Course Syllabus: Developmental Writing 0093 (Spring 2013)

Liberal Arts Division Office: A-310
Phone: (972) 273-3480
Call the office for hours of operation.

This course syllabus is intended as a set of guidelines for Developmental Writing 0093. Both North Lake College and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Professor Pamela E. Ice
iceink@dcccd.edu or prof-ice@dcccd.edu

Office: A306 Office Hours: M-Th 9.55 to 10.55 a.m.; M&W 2.30 to 3.30 p.m.
Fridays by appointment
Telephone and Voice Mail: 972.273.3488

Course Information

Course Title/Credit Hours: Developmental Writing 0093 (3 cr.)

Course Number-Section: Developmental Writing 0093-73007

Class Meeting Time: 4.15 – 5.35 p.m. Mondays and Wednesdays

Course description: This course focuses on the writing process. Course topics include inventing, drafting, revising, and editing multi-paragraph papers. Building reading skill, using resources, developing thinking skills, and improving attitudes toward writing comprise other course topics. A learning lab is available to provide additional assistance. (3 Lec.)

Course prerequisites: None.

Required Textbooks and Materials


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**Course-Level Student Learning Outcomes** (See Addenda, also)

1. All students at the course level will demonstrate MLA rules for page formatting at 90% proficiency as measured by the English MLA Page Formatting Rubric. CCIC’s—4.
2. All students at the course level will write coherent, well developed, and mechanically correct essays at 80% proficiency as measured by the English Writing Rubric. CCICs 1, 2 5 and EEOs 2, 3, 5.
3. All students at the course level will demonstrate the Writing Process (Inventing, Drafting, Revising, Editing, and Proofreading) at 85% proficiency as measured by the DWRI Writing Process Rubric. EEO’s—1, 2 and CCIC’s—2.

**Entry Competencies**

As a DWRI 0093 student, you should

1. Demonstrate a basic awareness of everyday English usage.
2. Communicate your thoughts through a series of sentences that demonstrate a basic awareness of everyday English usage.
3. Express yourself well enough verbally to be understood by classmates and the instructor.
4. Understand your instructor's lectures and spoken classroom directions.
5. Read and understand written English (textbooks, handouts, and tests).
6. Produce legible work.
7. Learn and use word processing.

**Developmental Writing 0093 Course Objectives**

1. The student will examine a variety of professional and student writings. (This objective satisfies CCIC 1-3 and EE0 4-5). To demonstrate this ability students will
   
   • recognize authors’ organizational strategies, biases, and purposes,
   • examine authors’ use of language, and
   • identify strengths/weaknesses of each writing.

2. The student will understand how to use word processing to facilitate the writing process. (This objective satisfies CCIC 1-4 and EEO 4-5.) At a minimum, students will know how to
   
   • create documents,
   • save documents,
   • cut and paste within documents,
   • computer edit documents, and
   • print documents.

3. The student will write well-developed and well organized essays that support effective thesis statements (This objective satisfies EEOs 1 and 5 and CCIC 2).

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4. The student will apply the writing process to develop essays that follow a variety of modes for essay development. This objective satisfies EEOs 1, 3, 4, and 5 and ICs 2 and four.)

5. The student will revise sentences for variety and verb consistency. This objective satisfies CCICs 2 and 4.)

6. The student will revise sentences for variety and verb consistency. This objective satisfies CCICs 2 and 4.)

7. The student will demonstrate his/her analytical reading skills. This objective satisfies EEO 4 and CCICs 1 and 3.)

**Exams and Assignments**

The student will write five papers (approximately 400+ words) for a specific purpose (expressive, informative, and/or persuasive) and for a specific audience, using patterns of organization based on rhetorical techniques learned during the semester. In addition, two essays, the mid-term essay and the final exam essay will each be written in class on an unannounced topic and will be evaluated by the instructor. The following table lists the major assignments, a description of each, required readings, and due date for each assignment:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Description</th>
<th>Required Readings</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay One</td>
<td></td>
<td></td>
<td>See Course Calendar</td>
</tr>
<tr>
<td>Essay Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay Three</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Term Essay</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td>See Course Calendar</td>
</tr>
<tr>
<td>Essay Four</td>
<td></td>
<td></td>
<td>See Course Calendar</td>
</tr>
<tr>
<td>Essay Five</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Essay</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td>See Course Calendar</td>
</tr>
</tbody>
</table>

**Grading Scale**

Attendance and Participation----------100 points
(Class activities – online sections)
Assigned essays (five)-------------------------500
Mid-term Exam (Essay)------------------------200
Final Exam (Essay)---------------------------200
Total----------------1,000

A= 900+
B=800 - 899
C=700 - 799

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E = below 700 but student has made substantial effort during the course. Student must repeat the course, but an E does not affect the GPA.
F = below 700 but student has not made substantial effort during the course.

Note: Students must pass the final exam (essay) and must receive C or better for the class in order to advance to the next course.

Department of English Policies for Student Success

Attendance Policy

The correlation between attendance and success in the course is strong because class participation is part of the learning process and can affect your final course grade. You are expected to arrive on time for all classes. If you miss all or part of a class, you should not expect your professor to repeat a lecture given during your absence. **Check Appendix D for your professor’s policy** because some professors deduct points when students miss class or are late to class. Absences and/or tardiness can affect the grade you earn in this course.

Policy on Late Papers

You are expected to hand in papers on time. Your professor is not required to accept late papers, and no late paper will be considered for full credit unless you discuss with your professor why the paper will be late prior to its due date. **Check Appendix D for your professor’s policy on accepting late papers.**

Student Responsibilities

1. Attend all classes.
2. Read the textbook selections that are assigned and be prepared to discuss them.
3. Hand assignments in on time and in the format designated by your professor.
4. Ask for help when needed.
5. Do not expect your professor to repeat a lecture given during an absence.
Visit the Writing Center (A-332) or meet with your professor when you need help or when you are directed to do so by your professor.

Classroom Etiquette

1. Follow your professor’s rules for acceptable classroom behavior.
2. Arrive on time.
3. Remain the entire time.
4. Turn off and put away all personal electronics.
5. Practice active listening (i.e., one voice at a time).
6. In short, treat your classmates and professor with respect.
I nstitutional Policies for Student Success

Academic Dishonesty

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Check Appendix D for your professor’s policy re: academic dishonesty.

Notification of Absence because of Religious Holy Days

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

Requirements of the Americans with Disabilities Act

North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165.
http://www.northlakecollege.edu/resources/disability.html

Stop before You Drop

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at https://www1.dcccd.edu/6drop.
Drop Policy

If you are unable to complete this course, you must officially withdraw by Thursday, April 18, 2013. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

Financial Aid Statement

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.

Counseling Services

If you are a currently enrolled student, you are eligible for free counseling services. You may schedule an appointment by calling 972-273-3333 or going to A-311.

The Academic Skills Center (ASC, Room A-332)

The ASC is designed to provide the following assistance to students:

- An ESOL lab with computer access.
- Free tutoring for students enrolled in foreign language courses.
- The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.
  - After logging on to eCampus, click on the Community Tab at the top.
  - Type “Owl” in the search field and click “Go.”
  - Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
  - Once enrolled, students can receive services from the OWL.
- The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.
Exemplary Educational Objectives

The following Exemplary Educational Objectives have been identified by the Texas Higher Education Coordinating Board and the DCCCD as important objectives to be developed and enhanced by specific learning activities in English composition courses:

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.

Core Curriculum Intellectual Competencies

The following Intellectual Competencies have been identified by the Texas Higher Education Coordinating Board and the DCCCD as important competencies to be developed and enhanced by specific learning activities in English composition courses:

1. READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
2. WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
3. CRITICAL THINKING: Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
4. COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.

The departmental rubrics begin on the next page.
# APPENDIX A

## DWRI Writing Rubric

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Lacks organization. Fails to flow from one point to another. Lacks transitions.</td>
<td>Uses confusing connections among supporting points. Fails to flow from one point to another. Lacks transitions.</td>
<td>Uses appropriate connections among supporting points. Inconsistent flow from one point to another. Uses unoriginal transitions.</td>
<td>Uses logical connections among supporting points. Ensures consistent flow from one point to another, yet uses some original transitions.</td>
<td>Uses a logical, clear, connected arrangement of supporting points. Ensures a consistent flow from one point to another. Uses original transitions.</td>
</tr>
<tr>
<td>Paragraph development</td>
<td>Lacks supporting ideas and details. Provides no explanation; no elaboration.</td>
<td>Provides minimal and/or inadequate supporting ideas and details.</td>
<td>Provides general explanation, and some supporting ideas and details.</td>
<td>Provides general explanation and elaboration on unified supporting ideas and details.</td>
<td>Ensures adequate and creative explanation and elaboration on unified and unique supporting ideas and details.</td>
</tr>
<tr>
<td>Sentence variety and construction</td>
<td>Incorporates incorrectly constructed sentences. Contains syntax errors. Lacks variety in sentence structure.</td>
<td>Incorporates basic, repetitive, and predictable sentence structures. Contains syntax errors.</td>
<td>Varied sentence structures, but sentences are often unoriginal and less effective.</td>
<td>Incorporates varied sentence structures, but sentences are unoriginal.</td>
<td>Incorporates varied and creative sentence structures such as, compound/complex, balanced, and parallel sentence structures.</td>
</tr>
<tr>
<td>Language choices</td>
<td>Incorporates inadequate word and phrase choices. Incorporates an unclear and confusing choice of words and phrases.</td>
<td>Relies on a limited vocabulary, or contains a weak and/or confusing choice of words and phrases. Incorrectly uses literal and figurative devices.</td>
<td>Diction is appropriate but simplistic. May rely on clichés, common or informal language. Inappropriate use of literal and figuration.</td>
<td>Appropriate words and phrases and literal and figurative devices.</td>
<td>Ensures a creative and careful choice of words and phrases. Adequately and creatively uses literal and figurative devices.</td>
</tr>
<tr>
<td>Mechanics/ Grammar</td>
<td>Contains errors in spelling, punctuation, and grammar that interfere with understanding.</td>
<td>Contains distracting errors in spelling, punctuation, and grammar that reduce understanding.</td>
<td>Contains few errors in spelling, punctuation, and grammar.</td>
<td>Contains infrequent errors in spelling, punctuation, and/or grammar.</td>
<td>Ensures writing is free from distracting errors in spelling, punctuation, and grammar.</td>
</tr>
</tbody>
</table>
## APPENDIX B

**DWRI MLA Page Formatting Rubric**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Unacceptable = 0 points</th>
<th>Needs Improvement = 7</th>
<th>Acceptable = 14 points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Header</td>
<td>No header or header is manually inserted.</td>
<td>Header is lacking one or more components (i.e. author’s last name or accurate page number)</td>
<td>Has actual header with author’s last name, space, and page number automatically inserted.</td>
<td></td>
</tr>
<tr>
<td>Heading</td>
<td>Missing heading</td>
<td>Missing one or more line of essential information (student’s name, instructor’s name, class, and date) or arranged incorrectly.</td>
<td>Has four-line, double-spaced heading with required information in correct order (if paper has no title page).</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>No title</td>
<td>Title is bolded, underlined, italicized, and/or supersized.</td>
<td>Title is properly sized and formatted.</td>
<td></td>
</tr>
<tr>
<td>Margins</td>
<td>Has not set margins correctly.</td>
<td>Margins not set consistently throughout the document.</td>
<td>Has correct margin for every side of the page.</td>
<td></td>
</tr>
<tr>
<td>Font and Size</td>
<td>Does not follow instructor’s rules for font choice and size.</td>
<td>Font choice and size changes throughout the document. Font formatting is not consistent.</td>
<td>Follows instructor’s rules for font choice and size.</td>
<td></td>
</tr>
<tr>
<td>Paragraph Spacing</td>
<td>Paragraphs are single-spaced or too much spacing.</td>
<td>Paragraph spacing is inconsistent throughout the paper.</td>
<td>Paragraphs are double-spaced.</td>
<td></td>
</tr>
<tr>
<td>Paragraph Indentation (must be one-tab, cannot be done using spacebar)</td>
<td>One or more paragraphs are not indented.</td>
<td>Paragraph indentation is not consistent with every paragraph.</td>
<td>Every paragraph is indented .5, using one-tab stroke.</td>
<td></td>
</tr>
</tbody>
</table>

### Proficiency Percentage from Raw Score

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>= to %</th>
<th>Raw Score</th>
<th>= to %</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>100</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>84</td>
<td>86</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>70</td>
<td>71</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>56</td>
<td>57</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Last revised Jan ‘13
# APPENDIX C

## DWRI Writing Process Rubric

<table>
<thead>
<tr>
<th>Student demonstrates proficiency in using the Writing Process by:</th>
<th>Unacceptable 0-10 Pts. Each</th>
<th>Acceptable 11-20 Pts. Each</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing: choosing and limiting a topic, generating ideas, organizing ideas, developing a thesis statement and working outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drafting: writing a minimum of three drafts of the essay</td>
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</tr>
<tr>
<td>Revising: thoroughly revising the first draft for thorough development of the introduction, conclusion and body paragraphs, essay organization, transition, unity, and focus</td>
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<td></td>
</tr>
<tr>
<td>Editing: thoroughly editing the second draft for spelling, correct grammar and usage, and punctuation</td>
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<td></td>
</tr>
<tr>
<td>Proofreading: proofreading the final draft before submitting the essay, making any changes necessary</td>
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</table>

<table>
<thead>
<tr>
<th>Total Score for this Paper</th>
<th></th>
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</thead>
</table>
Appendix D: Professor Ice’s Policies

Academic Dishonesty
Students found to have plagiarized or otherwise cheated in this class will be penalized as follows:

a. student will receive a warning and be counseled on how to avoid the offense in the future. Points may be deducted from the grade OR
b. student will receive an F (50 percent) on the assignment OR
c. student will receive a zero on the essay OR
d. student will receive an F in the class.

Attendance and Participation (100 points)
- Each absence after the first three reduces the course grade by five (5) points.
- Each late arrival (tardiness) after the first week reduces the course grade by three (3) points.
- Students who need to leave class early must notify Professor Ice BEFORE class begins.
- Students who leave class before it is dismissed (without prior discussion with Professor Ice) will be marked absent from that class.
- Assignments due while you are absent are due the day you return to class.
- Failure to have the assigned homework when due (drafts, reading assignments, or written responses to questions), will result in five points being deducted from the student’s Attendance/Participation points.

Cellular/Mobile Phone
- Cellular/Mobile phones NEVER should intrude on the class; they should be turned off or set to silent mode.
- Text-messaging, tweeting, facebooking, and/or emailing are not allowed during class.
- Phones that prove to be a distraction during class will be confiscated until class is over.

Late Papers
A late paper will NOT be accepted unless a student makes arrangements with Professor Ice BEFORE the assignment’s due date. Late assignments lose ten (10) points each day they are late.

Quizzes
Because quizzes are bonus points, they may only be taken on the day and time they are given in class. Quizzes cannot be made up even if you were absent the day of the quiz.

Last revised Jan ‘13
# DWRI 0093.73007 Tentative Spring 2013 Course Calendar

**MW= Models for Writers**  
**LBH= The Little, Brown Handbook**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21 Jan</td>
<td>23 Jan</td>
</tr>
<tr>
<td></td>
<td>ML King Holiday – No Classes</td>
<td>MW Ch. 1, <strong>Writing Process</strong>, pp.7-20; Ch. 3, <strong>Thesis</strong>, pp. 81-83; <strong>Thesis, Audience, &amp; Purpose; Essay Planning Sheet</strong> Intro &amp; begin Essay #1, Important Event; prewriting , planning</td>
</tr>
<tr>
<td>2</td>
<td>28 Jan</td>
<td>30 Jan</td>
</tr>
<tr>
<td></td>
<td>MW, Ch. 1, <strong>Writing Process</strong>, pp 20-42; Ch. 14: Narration, pp. 372-375; “What’s in a Name?” pp. 376-380; “White Lies,” pp. 381-384; <strong>Zero draft due; oral peer review; revise</strong></td>
<td>LBH, Ch. 4, Paragraphs, pp. 79-116</td>
</tr>
<tr>
<td>3</td>
<td>4 Feb</td>
<td>6 Feb</td>
</tr>
<tr>
<td></td>
<td>MW Ch. 2, <strong>Reading to Writing</strong>, pp. 43-51 &amp; 57-72; “Salvation,” pp. 228-230. <strong>Revised electronic draft due; written peer review.</strong></td>
<td>Essay #1 Final Draft due Intro &amp; begin Essay #2, Describe an Important Person or Place. <strong>Dominant Impression!</strong> “My Favorite Teacher,” pp103-106; Qs #1-6.</td>
</tr>
<tr>
<td>4</td>
<td>11 Feb</td>
<td>13 Feb</td>
</tr>
<tr>
<td></td>
<td>MW, Ch. 15, <strong>Description</strong>, pp. 400-401; “The Corner Store,” pp. 402-405; “And the Orchestra Played On,” pp. 407-410 <strong>Zero draft due; oral peer review</strong></td>
<td>MW, “Yarn,” pp. 412-416; <strong>Revised electronic draft due; written peer review; feedback from Professor Ice.</strong></td>
</tr>
<tr>
<td>5</td>
<td>18 Feb</td>
<td>20 Feb</td>
</tr>
<tr>
<td></td>
<td>MW, “The Taj Mahal,” pp. 419-421. <strong>Revised electronic draft due; written peer review; feedback from Professor Ice.</strong></td>
<td>Essay #2 Final Draft due Intro &amp; begin Essay #3, Compare and/or Contrast; prewriting, planning, drafting.</td>
</tr>
<tr>
<td>6</td>
<td>25 Feb</td>
<td>27 Feb</td>
</tr>
<tr>
<td></td>
<td>MW, <strong>Comparison and Contrast</strong>, pp. 483-487; “Two Ways of Seeing a River,” pp. 488-491. Qs #1-5. <strong>Zero draft due; oral peer review; revise</strong></td>
<td>MW, “Two Ways to Belong in America,” pp. 493-497; “That Lean and Hungry Look,” pp. 499-503; Qs #1-6. <strong>Revised electronic draft due; written peer review; feedback from Professor Ice.</strong></td>
</tr>
<tr>
<td>7</td>
<td>4 Mar</td>
<td>6 Mar</td>
</tr>
<tr>
<td></td>
<td>MW, “Who Says a Woman . . . Einstein?” pp. 505-515; Qs #1, 2, 4, 6, &amp; 7. <strong>Revised electronic draft due; written peer review; feedback from Professor Ice.</strong></td>
<td>Essay #3 Final Draft due Intro &amp; begin Essay #4, Process Analysis; prewriting, planning, drafting.</td>
</tr>
<tr>
<td>8</td>
<td>11 Mar</td>
<td>13 Mar</td>
</tr>
<tr>
<td></td>
<td><strong>Revised electronic draft to Professor Ice at <a href="mailto:prof-ice@dccc.edu">prof-ice@dccc.edu</a></strong></td>
<td>Midterm Exam in class Spring Break is Mon, 18 March – Friday 22 March</td>
</tr>
</tbody>
</table>

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### Tentative Spring 2013 Calendar, *cont'd.*

<table>
<thead>
<tr>
<th>Wk</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1 Apr</td>
<td>MW, “How to Make Chocolate Sauce,” pp. 433-435; Qs 1-6. <em>Revised electronic draft due; written peer review.</em></td>
</tr>
<tr>
<td></td>
<td>8 Apr</td>
<td>MW, Ch. 21, Argument, pp. 539-546; “Declaration of Independence,” pp. 547-551. Intro to Essay #5; brainstorm possible topics; discuss w/classmates.</td>
</tr>
<tr>
<td>11</td>
<td>15 Apr</td>
<td>MW, “In Praise of the F Word,” pp. 564-567; Qs 1-5.</td>
</tr>
<tr>
<td>13</td>
<td>29 Apr</td>
<td>Revised hard copy of essay; confer w/ Professor Ice</td>
</tr>
<tr>
<td>14</td>
<td>6 May</td>
<td>Essay #5 Final Draft Due</td>
</tr>
<tr>
<td>15</td>
<td>13 May</td>
<td>Final Exam Week</td>
</tr>
</tbody>
</table>

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