarreola4@angelo.edu

**Office phone:** (325) 486 6148

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“A writer is someone who writes,  
that’s all.”

– Gore Vidal

“I’m not a very good writer, but  
I’m an excellent rewriter.”

– James A. Michener  
(won 1948 Pulitzer Prize for  
fiction; 75+ million book copies  
sold worldwide)

## English Composition

### COURSE DESCRIPTION, OUTCOMES, and OBJECTIVES

This course (which is required of students who are not TSIA complete or exempt in English) offers substantial practice in the production of effective prose essays as well as in the comprehension and analysis of selected readings. In-class activities are supplemented with practice in an online learning platform designed to complement the course work. You’ll learn about and practice the writing process, engage in critical thinking and reading, analyze texts, and thoughtfully respond to others’ writing as you develop your identity and abilities as a writer.

Successful completion of the course achieves two goals: 1) meeting the English TSIA requirement and 2) providing credit for freshman composition, English 1301. Upon successful completion of this course you should

- Take notes routinely;
- Understand the nature of the writing process and use all of its phases in writing;
- Understand the principles of audience expectations 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;
- Demonstrate an improved ability to read and understand a text (essay prompt, article, essay);
- Demonstrate an improved ability to identify and paraphrase a thesis, main points, and major details from a reading; and
- Demonstrate an improved ability to use electronic environments for drafting, reviewing, revising, and editing texts.

To view additional information about the ASU Core Curriculum Objectives for English 1301T and related course assessments, please see the last section of the syllabus before the schedule.



## **DEVELOPMENTAL EDUCATION REQUIREMENTS:**

### **State Mandated Placement**

A student's placement in English 1301T is based on State of Texas requirements. Unless a student is exempt from meeting TSIA (Texas State Initiative) standards, **state law requires that student to participate in a developmental activity** determined by the Department of English and Modern Languages if the student scores less than the minimum standard on the reading or writing sections of the TSIA assessment. The State has set the following passing standards in reading and writing.

### **English Cut-Scores on Approved TSIA Assessment**

**Reading:** 351 or greater;

Note: If you score in the range of 342–350 or ABE Diagnostic level 5/6, you may be placed in a college course while taking a developmental education course/intervention at the same time.

**Writing:** Essay Score of 4 and multiple-choice score of 340 or greater OR multiple-choice score below 340, but you have an Essay Score of 5 and ABE Diagnostic Writing Test score of 4, 5, or 6

**A student required by state or university regulations to participate in a developmental education program must be continuously enrolled until that program is successfully completed. In other words, students cannot drop a developmental course.**

TSIA requirements can be met by successfully completing the English 1301T course.

In an effort to help you achieve the learning outcomes above, I will assign you lessons, readings, and class assignments that will help you

- Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories – such as the writing process or ways to organize an essay),
- Learn to apply course material (to improve thinking, problem solving, and decisions – such as when you must decide how you will approach writing an essay), and
- Develop skills in expressing yourself in writing.

Toward the semester's end, you'll complete a survey in which you will indicate your sense of how you've progressed in these three objective areas.

### **COURSE EXPECTATIONS: MY RESPONSIBILITIES**

You can expect me to deliver clear lessons, to answer questions you have about course content and materials, to be punctual and prepared, and to treat you with courtesy and fairness. It is my job to provide opportunities for you to learn; it your job to take advantage of those opportunities.

### **COURSE WORK: YOUR RESPONSIBILITIES**

In order to do well in this class, it is paramount that you **attend class, consult the course syllabus and information posted in Blackboard, view all assigned instructional videos, and carefully read other supplemental materials such as handouts, articles, and PowerPoint presentations.** We will primarily use class time to work on assignments while I am there to address your questions, so you will be required to do some **preparation work outside of class.** Because this course centers around numerous and frequent reading and writing assignments, be prepared to spend several hours each week preparing these assignments.

Besides attendance and preparation, another primary factor that will determine your success in this course is your willingness to **proactively seek answers to your questions.** When something isn't clear, consult the materials in Blackboard and Mindtap; email your classmates and your professor; contact the Writing Center. This is a sign of a mature student.

### **COURSE TEXTS, MATERIALS, AND RESOURCES**

Obtain these items as soon as possible. I will not give extensions for assignments because texts/materials have not yet been obtained.

- Cengage MindTap online learning platform (**NOTE:** Access to the platform will be purchased online in class.)
- One 1" three-ring folder/binder
- A package of 3-ring folder dividers
- Package of highlighters with at least four colors
- One USB drive, labeled with your name and email address (Or you may use Google Drive or a similar means of saving)
- 8 1/2" X 11" 3-hole college-ruled notebook paper
- Writing utensils (pens, pencils)

## GRADED COURSE WORK

Daily (Quizzes, class work, etc.)	(10%)
MindTap	(10%)
Summaries (2 x 10% each)	(20%)
Essays (3 x 15% each)	(45%)
*Exit Exam (if grade requirements are met)	(15%)
<b>Total:</b>	<b>(100%)</b>

### Grading Scale:

100 – 90	A
<90 – 80	B
<80 – 70	C
<70 – 60	D
<60 – 0	F

## GRADING

Course assignments and their associated grade percentages are listed at the left. If you have a question about your status in the class at any point in the semester, feel free to contact me to set up a brief appointment. I will also periodically update your course grades and absences on Blackboard.

### \*ELIGIBILITY REQUIREMENTS FOR EXIT EXAM

**Eligibility requirements for the Exit Exam include meeting this class's attendance requirements, earning a score of 70 or above on one summary, earning a score of 70 or above on two essays, and successful submission of all final drafts of summary and essay assignments. If you don't meet these requirements, you won't be eligible to take the Exit Exam, and your Exit Exam grade will be zero.**

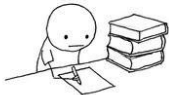
## COURSE ASSIGNMENTS

In this course, you will complete various daily assignments and activities; actively participate in peer revising, one-on-one conferences, class discussions, and other opportunities to share your work; read and contemplate assigned texts; and compose summaries and essays. **You should be aware that any student work may be used as a model for classroom instruction.** Here's a bit more information on some of these assignments:

### *Written Work: Electronics Information*

- **ASU Computer Access:** To use the computer labs on campus and to access the computer programs used in class, students must have a University computer access account. Students are usually issued an ASU email and a computer access account when they register. Students who do not have an account must take their ASU Student ID or receipt for classes of the current semester to the Math/Computer Science Lab. **All students must have their computer access account by the second day of class.**
- **Saving Work:** All written assignments are written and saved on a USB drive, the student P drive, and/or Google Docs **in Microsoft Word** and must be **able to be opened on a university computer.**
- **Submitting Work as Microsoft Word Docs:** Your assignments need to be submitted as Microsoft Word docs. (All final drafts of major assignments are submitted online through Blackboard, and I will electronically grade your work. If I cannot open your submitted document, it cannot be graded, and the assignment will be considered late until it is in a format that can be opened in Blackboard.) If you do not have Microsoft Office Suite on your computer, you can visit link <https://www.angelo.edu/services/technology/support/purchasing/> or contact IT at (325) 942 2911 to download Office 365 **for free.**
- **Computer Labs:** ASU has computer labs in two areas on campus where students may work on out-of-class assignments for 1301T.

Doing homework



Doing homework while listening to music



Image from [gagname.com](http://gagname.com)

### WC Hours of Operation (during long semesters):

10:00 - 5:00 Mon. – Thurs.  
10:00 - 12:00 Friday  
6:00 - 8:00 Wed. evening  
1:00 - 4:00 Sun. afternoon

### What WC Tutors Do/Don't Do:

The Writing Center tutors provide assistance at any stage of the writing process; however, tutors **do not** complete a student's work, and they **do not** proofread a student's work. Tutors teach students how to effectively revise their own writing, helping students to develop the skills they need to plan, draft, and revise their work.

Access to Blackboard is also available in all campus computer labs and to anyone who has a personal computer that is internet capable.

Computer labs can be found in the following areas:

- Library Learning Commons
- Math/Computer Science Lab—Room 111, MCS Building

Operating hours are posted in each lab and are also available online at:

<http://www.angelo.edu/services/technology/labs/computer-access.php>.

### **Written Work: Policies on How to Receive Credit**

- **Complete All Writing Process Steps:** For each major writing assignment, you are required to complete all prewriting exercises, drafts, and peer revising activities. Ten percent of the final grade will be deducted from any written assignment grade for which steps in the writing process are missing.
- **Late Work:** Ten percent will also be deducted from the grade of any major written assignment that is submitted after the due date and time. After one week, the late writing assignment will receive a grade of zero.

### **MindTap Assignments**

- **No Deadline Extensions:** For most MindTap work that is assigned as lab work and/or homework, students are given a week to complete the assignments. For this reason, no deadline extensions for MindTap assignments are given.
- **Contact Cengage with Technical Difficulties:** If any technical difficulties are encountered, it is the responsibility of the student to contact Cengage for assistance. The number for Cengage is 1-800-354-9706.
- **Don't Procrastinate:** Students are **strongly** encouraged to begin MindTap assignments the day they are given, rather than waiting until the last hour of the final day before they are due.

### **THE WRITING CENTER**

Writers always benefit from other writers' opinions. For example, professional writers depend on their editors for constructive criticism. In 1301T, students will rely on the instructors, their peers, and the tutors in the Writing Center, an academic support service available to all ASU students. The Writing Center is located on the third floor of the Porter Henderson Library, Room C305.

You should plan to visit the Writing Center frequently throughout the writing process for each of your out-of-class writing assignments. I may also require you to visit the WC. In this case, the final draft of a written assignment will not be accepted for full credit unless you have completed the required work in the WC.

### Sample Email:

To: [anna.arreola@angelo.edu](mailto:anna.arreola@angelo.edu)

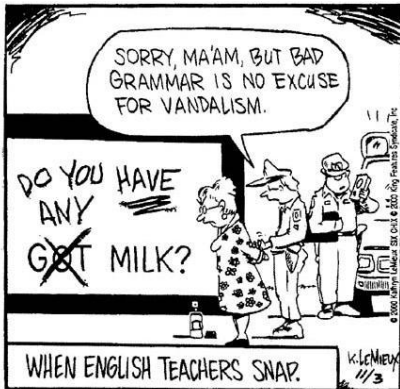
Subject: Please Give Feedback on Essay 1.2

Attached:  Essay 1.2.docx

Hello, Mrs. Arreola,

I would appreciate it if you could give me some feedback on my attached Essay 1.2 draft. I plan to visit the Writing Center tomorrow for help with local concerns, but I wanted to ask you to look at my introduction and conclusion. Are they strong/effective? Is my thesis clear?

Thanks for your help,  
Damon Jacobs  
English 1301.T30



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phone: (216) 371-8600 / e-mail: R@funnytimes.com

### CONTACTING ME

When I interact with my students, I strive to maintain professionalism and courtesy. Please do the same in your interactions with me.

I am available via phone during regular office hours. If you call me outside of office hours and I don't answer, leave a voicemail and I'll get back to you. Email is usually the best way to contact me. I will do my best to respond to emails/phone calls within a 24-48 hour period during the workweek. Do not expect a response on the same day if you contact me after 5 p.m. If you email me on Friday after 5 p.m., do not expect a reply until Monday. Plan ahead when sending emails so that you allow yourself adequate time to receive a response.

You are absolutely welcome to contact me regarding help with assignments. However, do not ask me for assistance at the last minute or for extensive help on the day your assignment is due; I will not give it. **Plan ahead.**

I ask that you attempt to use properly punctuated and complete sentences in your emails to me. They don't have to be perfectly edited, but I will not respond to carelessly written messages littered with typographical errors.

If you have a question regarding your status in the class or about a grade, you must discuss it with me via a **face-to-face** meeting.

### CONTACTING YOU

Since you are responsible for any course information sent electronically, you are required to check your email and Blackboard regularly (at least once per day) so as to stay up-to-date with the course.

### ATTENDANCE

**Absence Limit:** You are expected to attend all classes unless prevented from doing so by illness, bona fide emergencies, or circumstances beyond your control. **Students with more than six absences (for any reason) will no longer be eligible for a passing grade in the course.**

I will record your absences in Blackboard. If you disagree with an absence count I record in Blackboard, you have two weeks from the day the absence occurred to contact me to discuss it. No changes will be considered after two weeks.

**Contact the Office of Student Affairs:** Should a serious illness, family emergency, or other crisis occur, you should immediately contact the **Office of Student Affairs** so that professors may be informed. You can email them at [studentaffairs@angelo.edu](mailto:studentaffairs@angelo.edu) or call them at (325) 942 2047. It is your responsibility to stay in touch with your professors in order to keep up with the work.

If you are not feeling well or believe that you have been exposed to COVID-19, do not come to class. Instead, complete the daily wellness screening check, contact the Office of Student Affairs, and then email me.

**Regarding Cancelled Classes:**  
If class is cancelled, I will post that information on Blackboard along with instructions. The English and Modern Languages Department will no longer post signs on classroom doors regarding cancelled class. You must check Blackboard for that information.

If you are absent for a legitimate reason, you still accrue an absence, but you can usually make up work late for full credit if you make arrangements with me.

What constitutes a legitimate absence is determined by me. Legitimate absences typically only include family emergency or illness. I'll usually ask for paper documentation for legitimate absences.

If you are absent for a reason that's not legitimate, you accrue the absence, and you cannot make up the work late for credit. It may be possible, though, to turn it in early for credit.

**Accrual of Absences:** In addition to missing a class completely, the following circumstances may also result in an absence:

- **Coming to class after the door has been shut.** If you are more than a few minutes late and the door is shut when you come, you're absent. Don't knock or attempt to come in.
- **Being unprepared for class activities.** Because this is a student-centered class that relies heavily on collaborative learning, adequate preparation is essential. Should a student attend class unprepared, that student will not be able to participate in activities planned for that day and will be counted absent.
- **Removal from class for inappropriate classroom behavior,** including but not limited to failing to participate, appearing to sleep in class, texting (or other cell phone use), being on unauthorized sites, etc.
- **Missing fifteen minutes of class at any time or leaving during class repeatedly.**
- **Missing, being late to, or being unprepared for a conference.**

**Prior Notice of Absences:** I appreciate an email to let me know if you'll be absent and the reason why. If you are an ASU athlete or a student involved in other ASU activities (choir, drama, etc.), you will need to provide me with a schedule of classes you will miss due to university-sanctioned events. If your schedule requires you to miss more than six class sessions, you should plan to take another course that better fits your schedule.

**Observances of Religious Holidays:** A student who intends to observe a religious holiday should make that intention known in writing 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.

#### **MISSED WORK / LATE WORK**

- If you are **absent for a legitimate reason** (personal illness or family emergency), work can almost always be submitted late for credit. However, you must contact me and make arrangements to submit that late work. In all cases, **I determine** whether an absence will be considered legitimate and if work can be made up for credit. **You will be required to provide appropriate documentation for an absence if you wish it to be considered legitimate.**
- **I do not accept late work for credit.** The **only exceptions** to this rule are major summary and essay assignments (these have their own specific late policy). I will also accept late work for credit in the case of absences I deem legitimate (personal illness or family emergency), but you need to make these arrangements with me.
- Generally, I will not allow you to make up (for credit) any assignment or exercise given and completed within the class period you missed.

#### Why I Don't Give Extra Credit

You want me  
To give you  
More to do  
So that  
I can have  
More to do  
Because  
You missed  
The to do  
You were  
Supposed  
To do  
Before this  
New to do  
You want  
Me to do  
For you?

Laurence Musgrove

**If you are expecting an important phone call – as examples: a family member is in critical condition in the hospital, or you need to have your phone in case your child's daycare calls – just let me know. I'll ask you to put your phone on vibrate and then put it in your pocket. When the phone call comes, you can step outside to take it.**

- It is your responsibility to determine what you missed during your absence by **asking your classmates, visiting Blackboard** for the class assignments and handouts for that day, and by **seeing me** during my office hours. You may also email me if you still have questions.
- If you are absent, it is your responsibility to make up the work missed **before** the next class meeting so that the completed homework can be brought to the next class meeting. Being absent does not excuse you from being prepared for class on your return or from having all necessary materials in the essay submissions.
- **If you know you will be gone for a non-legitimate reason** (not for personal illness or family emergency), **I can usually accept your work submitted early for credit** (just not late). You would need to make these arrangements with me prior to your absence. Submitting a daily assignment on time for a day you are absent will not substitute for your presence and participation in class that day.
- Because students can know the dates for university-sponsored events before they happen, university-sponsored events do not usually count as legitimate reasons for not turning work in on time.

#### LOST WORK/QUIZ ISSUES

Back up all of your work in multiple locations. I will not accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

#### EXTRA CREDIT

I may offer extra credit assignments from time to time to the whole class, but I do not offer individual students extra credit assignments when students ask for them. Stay on top of your coursework.

**COVID-19 PROTOCOLS:** Stay up to date with campus protocols related to COVID-19 at this website: <https://www.angelo.edu/covid-19/>. Students are expected to follow the most updated version of the campus protocols.

#### CLASSROOM ENVIRONMENT

The Department of English and Modern Languages has established the following rules for the computer classroom.

***Electronics:*** As a courtesy to classmates and instructors, students must turn off and put away all electronic devices (phones, laptops, iPods, etc.) before class begins. **Do NOT use ear buds or headphones in class unless specifically allowed to do so for work on a specific project determined by the instructor.**

***Food, Drink, Tobacco, & Other Distractions:*** Food and drink are not permitted in the classroom. Please leave all food and drinks outside the room. Tobacco in any form is prohibited in the classroom, as is any behavior (sleeping in class, doing coursework for other classes, being on a non-authorized website, talking disruptively, etc.) that impedes me teaching or you learning.

## 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 at

<http://www.angelo.edu/student-handbook/>.

## SOME HELPFUL CAMPUS RESOURCES FOR STUDENTS

- Contact ASU Counseling Services at (325) 942-2371 from 9 a.m. – 3 p.m., M-F. For more information, visit <https://www.angelo.edu/current-students/counseling-services/>.
- In case of an emergency, call 911 or the ASU Crisis HelpLine at 325-486-6345.
- Visit this link for information on free academic tutoring: <https://www.angelo.edu/current-students/freshman-college/academic-tutoring.php>.
- The Freshman College has information about many useful resources for first year college students—and college students in general. Visit <https://www.angelo.edu/current-students/freshman-college/>.

**Unauthorized Programs/Sites:** Authorized software and websites can be found on the Start/Programs menu, on the desktop, and/or on the approved website used for the class. Use of unauthorized software and/or websites is prohibited and is grounds for an absence.

**Leaving the Room:** Exit all programs and log off before leaving class. Retrieve USBs from the computer.

**Obscenity:** Be aware that “a person commits an offense if he intentionally or knowingly displays or distributes an obscene photograph, drawing, or similar visual representation or other obscene material and is reckless about whether a person is present who will be offended or alarmed by the display or distribution” (Penal Code: Title 9, Ch. 43, Subch. B, Sec.22).

## ACADEMIC HONESTY

“All ASU students are expected to understand and to comply with the University’s policy on Academic Honesty as stated in the *ASU Bulletin* and in the *ASU Student Handbook*. Students who violate the Policy on Academic Honesty will be subject to disciplinary action including a failing grade in the course.”

The ASU Academic Honor Code applies to all work assigned in this (and every) class. **All of your work must be original and produced exclusively for this class.** *Plagiarism* is when a student uses anyone else’s rephrased ideas OR exact words as his or her own without giving proper credit. **A student who plagiarizes or who assists such plagiarism may receive an F in the course.** (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.)

## SPECIAL ACCOMODATIONS / DISABILITIES

“Persons with disabilities that may warrant academic accommodations must contact the Office of Student Affairs, 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.”

**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.



This very last section (to the right) is included for administrative purposes and contains additional details on course objectives and assessments.

**Final Note: I reserve the right to make changes to the syllabus and schedule during the semester as deemed necessary. You will be notified of any changes in class, via email, and/or via Blackboard.**

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](mailto:michelle.boone@angelo.edu)

**You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://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](http://www.angelo.edu/title-ix).

### **ASU CORE CURRICULUM OBJECTIVES FOR ENGLISH 1301T AND RELATED COURSE ASSESSMENTS**

**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 informative 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 peer editing exercise.

- 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 essay and portfolio.

- 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.

## COURSE SCHEDULE – Fall 2021

This schedule is always subject to change. Follow the weekly folder instructions in Blackboard regarding assignment specifics. Unless otherwise indicated, all assignments are due at the beginning of class on the day they are listed.

Date	Course Work
<b>Week 1</b>	
8/23 – 8/27	Course Policies and Procedures Student Acknowledgement Form Academic Performance Agreement Class Folder Instructions Blackboard Orientation Diagnostic Essay Purchase Cengage MindTap Email Assignment Selected MindTap Exercises
<b>Week 2</b>	
8/30 – 9/3	Critical Reading / Marginal Annotations in a Text Summary Writing Paraphrasing Using Transitional Words and Phrases MLA Document Format Selected MindTap Exercises
<b>Week 3</b>	
9/6	<b>LABOR DAY HOLIDAY: NO CLASS</b>
9/7 – 9/10	Summary 1 Article Critical Reading Summary 1 Reading Guide Summary 1 First Draft Selected MindTap Exercises
<b>Week 4</b>	
9/13 - 9/17	How to be an Effective Peer Reviser Summary 1 Global and Local Peer Review Summary 1 Final Draft Summary 2 Article Critical Reading Summary 2 Reading Guide Summary 1 Corrections Selected MindTap Exercises
<b>Week 5</b>	
9/20 - 9/24	Summary 2 Global and Local Peer Review Summary 2 Final Draft Selected MindTap Exercises
<b>Week 6</b>	
9/27 - 10/1	The Writing Process Thesis Statements Body Paragraph Structure Essay 1 Article Critical Reading Essay 1 Assignment Brainstorming Freewriting Selected MindTap Exercises
<b>Week 7</b>	
10/4 - 10/8	Body Paragraph Graphic Organizer Essay 1 Body Paragraphs Peer Review Body Paragraphs Introductions

	Conclusions Essay 1 First Draft Selected MindTap Exercises
<b>Week 8</b>	
10/11 - 10/15	Individual Conferences Global Peer Review Essay 1 Second Draft Selected MindTap Exercises
<b>Week 9</b>	
10/18 - 10/22	Local Peer Review Writing Center Essay 1 Final Draft Essay 1 Reflection Selected MindTap Exercises
<b>Week 10</b>	
10/25 - 10/29	Argument Analysis Discussion and Assignments Source Reliability Selected MindTap Exercises
<b>Week 11</b>	
11/1 - 11/5	Essay 2 Article Critical Reading Essay 2 Assignment Brainstorming Freewriting Body Paragraph Graphic Organizer Selected MindTap Exercises
<b>Week 12</b>	
11/8 - 11/12	Quotation Integration Review Essay Organization Essay 1 Corrections Essay 2 First Draft Individual Conferences Selected MindTap Exercises
<b>Week 13</b>	
11/15 - 11/19	Global Peer Review Essay 2 Second Draft Local Peer Revising Writing Center Essay 2 Final Draft Essay 2 Reflection Selected MindTap Exercises
<b>Week 14</b>	
11/22 - 11/23	Essay 3 Assignment Complete Essay 3 In Class
11/24 - 11/26	<b>THANKSGIVING HOLIDAY BREAK: NO CLASSES</b>
<b>Week 15</b>	
11/29 – 12/3	Exit Exam Review Course Evaluation Eligibility Notification Exit Exam Summary
<b>Week 16</b>	
Finals Week 12/6 – 12/10	Exit Exam Essay Preparation <b>Exit Exam Time:</b> MWF English 1301.T90 = Wednesday, December 8th, 1:00 – 3:00 p.m.