



SYLLABUS
DEPARTMENT OF ENGLISH
ENGL 1101: COMPOSITION I
FALL 2023

Course Information

Class meeting time: MW 9:05 – 9:55 a.m.
Modality: Hybrid 33%
Location: English Building (EB) 140
Syllabus is also posted in D2L

Instructor Information

Name: Click or tap here to enter text.
Email: @kennesaw.edu
Office Location: University College (UC) 117
Office Phone: (470) 578-6297 (English Office)
Office Hours: MW 12:15 p.m. – 1:15 p.m. and 3:30 – 5:30 p.m. or by appointment
Preferred method of communication: KSU email

Course Description

ENGL 1101 focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation. Also includes introductory use of a variety of research skills.

Course Materials

Required Texts: 1) Robinson, Michelle Bachelor, et al. Writing Guide with Handbook. OpenStax, 21 Dec. 2021, <https://openstax.org/books/writing-guide/pages/1-unit-introduction>.

Technology requirements: proficiency in Word, PowerPoint; internet access to D2L

Learning Outcomes

ENGL 1101 satisfies one of KSU's general education program requirements. It addresses the written communication general education learning outcome(s). The learning outcome states: students will write & communicate at a college level in various modes, media, and/or rhetorical contexts. For more information about KSU's General Education program requirements and associated learning outcomes, please visit the [KSU General Education Core Curriculum Requirements](#) page.

Upon completion of English 1101, students will be able to...

1. Practice writing in situations where print and/or electronic texts are used, examining why and how people choose to write using different technologies.
2. Interpret the explicit and implicit arguments of multiple styles of writing from diverse perspectives.

3. Practice social aspects of the writing process by critiquing your own work and the work of your colleagues.
4. Analyze how style, audience, social context, and purpose shape your writing in electronic and print spaces.
5. Craft diverse types of texts to extend your thinking and writerly voice across styles, audiences, and purposes.

Course Requirements and Assignments

Here is the grading breakdown for your work this semester. For each assignment, you will be given specific guidelines. Please submit all assignments via D2L.

Narrative (15% of final grade)
Analysis (20% of final grade)
Argument (20% of final grade)
Major D2L Discussions Boards (20% of final grade)
Daily Assignments (25% of final grade)

Evaluation and Grading Policies

As a stakeholder in your own learning, you should submit assignments **on-time and in D2L**. You may expect me to respond to **discussions boards and daily assignments within one week and to major assignments (essays) in two weeks**.

You earn grades based on guidelines for each assignment; I will provide you with clear guidelines so that you will know exactly how to earn specific grades.

Grading Scale

90% - 100 % A
80% - 89% B
70% - 79% C
60% - 69% D
0% - 59% F

I will round up grades if they are > or = .5 or above, for example, an 89.6 is an A.

Course Policies

Attendance Policy

Because writing courses depend on class discussion, group work, peer review, and practice in certain skills in addition to lecture and presentation, you should attend all classes and on time. Make-up work will be given on a case-by-case basis. If you must miss class for a **required school-related function**, you **must** give to me prior notice **and** documentation.

I will keep attendance records for advisement purposes only. You can keep track of your attendance record for this class on our class D2L page under the Attendance tab. I recommend you check this record daily for accuracy. If you have a question about your attendance record, email your questions to me.

Tardiness

Arriving to class on time and staying for the entire class period equals being respectful to your peers, your instructor, and yourself. If you arrive after attendance has been taken or leave before class ends, you will be disrupting class activities and lectures.

Further, if you arrive late and wish to be marked present on the attendance roster, you should notify me of your late arrival at the end of class so that I can note it on my attendance roster; otherwise, you will be marked absent.

If you need to leave class early for any reason, please be courteous by informing me of such departure in advance.

Late Work

All work must be completed and submitted on the due dates and times listed on the syllabus schedule of assignments and/or stated on D2L and the assignment guidelines. Late work submitted within the “grace” period of two days from the due date and time automatically will be able to receive up to 3/4 credit for that assignment grade. I will not accept late work more than 48 hours after the scheduled due date and time. However, you may “cash in” one *Owl-lowance*, as will be explained in class and in the Grades section of our class D2L page.

Instructor Contact / Questions & Concerns

You are encouraged to meet with me to discuss plans for writing assignments as well as general progress in the course at any point during the semester. Stop by my office during my office hours (see beginning of this syllabus for days and times), or schedule an appointment with me. I am open to zoom calls, if needed.

Feel free also to contact me via e-mail. I will respond to your emails during business hours within 24 hours during the week (Monday-Friday 8:00 a.m. – 5:00 p.m.), or by Monday afternoon for emails sent to me on the previous Friday.

Please review all assignment-related documents, the schedule of assignments, and related announcements before emailing me for clarification. Further, please keep your emails professional in tone and language use (i.e., no texting language) and **be sure to include your name and class section or class day/time**.

NOTE: If you have a discrepancy with a grade, you must visit me **during my office hours** or send an email to me to discuss the matter. Due to privacy issues, I will not discuss individual grades with students in the classroom.

Turnitin.com

We will be using Turnitin.com for some assignments submitted on D2L. Standards of academic integrity apply to all work submitted in this class. Please note that I do not accept

- essays or work done in high school,
- essays or work done in another college class, and/or
- essays or work that do not give credit to source material.

We will discuss academic integrity in more detail in class.

Class Cancellation Information

In the event of an unplanned class cancellation, I will notify the English office personnel, and they will post a notice on the door of the classroom. If possible, I will send a message through Remind and post an announcement on D2L by 8:00 a.m.

Learning Statement

Writing and learning are methods of communication that are inherently conversational, democratic, and sometimes digital. We will practice these types of learning in our course. What this means for you:

1. You are a vital and respected member of our community.
2. You will participate authentically in our work as a stakeholder in your own writing growth.

3. Your voice is important because it drives our interactions as a group.

Institutional Policies

ADA Position Statement

Kennesaw State University, a member of the University System of Georgia, does not discriminate on the basis of race, color, religion, age, sex, national origin or disability in employment or provision of services. Kennesaw State University does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

For more information, visit KSU's [Institutional Policies](#) page.

Codes of Conduct

All students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct. The KSU Codes of Conduct include: the general Student Code of Conduct, the Residential Code of Conduct, and the Code of Academic Integrity. Kennesaw State University reserves the right to make changes to this code as necessary and once those changes are posted online, they are in effect. Students are encouraged to check online for the updated versions of all policies.

For more information, visit KSU's [Department of Student Conduct and Academic Integrity](#) page.

Federal, BOR, & KSU Course Syllabus Policies

There are numerous federal, BOR, and KSU course syllabus policies that outline students' rights and responsibilities. Students are responsible for visiting the KSU website that lists these and for being familiar with all of the policies listed.

For detailed information, visit the [Course Syllabus Policies](#) page.

KSU Student Resources

A wealth of resources is available on campus for students. Visit the [KSU Student Resources](#) page for detailed information about

- Coronavirus (COVID-19)
- Technology Assistance
- Student Support and Wellness
- Academic Resources (including Grade Appeals)

You can also access information regarding [Financial Aid](#), [the Registrar](#), and [the Bursar](#) by visiting their websites.

KSU Writing Center

You are strongly encouraged to take advantage of the KSU Writing Center, a free resource to help you improve your writing in *any* subject. Friendly, experienced peer writing assistants work with you one-on-one to develop strategies for topic development, revision, editing, source documentation, and much more. Appointments are available on both campuses (K-English 242 and M-Johnson 121) as well as online and can be scheduled one hour to two weeks in advance. Visit [KSU Writing Center](#) to reserve your appointment and to learn more about the Center's other services and online resources.

This link contains information on help and other resources available to students: [KSU Student Syllabus Resources](#)

Course Schedule

Should highlight content covered, assignments, grades-due, and exams. Feel free to include any information here.

Week 1

Syllabus Policies & Procedures and Schedule of Assignments; how to access e-textbook; Class structure review; introductions discussion board.

Week 2

GENRE, IDENTITY, AND CULTURE; THE RHETORICAL SITUATION; READINGS.

Week 3

LITERACY AND THE NARRATIVE ESSAY; PARAGRAPH ORGANIZATION; LANGUAGE; READINGS.

Week 4

AUDIENCE AND STYLE; WRITING A LITERACY NARRATIVE; READINGS.

Week 5

FORMATTING AND CITING; LITERACY NARRATIVE ESSAY PEER REVIEW; REVISING YOUR NARRATIVE; READINGS.

Week 6

DEBRIEFING FROM NARRATIVE ESSAY; CONCEPT OF RHETORICAL ANALYSIS.

Week 7

RHETORICAL ANALYSIS AND CRITICAL READING; THE RHETORICAL APPEALS; ANALYZING A VISUAL ARGUMENT; RHETORIC IN WRITING; READINGS; NARRATIVE ESSAY FINAL DUE.

Week 8

CELEBRITY AND THE RHETORICAL APPEALS; FALLACIES; RHETORICAL ANALYSIS BRAINSTORMING; READINGS.

Week 9

ANALYZING AN ADVERTISEMENT; RHETORICAL ANALYSIS DRAFTING; READINGS.

Week 10

PRACTICE WITH ANALYZING AN ADVERTISEMENT; DRAFTING WORKSHOP; READINGS.

Week 11

ANALYSIS ESSAY PEER REVIEW; REVISE AND EDIT ANALYSIS ESSAY; PLAGIARISM; READINGS.

Week 12

REVERSE OUTLINING; THE TOULMIN ARGUMENT; PRE-WRITING FOR EVALUATION ARGUMENT; ANALYSIS ESSAY FINAL DUE.

Week 13

WRITING AN EVALUATION ARGUMENT; EVALUATING A NEWS SEGMENT; DRAFTING EVALUATION ARGUMENT; READINGS.

Week 14

LANGUAGE AND CULTURE; DRAFTING WORKSHOP; READINGS.

Week 15

REVIEWING AN EVALUATION ESSAY; ARGUMENT ESSAY PEER REVIEW; REVISE AND EDIT ARGUMENT ESSAY; REFLECTION; READINGS.

ENGL 1101 – Fall 2023 Schedule
This schedule is tentative and subject to change.

This schedule of assignments may be revised and updated as the class progresses. Students will be notified of any changes via an announcement on D2L.

All readings should be completed prior to class on the day they appear on the syllabus.

Be sure that cell phones are turned off or silenced before class begins.

Readings Key:

WGH = Writing Guide with Handbook

OTC = Open Technical Communications

Digital = linked in our weekly modules on D2L

Week	Day	Date	Modality	Reading Assignments	Activities
1	M W F	Aug. 14 Aug. 16 Aug. 18	NOTE: AUG. 18-LAST DAY FOR DROP/ADD (ENDS AT 11:45 PM) In-person class In-person class Online Asynchronous	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting Start Here Welcome document Syllabus-ENGL 1101 Online Activities Guidelines-Netiquette-Grading document In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting. WGH Chapter 1 Introduction WGH Chapter 1.1 "Reading" to Understand and Respond Online Module: <ul style="list-style-type: none"> What is "Good" Writing, and Why Does It Matter? Writing Makes You a Better Problem-Solver Video: Why 'Rhetorical Consciousness' Matters in Real World Writing 	Monday Class Meeting <ul style="list-style-type: none"> Expectations for writing at the university level Introductions Wednesday Class Meeting <ul style="list-style-type: none"> Rhetoric in writing Online Module <ul style="list-style-type: none"> Complete all readings and assignments in the Week 1 modules by Aug. 20 at 11:59 p.m.

Week	Day	Date	Modality	Reading Assignments	Activities
2	M W F	Aug. 21 Aug. 23 Aug. 25	In-person class In-person class Online Asynchronous	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting WGH Chapter 19 Introduction WGH 19.1 Writing, Speaking, and Activism Online Module: <ul style="list-style-type: none"> WGH Chapter 2 Introduction WGH 2.1 Seeds of Self 	Monday Class Meeting <ul style="list-style-type: none"> The rhetorical situation The rhetorical situation: audience Wednesday Class Meeting <ul style="list-style-type: none"> The rhetorical situation: genre and culture Online Module <ul style="list-style-type: none"> Rhetorical situation writing activity Complete all readings and assignments in the Week 2 modules by Aug. 27 at 11:59 p.m.

Week	Day	Date	Modality	Reading Assignments	Activities
3	M	Aug. 28	In-person class	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting Read description, "Literacy Narrative" "Me Talk Pretty One Day" In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting WGH Chapter 3 Literacy Narratives: Introduction WGH 3.1 Identity and Expression WGH 3.3 Glance at Genre: The Literacy Narrative Link to PDF Version of Sample Literacy Narrative, "Mother Tongue" by Amy Tan Link to Audio Version of "Mother Tongue" Online Module: <ul style="list-style-type: none"> WGH 3.4 Annotated Sample: Frederick Douglass on Literacy WGH 3.5 Writing Process: Tracing the Beginnings of Literacy (Helen Keller) Video: Diving deeper into David Sedaris' "Me Talk Pretty One Day" 	Monday Class Meeting <ul style="list-style-type: none"> Literacy and the narrative essay Wednesday Class Meeting <ul style="list-style-type: none"> Readings discussion Brainstorm peer review Online Module <ul style="list-style-type: none"> Preparing to write a literacy narrative Complete all readings and assignments in the Week 3 modules by Sep. 3 at 11:59 p.m.
	W	Aug. 30	In-person class		
	F	Sep. 1	Online Asynchronous		

Week	Day	Date	Modality	Reading Assignments	Activities
4	M W F	Sep. 4 Sep. 6 Sep. 8	Labor Day-NO CLASS In-person class Online Asynchronous	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting WGH Chapter 4 Introduction: Memoir or Personal Narrative Writing WGH 4.1 Exploring the Past to Understand the Present WGH 4.3 Glance at Genre: Conflict, Detail, and Resolution WGH 4.5 Writing Process: Making the Personal Public In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting. WGH 3.6 Editing Focus: Sentence Structure WGH 4.6 Editing Focus: Characterization and Point of View WGH 4.7 Evaluating Structure and Organization Online Module: <ul style="list-style-type: none"> Video: Similarities Between Writing and Dressing Video: Tips for Your Literacy Narrative 	Monday Class Meeting <ul style="list-style-type: none"> Review revision work Readings discussion Wednesday Class Meeting <ul style="list-style-type: none"> Revising for clarity, concision, and style Online Module <ul style="list-style-type: none"> Guided presentation on style and audience Complete all readings and assignments in the Week 1 modules by Sep. 10 at 11:59 p.m.

Week	Day	Date	Modality	Reading Assignments	Activities
5	M	Sep. 11	In-person class	In-Person Monday Class Meeting	Monday Class Meeting
	W	Sep. 13	In-person class	<ul style="list-style-type: none"> Read prompt for in-person class meeting WGH 5.6 Editing Focus: Verb Tenses 	<ul style="list-style-type: none"> Reflection and discussion about writing the literacy narrative essay
	F	Sep. 15	Online Asynchronous	In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting. Questions for Peer Review of the Literacy Narrative. Online Module: <ul style="list-style-type: none"> WGH 1. Introduction WGH 11. Quotations WGH 13. MLA Documentation and Format 	Wednesday Class Meeting <ul style="list-style-type: none"> Narrative peer review Online Module <ul style="list-style-type: none"> Final narrative revisions Submit literacy narrative Complete all readings and assignments in the Week 5 modules by Sept. 17 at 11:59 p.m.

Week	Day	Date	Modality	Reading Assignments	Activities
6	M W F	Sep. 18 Sep. 20 Sep. 22	In-person class In-person class Online Asynchronous	<p>In-Person Monday Class Meeting</p> <ul style="list-style-type: none"> Read prompt for in-person class meeting <p>In-Person Wednesday Class Meeting</p> <ul style="list-style-type: none"> Read prompt for in-person class meeting. WGH Chapter 9 Introduction <p>Online Module: <i>The Word on College Reading and Writing</i> by Burnell et al.</p> <ul style="list-style-type: none"> Higher vs. Lower Order Concerns Editing Document Format, Documentation Style, and Proofreading 	<p>Monday Class Meeting</p> <ul style="list-style-type: none"> Debriefing from the literacy narrative <p>Wednesday Class Meeting</p> <ul style="list-style-type: none"> The concept of rhetorical analysis <p>Online Module</p> <ul style="list-style-type: none"> Readings quiz Higher vs. lower concerns Complete all readings and assignments in the Week 6 modules by Sep. 24 at 11:59 p.m.

Week	Day	Date	Modality	Reading Assignments	Activities
7	M	Sep. 25	In-person class	In-Person Monday Class Meeting	Class Monday Meeting
	W	Sep. 27	In-person class		
	F	Sep. 29	Online Asynchronous	<ul style="list-style-type: none"> Read prompt for in-person class meeting In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting WGH 9.1 Breaking the Whole into Its Parts WHG 9.2 Rhetorical Analysis Trailblazer: Jamil Smith WHG 9.3 Glance at Genre: Rhetorical Strategies WHG 9.4 Annotated Student Sample: "Rhetorical Analysis: Evicted by Matthew Desmond" by Eliana Evans WHG 9.5 Writing Process: Thinking Critically About Rhetoric WHG 9.6 Editing Focus: Mixed Sentence Constructions WHG 9.7 Evaluation: Rhetorical Analysis Online Module: <ul style="list-style-type: none"> "Judgment Kills" by Ty'a Oliver 	<ul style="list-style-type: none"> Reflection on narrative Discussion: what is critical reading? Class Wednesday Meeting <ul style="list-style-type: none"> Discussion: argument and persuasion The rhetorical appeals with class activity Online Module <ul style="list-style-type: none"> Reflective questions over "Judgment Kills" "Celebrity" activity Complete all readings and assignments in the Week 7 modules by Oct. 1 at 11:59 p.m.

8	M W F	Oct. 2 Oct. 4 Oct. 6	In-person class In-person class Online Asynchronous	<p>In-Person Monday Class Meeting</p> <ul style="list-style-type: none"> Read prompt for in-person class meeting WGH Chapter 17 Introduction WGH 17.1 “Reading” Images WGH 17.2 Image Trailblazer: Sara Ludy WGH 17.3 Glance at Genre: Relationship Between Image and Rhetoric WGH 17.4 Annotated Student Sample: “Hints of the Homoerotic” by Leo Davis WGH 17.5 Writing Process: Thinking Critically and Writing Persuasively About Images WGH 17.6 Editing Focus: Descriptive Diction WGH 17.7 Evaluation: Relationship Between Analysis and Image WGH 17.8 Spotlight on ... Video and Film WGH 17.9 Portfolio: Interplay Between Text and Image <p>In-Person Wednesday Class Meeting</p> <ul style="list-style-type: none"> Read prompt for in-person class meeting Tijerina et al, <i>Open Technical Communications</i> Chapter 5.13-5.15 OTC 5.13 Logic – Common Fallacies OTC 5.14 Logic – How to Do it Wrong OTC 5.15 Logic – Recognizing Fallacies <p>Online Module:</p> <ul style="list-style-type: none"> Lecture video on analyzing an ad 	<p>Monday Class Meeting</p> <ul style="list-style-type: none"> Bring your answers to the reflective questions about the essay “Judgment Kills” Bring celebrity list from prior activity to class, ready to discuss <p>Wednesday Class Meeting</p> <ul style="list-style-type: none"> Lesson on fallacies Class activity: test your fallacies knowledge <p>Online Module</p> <ul style="list-style-type: none"> Choose ad and answer questions on discussion board Complete all readings and assignments in the Week 8 modules by Oct. 8 at 11:59 p.m.
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Week	Day	Date	Modality	Reading Assignments	Activities
9	M W F	Oct. 9 Oct. 11 Oct. 13	NOTE: OCT 10, AT 11:59 PM- LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY In-person class In-person class Online Asynchronous	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting. WGH Chapter 16 Introduction WGH 16.1 An Author's Choices: What Text Says and How It Says It WGH 16.2 Textual Analysis Trailblazer: bell hooks WGH 16.3 Glance at Genre: Print or Textual Analysis WGH 16.4 Annotated Student Sample: "Artists at Work" by Gwynn Garrison WGH 16.5 Writing Process: Thinking Critically About Text WGH 16.6 Editing Focus: Literary Works Live in the Present WGH 16.7 Evaluation: Self-Directed Assessment Online Module: <ul style="list-style-type: none"> Rhetorical Analysis Assignment Guidelines Video Review of Rhetorical Analysis Assignment Guidelines 	Monday Class Meeting <ul style="list-style-type: none"> Bring ad link from last Friday's online module activity, along with your own discussion board answers. Prepare to share with partner. Wednesday Class Meeting <ul style="list-style-type: none"> Discuss Chapter 16 Begin rhetorical analysis Online Module: <ul style="list-style-type: none"> Review assignment guidelines Watch video lecture Continue drafting your rhetorical analysis essay Complete all readings and assignments in the Week 9 modules Oct. 15 at 11:59 p.m.

Week	Day	Date	Modality	Reading Assignments	Activities
10	M W F	Oct. 16 Oct. 18 Oct. 20	In-person class In-person class Online Asynchronous	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting Rhetorical Analysis Assignment Guidelines Online Module: <ul style="list-style-type: none"> Is Your Pet "Good for Life"? model student rhetorical analysis essay Watch lecture video on "Is Your Pet Good For Life?" 	Monday Class Meeting: <ul style="list-style-type: none"> Analyses of advertisements Wednesday Class Meeting: <ul style="list-style-type: none"> Informal workshop of draft Online Module: <ul style="list-style-type: none"> Read and reflect on a rhetorical analysis essay Revise analysis draft Complete all readings and assignments in the Week 10 modules by Oct. 22 at 11:59 p.m.

Week	Day	Date	Modality	Reading Assignments	Activities
11	M	Oct. 23	In-person class	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting Is Your Pet "Good for Life"? model student rhetorical analysis essay Peer review questions for the rhetorical analysis essay In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting Peer review questions for the rhetorical analysis essay Online Module: <ul style="list-style-type: none"> WGH 10.8 Spotlight on ... Citation WGH 12.5 Writing Process: Integrating Research What Is Plagiarism? Plagiarism Lecture and Quiz Video Rhetorical Analysis Assignment Guidelines 	Monday Class Meeting <ul style="list-style-type: none"> Class discussion of "Is Your Pet Good For Life?" Wednesday Class Meeting <ul style="list-style-type: none"> Peer review Online Module <ul style="list-style-type: none"> Plagiarism lesson Plagiarism quiz Revisions on rhetorical analysis Submit rhetorical analysis Complete all readings and assignments in the Week 11 modules by Oct. 29 at 11:59 p.m.
	W	Oct. 25	In-person class		
	F	Oct. 27	Online Asynchronous		

Week	Day	Date	Modality	Reading Assignments	Activities
12	M	Oct. 30	In-person class	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting Tijerina et al, <i>Open Technical Communication</i> Chapter 5.12 Organizing Information In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting WGH 10.4 Annotated Sample Reading WGH 10.5 Writing Process: Creating a Position Argument WGH 10.6 Editing Focus: Paragraphs and Transitions Online Module: <ul style="list-style-type: none"> How To Write an Evaluation Paper with Sample Essays article "Writing An Evaluation Argument" "Pre-Writing Exercise for Evaluation Argument" 	Monday Class Meeting <ul style="list-style-type: none"> Plagiarism discussion Essay organization discussion Wednesday Class Meeting <ul style="list-style-type: none"> Toulmin argument Lesson "Slip or Trip?" class activity Online Module <ul style="list-style-type: none"> How to write an evaluation argument Pre-writing exercise for evaluation argument essay Complete all readings and assignments in the Week 12 modules by Nov. 5 at 11:59 p.m.
	W	Nov. 1	In-person class		
	F	Nov. 3	Online Asynchronous		

Week	Day	Date	Modality	Reading Assignments	Activities
13	M	Nov. 6	In-person class	In-Person Monday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting WGH Chapter 7 Introduction WGH 7.1 Thumbs Up or Thumbs Down WGH 7.2 Review Trailblazer: Michiko Kakutani WGH 7.3 Glance at Genre: Criteria, Evidence, Evaluation In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting WGH 7.4 Annotated Student Sample Online Module: <ul style="list-style-type: none"> WGH 7.5 Writing Process: Thinking Critically About Entertainment WGH 7.6 Editing Focus: Quotations WGH 7.7 Evaluation: Effect on Audience WGH 7.8 Spotlight on . . . Language and Culture Evaluation Argument Essay Assignment Guidelines Lecture Video over Assignment Guidelines 	Monday Class Meeting <ul style="list-style-type: none"> Bring answers for pre-writing exercise for evaluation argument essay Wednesday Class Meeting <ul style="list-style-type: none"> CNN news segment and questionnaire Online Module <ul style="list-style-type: none"> Begin evaluation argument essay draft Complete all readings and assignments in the Week 13 modules by Nov. 12 at 11:59 p.m.
	W	Nov. 8	In-person class		
	F	Nov. 10	Online Asynchronous		

Week	Day	Date	Modality	Reading Assignments	Activities
14	M	Nov. 13	In-person class	In-Person Monday Class Meeting	Monday Class Meeting
	W	Nov. 15	In-person class	<ul style="list-style-type: none"> Read prompt for in-person class meeting WGH Chapter 7.8 Spotlight on . . . Language and Culture 	<ul style="list-style-type: none"> Discussion and activity on readings for today
	F	Nov. 17	Online Asynchronous	In-Person Wednesday Class Meeting <ul style="list-style-type: none"> Read prompt for in-person class meeting Evaluation Argument Essay Assignment Guidelines Lecture Video over Assignment Guidelines Online Module: <ul style="list-style-type: none"> “Information Plus Satire” Evaluation Argument Sample Lecture video over sample essay 	Wednesday Class Meeting <ul style="list-style-type: none"> Bring evaluation draft for informal workshop Online Module <ul style="list-style-type: none"> Read/reflect on evaluation argument sample Review draft Complete all readings and assignments in the Week 14 modules by Nov. 26 at 11:59 p.m.
15	M-F	Nov. 20-26	FALL BREAK		
	M	Nov. 27	In-person class	In-Person Monday Class Meeting:	Monday Class Meeting
	W	Nov. 29	In-person class	<ul style="list-style-type: none"> Read prompt for in-person class meeting Peer Review Questions for Evaluation Argument Essay 	<ul style="list-style-type: none"> Argument essay draft due for peer review Draft workshop
	F	Dec. 1	Online Asynchronous	In-Person Wednesday Class Meeting: <ul style="list-style-type: none"> Read prompt for in-person class meeting Online Module: <ul style="list-style-type: none"> WGH Chapter 20.5: Writing Process: Looking Back, Looking Forward 	Wednesday Class Meeting <ul style="list-style-type: none"> Peer review Online Module <ul style="list-style-type: none"> Write and submit reflective letter to professor Revise and

Week	Day	Date	Modality	Reading Assignments	Activities
				<ul style="list-style-type: none"> • Summary page on Reflection • Video Lecture on Reflection 	submit final evaluation argument essay <ul style="list-style-type: none"> • Answer questions in module • Complete all readings and assignments in the Week 16 modules by Dec. 4 at 11:59 p.m.
16	M	Dec. 4	In-person class	<complete with specific LAST DAY OF CLASS procedures>	<ul style="list-style-type: none"> • Discussion of last Friday's online module activities. • Course evaluation. • Argument essay due by ___ at 11:59 p.m. 1