**SYLLABUS – SPRING 2017 BROOKHAVEN COLLEGE**  
Communications Division

**ENGLISH 1301.23206** 9-10:20 a.m. in M124 MW  
**ENGLISH 1301.23207** 10:30-11:50 a.m. in M124 MW  
**ENGLISH 1301.23208** 12:00-1:20 p.m. in M133 MW  

3/20-5/11 (Eight Week Course)

**TABLE OF CONTENTS**

- Instructor......................................................................................................................................................... 2  
- Office: ............................................................................................................................................................... 2  
- Office Hours: .................................................................................................................................................... 2  
- My E-Mail: ....................................................................................................................................................... 2  
  - Communications Office: L367 .......................................................................................................................... 2  
- Office Phone: ................................................................................................................................................... 2  
- Course Description: English 1301 Composition I .............................................................................................. 2  
- Core Objectives: ............................................................................................................................................... 2  
- Letter to Students .............................................................................................................................................. 3  
- Supplies ............................................................................................................................................................ 3  
- About My Writing Lab: ....................................................................................................................................... 3  
- ACADEMIC HONESTY .................................................................................................................................... 4  
- Assignments and Grade Calculation .................................................................................................................. 4  
- Grading Scale .................................................................................................................................................... 5  
- Brookhaven English Department Essay Grading Standards .......................................................................... 5  
  - The A Paper .................................................................................................................................................. 5  
  - The B Paper .................................................................................................................................................. 5  
  - The C Paper .................................................................................................................................................. 6  
  - The D Paper .................................................................................................................................................. 6  
  - The F Paper .................................................................................................................................................. 6  
- What I Expect from You/What You Can (and Cannot) Expect from Me ......................................................... 7  
- Other Guidelines: .............................................................................................................................................. 7  
- When are assignments due? ............................................................................................................................... 8  
- How should I format my essays? ........................................................................................................................ 8  
- What technology skills will I need for this class? .............................................................................................. 8  
- How will I submit my assignments? ................................................................................................................ 8  
- Do you accept late work? ................................................................................................................................ 8  
- What if an emergency prevents me from completing an assignment on time? ...................................... 8  
- Does attendance/participation count as part of my grade? .......................................................................... 8  
- What should I do if I get sick? .......................................................................................................................... 8  
- What if class is canceled because of bad weather or another reason? ...................................................... 8  
- General Statement: ......................................................................................................................................... 8  
- Syllabus Addendum: ....................................................................................................................................... 9  
- Important Dates: ............................................................................................................................................. 9
SYLLABUS – SPRING 2017 BROOKHAVEN COLLEGE
ENGLISH 1301.23206 9-10:20 a.m. in M124 MW
ENGLISH 1301.23207 10:30-11:50 a.m. in M124 MW
ENGLISH 1301.23208 12:00-1:20 p.m. in M133 MW
3/20-5/11 (Eight Week Course)

Instructor: Haven Abedin
Office: B309
Office Hours: Tues. 9-11 a.m.
Thur. 9-12 a.m.
My E-Mail: habedin@dcccd.edu (see note below under “Contacting Me”)
Email is the best way to reach me because I check it several times a day before 6 p.m. If I don’t respond to your message within twenty-four hours, please write me again as I probably didn’t get it. Before you email me, read the section on eCampus, “How to Email Me.”

Communications Office: L367
Office Phone: 972 860-4231

Course Description: English 1301 Composition I
Prerequisite: One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL)0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing Standards and DCCCD writing score prerequisite requirement.

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. (3 Lec.)

Learning Outcomes:
Upon successful completion of this course, students will be able to
A. Demonstrate knowledge of individual and collaborative writing processes.
B. Develop ideas with appropriate support and attribution.
C. Write in a style appropriate to audience and purpose.
D. Read, reflect, and respond critically to a variety of texts.
E. Use Edited American English in academic essays.

Core Objectives:
English 1301 develops the following Core Objectives:
- Critical Thinking – to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Communication – to include effective development, interpretation, and expression of idea through written, oral, and visual communication.
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making.
Letter to Students

Welcome to English 1301! Strong thinking and writing skills will be crucial throughout your life, and if you bring dedication to your assignments in this course, you will strengthen your abilities. Also, if you happen to be on the shy or passive side, I encourage you to push yourself to speak up sometimes and participate actively in our class. This doesn’t mean you have to talk a lot. Quiet types have a lot to contribute to any class. For instance, listening carefully and paying close attention are both important skills you can bring to the table. If you stay focused and engaged during class, you’ll learn more, help strengthen our classroom community, and gain confidence.

I want our classroom to be a welcoming, comfortable place. As we work together, I promise to hold myself to the same standard of dedication and courtesy I hold you to.

Supplies

- USB thumb drive for saving your work (bring to every class) if you aren’t on GoogleDrive
- Notebook and something to write with for class notes (bring to every class)
- Allyn & Bacon Guide to Writing Custom Package for Brookhaven College with MyWritingLab
  NOTE: You must purchase the custom package at the Brookhaven on-campus bookstore to have the right materials for this course.
  Also important: 10% your final course grade is your work in MyWritingLab. You must purchase the My Writing Lab access code to earn this part of your grade. If you choose to not purchase an access code to MWL, you are choosing to earn no credit on that portion of the course grade. When you purchase the code, you will also have access to six free online tutor submissions and the e-text version of the textbook. Read the detailed information below and on eCampus about MWL.

About My Writing Lab:

The Brookhaven English Department adopted the MyWritingLab software to help students with basic grammar, punctuation and mechanics expected in college writing. There are four modules, each worth 25 points upon completion for a total of 100 points or 10% of your course grade. Early in the semester, a diagnostic test will show how many modules you need to complete, based on your prior knowledge. If, for example, you test out of two modules, you automatically have earned 50 points, and you have two modules left to complete.

Begin working on MWL as soon as you complete your diagnostic test. Each module has several lessons and will probably take hours to finish. Your MWL goal is better writing and, therefore, better grades.

Here is how your MLA grade is determined:

| Master all four modules= 100 = A | Master one module = 25 = F |
| Master three modules = 75 = C | Master no modules = 0 = F |
| Master two modules = 50 = F |

(You can also read more details about this part of your grade by clicking on the eCampus button, “My Writing Lab.”)
ACADEMIC HONESTY

Be sure you understand you fully understand the following explanations. I uphold my policies. Plagiarism, using someone else’s words or ideas without giving credit, is a serious academic offense in America. Common types of plagiarism include the following forms:

· Turning in a paper any part of which you did not write,
· Cutting and pasting a paper together from various sources without attributing the sources correctly,
· Changing a few words but basically keeping most of the words and sentence structure of the original,
· Using the ideas of another without giving credit to the person who originally had the idea.

Collusion is working with someone so closely on your paper that a section or sections have been reworded or edited by someone other than you. Collaboration is encouraged in the writing process in the form of getting feedback from others, but the final paper should be entirely your own writing. For example, you may get help from the tutors (located on the third floor of the L Building), but the grade you earn should reflect your ability—not someone else's.

An essay containing plagiarism or evidence of collusion will receive a grade of “0” without the possibility of rewriting the assignment.

Assignments and Grade Calculation

Unit 1
Unit 1 short writing assignment = 100 points

Unit 2:
Summary/Response Essay = 150 points
You will lose ten points from your essay grade if you miss or are unprepared for a conference over an assignment related to the essay. If you miss two conferences, you’ll lose twenty points from the essay grade.

Blog Assignment = 100 points

Unit 3:
Exploratory Essay = 150 points
You will lose ten points from your essay grade if you miss or are unprepared for a conference over an assignment related to the essay. If you miss two conferences, you’ll lose twenty points from the essay grade.

Unit 4:
Analysis/Synthesis Essay = 200 points
You will lose ten points from your essay grade if you miss or are unprepared for a conference over an assignment related to the essay.
If you miss two conferences, you’ll lose twenty points from the essay grade.

My Writing Lab Assignments = 100 points
You must master 80% of the material in the modules of your individualized learning plan to earn all of these points. See above and the eCampus section on My Writing Lab for more details.

Timed essay(s) = 200 points
Total Possible points = 1000 points
Grading Scale
900 - 1000 = A
800 - 899 = B
700 - 799 = C
600 - 699 = D
Below 600 = F

MAJOR ASSIGNMENT DEADLINES
- Unit 1 writing assignment due
- Summary/response essay (final version) due
- Blog assignment due
- Exploratory essay (final version) due
- My Writing Lab (completion of all work) due
- Analysis/synthesis essay (final version) due
- Timed essay completed in class on

Brookhaven English Department Essay Grading Standards
Note: An essay below college-level standards in any one criterion (thesis, organization, development, style & mechanics, research & documentation, or format) can earn a failing grade.

The A Paper
Thesis: The essay exhibits originality of thought in stating a stimulating and insightful central idea that is ideally suited to the essay’s specific audience and purpose.
Organization: All ideas in the paper flow logically. Paragraphs are unified and effective in support of the paper’s purpose. Paragraphs are coherent: the writer uses effective and appropriate transitions between ideas and paragraphs.
Development: Ideas demonstrate critical thinking with clarity, accuracy, and depth. Ideas are supported using actual and/or hypothetical examples, statistics, expert opinion, evidence, and/or reasons.
Style & Mechanics: The essay exhibits excellent academic tone/diction: it includes no repetition, has varied sentence structure, is stylistically original, with effective words and phrases. The essay has no comma splices, run-on sentences or other errors in punctuation, spelling, grammar, and mechanics.
Research and Documentation: If the essay uses outside sources, the sources are integrated smoothly. The writer engages with the works of others and accurately and fairly represents the ideas of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.
Format: The essay follows MLA guidelines (stated in the syllabus).

The B Paper
Thesis: The essay exhibits a central idea well-suited to the essay’s specific audience and purpose.
Organization: Most ideas in the paper flow logically. Most paragraphs are unified and effective in support of the paper’s purpose. Most paragraphs are coherent: the writer frequently uses effective and appropriate transitions between ideas and paragraphs.
Development: Ideas demonstrate critical thinking with clarity and accuracy but with little variety of supporting evidence and/or less depth than the A paper. Each major idea is supported.
Style & Mechanics: The essay exhibits good academic tone and diction. Although the essay may have minor repetitions and lack some originality, it has variety in sentence structure, is stylistically competent, and exhibits generally effective word and phrase choices. The essay has minimal errors in punctuation, spelling, grammar, and mechanics; these minimal errors do not obstruct meaning.
Research and Documentation: If the essay uses outside sources, the sources are attributed and integrated into the writer’s own work. The writer engages with the works of others and accurately and fairly represents the ideas of others. The essay includes correctly formatted in-text citations and a correct Works Cited page.
Format: The essay follows MLA guidelines.
The C Paper
Thesis: The essay exhibits a central idea that may lack depth or state the obvious and/or may need more narrowing or expanding for the essay’s specific audience and purpose.
Organization: Some ideas in the paper flow logically. Some paragraphs are unified and effective in support of the paper’s purpose. Many paragraphs are coherent: the writer occasionally uses effective and appropriate transitions between ideas and paragraphs.
Development: Each major idea has some support, but individual concepts may have little in-depth support and may (in a research essay) rely more on source material than on the writer’s original ideas.
Style & Mechanics: The essay exhibits acceptable academic tone and diction but may be frequently repetitious or lack variety in sentence structure. The essay may have multiple errors in usage, word choice, punctuation, spelling, grammar and/or mechanics; however, the errors do not obstruct meaning.
Research and Documentation: If essay uses outside sources, sources are attributed and mostly well integrated into the writer’s work. The writer somewhat engages the works of others and represents the ideas of others fairly but not fully. In-text citations lead clearly to a correct Works Cited page.
Format: The essay follows MLA guidelines.

The D Paper
Thesis: The essay states a central idea that is misaligned with the essay’s actual ideas.
Organization: Many ideas in the paper do not flow logically. Many paragraphs are not unified. Most paragraphs are incoherent: the writer occasionally uses ineffective and inappropriate transitions between ideas and paragraphs.
Development: Quantity of support for ideas is small to non-existent. In a research essay, sources are overused, but little supporting evidence expresses the writer’s own ideas.
Style & Mechanics: The essay exhibits a lack of academic tone and diction, is frequently repetitious, and/or has little to no variety in sentence structure. The essay has numerous errors in word choice, spelling, punctuation, grammar, and/or mechanics; these errors obstruct meaning.
Research and Documentation: If essay uses outside sources, sources are poorly integrated and/or do not support the essay well. Some ideas of others are not presented accurately or fairly and are not captured fully. In-text citations are incorrect or missing, and/or the Works Cited page is incorrect or missing.
Format: The essay mostly follows MLA guidelines.

The F Paper
Thesis: The essay does not exhibit a central idea.
Organization: Most ideas in the paper do not flow logically. Paragraphs are not unified and are ineffective in support of the paper’s purpose. Paragraphs are incoherent: the writer frequently uses ineffective and inappropriate transitions between ideas and paragraphs.
Development: Quantity of support for ideas is small to non-existent. In a research essay, the writer depends too heavily on sources for development. Some major ideas are not developed at all. Paragraphs may contain support that does not relate to the paragraphs’ main ideas.
Style & Mechanics: The essay fails to demonstrate college-level academic tone and diction, spelling, punctuation, grammar, and mechanics. These errors seriously obscure meaning.
Research and Documentation: If the essay uses outside sources, the sources are poorly integrated and do not support the essay significantly. Most or all ideas of others are not presented accurately or fairly. In-text citations are missing. The Works Cited page is incorrect or missing.
Format: The essay mostly does not follow MLA guidelines.
How I Grade Essays Using the Grading Standards:

- **A = 95% >** Essay meets standards in all areas (see “Brookhaven College Grading Standards for English Essays” above) and excels in one or more of them.
- **B = 85% >** Essay meets the standards in all areas.
- **C = 75% >** Essay is deficient in one area.
- **D = 65% >** Essay is severely deficient in any one area.
- **F = 50% >** Essay is unacceptable in any one area.
- **Unacceptable 0% >** The work contains plagiarism, is not the correct assignment, or contains way too many mistakes for a college-level course.

What I Expect from You/What You Can (and Cannot) Expect from Me

Here are some the main responsibilities on your end:

- **Stay informed:** Check the course calendar every day and consult the syllabus frequently.
- **Work hard:** If earning the best possible grade is a priority, buckle down all semester.
- **Be proactive:** If you have technical difficulties, a challenging work schedule, a personal challenge, plan ahead and problem solve. When you can’t fix a problem related to an assignment, tell me immediately. Some of my policies are flexible, but to get the flexibility, you have to communicate with me when problems happen, not later on.
- **Manage your time:** If you struggle with time management, try the methods I describe in the Orientation section.
- **Take responsibility for the quality of your work:** Everyone comes to this class with varying backgrounds and different levels of challenges. You must work with the skills you bring with you, put a lot of effort into your writing, and see how far you can get to improve your skills.
- **Treat others respectfully:** Listen when others are talking and refrain from side talking or texting. Using headphones isn’t allowed except to block out noise when you are working on an independent activity.

Here are some of the main things you can expect from me:

- I will provide assignments with specific instructions and teach them with a variety of methods that have been successful with previous classes: I will provide detailed guidelines, relevant readings, sample materials, and short, in-class conferences to help you.
- I will clarify my grading standards and grading to you. On graded work, I provide a score, a rubric the score is based on, and notes. If you want to discuss a graded assignment with me, I'll be happy to meet with you in person. (I can't discuss grades through email due to privacy laws.)
- I will be available to meet with you outside of class during office hours, or other times.
- I will return graded essays within ten days of their submission (unless an emergency comes up).
- If you approach me about a problem you are having, I will treat it with the same respect and consideration I would want from my own supervisor or coach.
- I answer emails within 24 hours on all weekdays (usually sooner).

Here are some things I will not be doing:

- I will not write any parts of your essays for you, check every mistake, or fix your grammar. Your work is your work. A fitting metaphor would be that you're the athlete while I am your coach.
- I will not provide deadline extensions unless the circumstances were truly unavoidable (read more about my late policy below and on eCampus).
- I usually don't check my email after 6 p.m. I don’t answer work email on Saturdays and Sundays.
- I will offer an extra credit opportunity, but I will not create another opportunity on request.
- I do not give electronic (through email or eCampus) feedback over your works-in-progress. I don't have enough time to provide this service for everyone, which is why I created in-class conferences instead.

Other Guidelines:
When are assignments due?
The calendar lists due dates and times. Check it every day.

How should I format my essays?
1. Out-of-class writings must be typed (use 12 point, Times New Roman)
2. 1 inch margins
3. Double-spaced (no extra spaces between paragraphs, etc.)
4. Your name, my name, course and section number, and date in upper left corner

What technology skills will I need for this class?
You’ll need word processing skills and experience using Microsoft Word and navigating web sites.

How will I submit my assignments?
You’ll submit all assignments on eCampus as Microsoft Word documents. If you don’t have Microsoft Office, go to Instructions to Obtain Microsoft Office for Free to learn how to get it free as a student.

Do you accept late work?
Except for final versions of multi-draft essays (the summary/response essay, the exploratory essay, and the analysis/synthesis essay), I do not accept late work. A late assignment will earn 70% if it is passing, 50% if is not passing, and 0% if it is not fully developed, it has too many errors, or it does not fit the assignment; late final versions will not receive detailed comments. I will not accept final versions of multi-draft essays more than a week late. I will not accept any other assignments late unless you have a true emergency that you tell me about before the deadline (see next question).

What if an emergency prevents me from completing an assignment on time?
If you become seriously ill or have a family crisis, get in touch with me right away just as you would with a job you value. If you do this, I can usually give you a short, one-time extension.

Does attendance/participation count as part of my grade?
I mostly don’t count attendance alone as part of your grade. However, if you miss several classes you will miss in-class conferences and workshops, which can’t be made up; this will result in your losing points from the essay. Be aware that students who frequently miss class usually fail the class.

What should I do if I get sick?
Please don’t come to class if you might be contagious. Contact me before class to let me know why you can’t make it. Also, be sure to borrow the notes of a classmate.

What if class is canceled because of bad weather or another reason?
Check eCampus for an announcement from me about adjustments to our schedule (I’ll also email you.)

General Statement:

The instructor has the right to add, delete, or revise segments of this course, syllabus, or calendar.
**Syllabus Addendum:**

Go to [http://www.brookhavencollege.edu/about/administration/vpi/Pages/Syllabus-Addendum.aspx](http://www.brookhavencollege.edu/about/administration/vpi/Pages/Syllabus-Addendum.aspx)

**Important Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20 (M)</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>March 25 (S)</td>
<td>Certification Date</td>
</tr>
<tr>
<td>April 16-20 (F-S)</td>
<td>Holiday</td>
</tr>
<tr>
<td>April 21 (M)</td>
<td>Classes resume</td>
</tr>
<tr>
<td>May 10 (W)</td>
<td>Last day of this class meeting (last day of semester is May 11)</td>
</tr>
</tbody>
</table>

**Course Calendar**

*Unit 1 – Laying the Foundation*

**WEEK ONE**

**Mon. March 20**

Introduction to class, how to use eCampus, introduction to My Writing Lab

*Assignment:*

1. Read all orientation materials and the syllabus carefully (and remember to consult this calendar every day). *Where to find materials for this assignment:* Click on the eCampus button, “Start Here: Orientation.”
   *Deadline:* 11:59 p.m. Tues., March 21.

2. Complete writing sample.
   *Where to find materials for this assignment:* Click on the eCampus button, “Start Here: Orientation” (last item).
   *Deadline:* 11:59 p.m. Tues., March 21.

**Wed. March 22**

Writing for college (including wallowing in complexity), time management, reading like an expert (using p. 86 in our textbook)

   *Where to find materials for this assignment:* Click on the eCampus button, “Unit 1.”
   *Deadline:* 11:59 p.m. Sun., March 26.
2. Begin working on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%).

*Where to find materials for this assignment:* Click on the eCampus button, “My Writing Lab.”

*Deadline:* 11:59 Fri., April 28 (see detailed grading and rules for MWL on eCampus and in the syllabus).

---

**Unit 2 – Summary/Response Essay**

**WEEK TWO**

**Mon. March 27**

Introduction to Unit 2, the summary/response essay

**Assignments:**

1. Read Chapter 5 pgs. 82-92 and 110 (“Examples of Strong Summary/Response Thesis Statements”).

*Where to find materials for this assignment:* The Allyn & Bacon Guide to Writing.

*Deadline:* Before you complete Assignment 2 (see next page).

2. Choose editorial to write about for summary/response essay, annotate it, and write body paragraphs of the essay.

*Where to find materials for this assignment:* Click on the eCampus button, “Unit 2.”


3. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%).

*Where to find materials for this assignment:* Click on the eCampus button, “My Writing Lab.”


**Wed. March 29**

Conferences over body paragraphs

Summarizing, paraphrasing, quoting correctly (using pages 546-554 over summarizing, paraphrasing, and quoting in The Allyn & Bacon Guide to Writing)

**Assignments:**

1. Complete polished draft of summary/response essay and upload to eCampus.

*Where to find materials for this assignment:* Click on the eCampus button, “Unit 2.”

*Deadline:* 11:59 p.m. Sun., April 2.
2. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%). Where to find materials for this assignment: Click on the eCampus button, “My Writing Lab.”

WEEK THREE
Mon. April 3

Conferences over drafts

Assignments:
1. Complete final version of summary/analysis essay and upload it to eCampus.
   Where to find materials for this assignment: Click on the eCampus button, “Unit 2.”
   Deadline: 11:59 p.m. Tues., April 4.

2. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%). Where to find materials for this assignment: Click on the eCampus button, “My Writing Lab.”

Blog Assignment

Wed. April 5

Blog assignment introduction, registration, teamwork assignments

Assignment:
1. Complete blog writing assignment and upload it along with your blog’s URL to eCampus (see instruction sheet for details).
   Where to find materials for this assignment: Click on the eCampus button, “Blog Assignment.”
   Deadline: 11:59 p.m. Sun., April 9.

2. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%). Where to find materials for this assignment: Click on the eCampus button, “My Writing Lab.”

WEEK FOUR
Mon. April 10

Upload blog posts, design layout, and complete teamwork survey

Assignment:
1. Think of 1-2 specific social issues that you are interested in and be prepared to share them at our next class.
   Deadline: Before class on Wed., April 12.
2. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%).
   Where to find materials for this assignment: Click on the eCampus button, “My Writing Lab.”

Unit 3 – Exploratory Essay

Wed. April 12

Introduction to Unit 3, the exploratory essay

Assignment:
1. Choose three articles to use in exploratory essay, write body paragraphs of essay, and upload paragraphs to eCampus.
   Where to find materials for this assignment: Click on the eCampus button, “Unit 3.”
   Deadline: 11:59 p.m. Sun., April 16.
2. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your course grade (10%).
   Where to find materials for this assignment: Click on the eCampus button, “My Writing Lab.”
**WEEK FIVE**  
Mon. April 17

Conferences over body paragraphs  

**Assignments:**

1. Complete polished draft of exploratory essay and upload it to eCampus.  
   *Where to find materials for this assignment:* Click on the eCampus button, “Unit 3.”  
   *Deadline:* 11:59 p.m. Tues., April 18.

2. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%).  
   *Where to find materials for this assignment:* Click on the eCampus button, “My Writing Lab.”  

---

Wed. April 19

Conferences over exploratory essay drafts  

**Assignments:**

1. Complete exploratory essay and upload final version to eCampus.  
   *Where to find materials for this assignment:* Click on the eCampus button, “Unit 3.”  
   *Deadline:* 11:59 p.m. Sun., April 23.

2. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%).  
   *Where to find materials for this assignment:* Click on the eCampus button, “My Writing Lab.”  

---

**WEEK SIX**  
Mon. April 24

Introduction to Unit 4, the analysis/synthesis essay  

**Assignments:**

1. Read 297-299 in Chapter 12 ("Analyzing and Synthesizing Ideas"). Write body paragraphs for analysis/synthesis essay.  
   *Where to find materials for this assignment:* Click on the eCampus button, “Unit 4.”  
   *Deadline:* 11:59 Tues, April 25.
2. Work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%).

*Where to find materials for this assignment:* Click on the eCampus button, “My Writing Lab.”


**Wed. April 26**

Conferences over body paragraphs

**Assignments:**

1. Complete work on My Writing Lab (MWL). You must master 80% of all modules of your assigned learning plan to earn full credit for this part of your final grade (10%).

*Where to find materials for this assignment:* Click on the eCampus button, “My Writing Lab.”


2. Complete polished draft for analysis/synthesis essay and upload to eCampus.

*Where to find materials for this assignment:* Click on the eCampus button, “Unit 4.”

*Deadline:* 11:59 Sun., April 30.

**WEEK SEVEN**

**Mon. May 1**

Conferences over drafts

**Assignment:**

Complete analysis/synthesis essay and upload final version to eCampus.

*Where to find materials for this assignment:* Click on the eCampus button, “Unit 4.”

*Deadline:* 11:59 p.m. Wed., May 3.

**Timed (Final) Essay**

**Wed. May 3**

Timed essay introduction and prep, exit surveys

**Assignment:**

Prepare for timed essay.

*Where to find materials for this assignment:* Click on the eCampus button, “Timed Essay.”

*Deadline:* Before class on Mon., May 8.

**WEEK EIGHT**

**Mon. May 8**

Timed essay

**Wed. May 10**

Exit conferences in my office (B309)