NORTH LAKE COLLEGE  
5001 N. MacArthur Blvd.  
Irving, Texas 75038-3899  
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Course Syllabus: English 1301 (Spring 2017)

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 English 1301. 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 Information

Professor’s Name: Professor H. Gallego or Professor G  
Email: hgallego@dcccd.edu

Office Location/Hours: A247  
Hours: 2pm – 3:45pm T,R  By appt Fridays

Twitter: the_professor_G

Course Information

ENGL 1301 (3 Credit Hours)  
Offered at BHC, CVC, EFC, ECC, MVC, NLC, RLC

Composition I  
This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD.

Prerequisite: College level ready in Reading and Writing.

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.

Coordinating Board Academic Approval Number 2313015112

Course Number-Section: English 1301-73040

Last update 18-Jan-17
Class Meeting Time: 9:30 am  K318

1. Recognize that writing is a way to learn, communicate, record, and remember.
2. Examine a variety of texts as a basis for writing.
3. Understand and use the processes of writing: inventing, drafting, revising, and editing.
4. Understand the interrelationships among writing, reading, and critical thinking.
5. Use appropriate grammar, mechanics, and spelling.

Students who need help with specific skills are encouraged to visit the Writing Center (A-332).

Required Textbooks


or


Recommended Textbook or Software


and/or


Program Level Outcomes

ENGL 1301 develops the following objectives from the Texas Higher Education Coordinating Board (THECB):

1. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and/or visual communication
ENGL 1301 Syllabus (2017SP)

3

- **Written**: Process and produce effective written communication adapted to audience, purpose, and time constraints.
- **Visual**: Effectively interpret visual images or produce effective visual images.

2. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

3. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

4. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making

**Course-Level Student Learning Outcomes**

ENGL 1301 supports the following learning outcomes from the Texas Higher Education Coordinating Board (THECB):

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

**Student Learning Outcomes**

All essays in this course comply with the three learning outcomes from the Texas Higher Education Coordinating Board (THECB):

1. Participate in a group activity that requires research, data collection, and written reflection, using the departmental assignment and/or a professor-approved list of tasks and questions. Students will demonstrate 75% proficiency. [P.L. 1, 2, 3, 4; C.L. 1 2, 3, 4, 5]
2. Complete a visual interpretation, analysis, or synthesis project in standard written American English. Specific occasion, audience, and purpose are clearly outlined. Students will demonstrate 70% proficiency as measured by the Visual Communication Rubric. [P.L. 1, 2; C.L. 1, 2, 3, 4, 5]
3. Compose multiple drafts before submitting a developed research-based argument essay using proper research and substantiation. Research is delivered in standard written American English. Specific occasion, audience, and purpose are clearly outlined. Students will demonstrate 75% proficiency as measured by the English Research Rubric. [P.L. 1, 2, 4; C.L. 1, 2, 3, 4, 5]

**Course Outline**

Last update 18-Jan-17
Since English 1301 is a composition course, students are expected to write on a regular basis. In most cases, they will submit some written work each week. In addition to exercises and quizzes that some professors may require, students will write at least six essays, which includes a visual analysis, research-based argument, mid-term and final with a specific purpose (expressive, informative, or persuasive), occasion, and audience. These essays will be at least 500-700 words or two to three typed or word-processed pages. The professor will determine the specifics. Students will practice specific rhetorical techniques such as description/narration, definition, classification, cause/effect, comparison/contrast, and process. They will also demonstrate a working knowledge of the MLA (Modern Language Association) guidelines for research papers. 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>Attendance, class assignments, and participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay One</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay Two</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay Three</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-term Essay</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Analysis</td>
<td>In-class, Unannounced topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam Essay</td>
<td>In-class, Unannounced topic</td>
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</tbody>
</table>

**Evaluation Procedures**

The grade earned in this course is a combination of the following individual grades:

- Attendance, class assignments, and additional essay and/or participation (including research group activity) 20%
- Minimum of four essays or writing projects (including visual activity) 40%
- Mid-term essay on an unannounced topic written in one class period 20%
- Final essay on an unannounced topic written in the final exam period 20%

An A requires 90-100%; a B, 80-89%; a C, 70-79%; a D, 60-69%; an F, 0-59%. A grade of C or higher is required to earn a degree from North Lake College.

**Institutional 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 A 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.

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 Wednesday, April 12. Withdrawing is a formal procedure which you must initiate; your professor cannot do it for you.

Early Registration Permission Form

During priority registration, a student may request a permission form from his or her instructor to register early. However, only the instructor may determine whether the student will pass. A student must submit this form to an advisor upon registering for the next course. An instructor may also email an advisor directly to approve a student’s early registration, but this must be done on NLC Outlook.
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. For additional information go to: http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx

DCCCD OIE Faculty Syllabi Statement

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities: If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices

<table>
<thead>
<tr>
<th>College</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>972-860-4673</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>972-860-8119</td>
</tr>
<tr>
<td>Eastfield</td>
<td>972-860-8348</td>
</tr>
<tr>
<td>El Centro</td>
<td>214-860-2411</td>
</tr>
<tr>
<td>Mountain View</td>
<td>214-860-8677</td>
</tr>
<tr>
<td>North Lake</td>
<td>972-273-3165</td>
</tr>
<tr>
<td>Richland</td>
<td>972-238-6180</td>
</tr>
</tbody>
</table>

Last update 18-Jan-17
A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinators

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>Terri Edrich</td>
<td><a href="mailto:TitleIX-BHC@dcccd.edu">TitleIX-BHC@dcccd.edu</a></td>
<td>972-860-4825</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>Grenna Rollings</td>
<td><a href="mailto:TitleIX-CVC@dcccd.edu">TitleIX-CVC@dcccd.edu</a></td>
<td>972-860-8181</td>
</tr>
<tr>
<td>Eastfield</td>
<td>Rachel Wolf</td>
<td><a href="mailto:TitleIX-EFC@dcccd.edu">TitleIX-EFC@dcccd.edu</a></td>
<td>972-860-7358</td>
</tr>
<tr>
<td>El Centro</td>
<td>Shaneé’ Moore</td>
<td><a href="mailto:TitleIX-ECC@dcccd.edu">TitleIX-ECC@dcccd.edu</a></td>
<td>214-860-2138</td>
</tr>
<tr>
<td>Mountain View</td>
<td>Regina Garner</td>
<td><a href="mailto:TitleIX-MVC@dcccd.edu">TitleIX-MVC@dcccd.edu</a></td>
<td>214-860-8561</td>
</tr>
<tr>
<td>North Lake</td>
<td>Rosemary Meredith(acting)</td>
<td><a href="mailto:TitleIX-NLC@dcccd.edu">TitleIX-NLC@dcccd.edu</a></td>
<td>972-860-3992</td>
</tr>
<tr>
<td>Richland</td>
<td>Bill Dial</td>
<td><a href="mailto:TitleIX-RLC@dcccd.edu">TitleIX-RLC@dcccd.edu</a></td>
<td>972-238-6386</td>
</tr>
<tr>
<td>Dallas Colleges</td>
<td>Le’Kendra Higgs</td>
<td><a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a></td>
<td>972-669-6672</td>
</tr>
</tbody>
</table>

District Title IX Coordinator

<table>
<thead>
<tr>
<th>Office of Institutional Equity</th>
<th>LaShawn Grant</th>
<th><a href="mailto:TitleIX-District@dcccd.edu">TitleIX-District@dcccd.edu</a></th>
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<tbody>
<tr>
<td></td>
<td>214-378-1633</td>
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Academic Success Center (ASC)

The Academic Success Center cultivates student success and supports instruction in an inclusive environment where students are encouraged and empowered to achieve excellence. Comprised of the Blazer Computer Lounge, ESOL Lab, iRead Lab, Writing Center, and Online Writing Lab (OWL), the ASC has a variety of services designed to help students improve their writing, reading and language skills.

Last update 18-Jan-17
**Blazer Computer Lounge**

With 12 computers, additional open seating, and WiFi Internet access, the lounge is available to students and community members who are working on academic or personal projects individually or in groups. There are also books and DVDs available for use.

**Writing Center**

Writing Center services are available to all North Lake students and members of the community, not just those enrolled in English classes. Users can be assisted with class assignments, college application essays, personal statements and other documents. The Writing Center also offers free Grammar Clinic classes. Tutors are skilled writing specialists who can help students:

- Clarify their writing tasks
- Develop and organize their papers
- Explore revision options
- Detect grammar and punctuation errors
- Properly document sources

Students who would like to work with a specific tutor should contact the Writing Center. In addition to Central Campus hours, writing tutors are also available at the North Campus in their Learning Resource Center, Tuesday – Thursday from 10:00 a.m. to 2:00 p.m.

- **Appointments**
- **Tutoring Sessions**

**Online Writing Lab**

A service of the North Lake Writing Center, the Online Writing Lab, or OWL, provides assistance to students, faculty, and staff at every stage of the writing process. OWL allows busy users to submit papers to our writing tutors electronically and get feedback within 24 - 72 hours. This service expands North Lake's reach and provides flexibility and accessibility to those who find it difficult to meet with a tutor face-to-face.

**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 A 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.

Last update 18-Jan-17
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 A for your professor’s policies on accepting late papers.

Academic Integrity

Throughout this course, you will pursue your studies with integrity and honesty; this means you will provide the appropriate credit for any words, thoughts, ideas, and data that are not your own. Plagiarism includes the following:

- Failure to cite the source of any material borrowed from an outside source *properly*, including failure to use quotation marks, paraphrases, and bibliographic information.
- Submitting any assignment that you did not write for *this class* without consulting your instructor (this includes assignments written for another class, essays purchased online or written by someone else).

If you are caught plagiarizing, you will receive a zero, but for any subsequent incidents, you will fail the course and be reported to the dean.

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.
6. 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.

Your professor will use and provide Learning Activities customized for your course.
Appendix A: Professor’s Personal Policies

Technology Connectivity Issues are NOT an Excuse

Please note that eCampus connection or Turnitin.com connection issues are NOT an excuse for late papers. If you are unable to connect to eCampus or Turnitin.com and upload an assignment, send me an email and a copy of the assignment to my email address: hgallego@dccc.edu as proof that you attempted to post the assignment on time.

In the email, you must tell me that you were unable to connect to the eCampus system or the Turnitin.com system, and you MUST show verification that you contacted the eCampus Help Desk for assistance (eCampus Help Line: 9726696402 or 18663747169) or the Cengage assistance line.

You must then upload the assignment as soon as the system is once again available.

NOTE: Send assignments to my email ONLY if eCampus is down and you have attempted to contact the Help Desk for verification that the system was unavailable. I will NOT grade an assignment that comes to my personal email. It must be posted in the appropriate program to count for grading purposes.

Participation & Attendance

Your attendance and participation is required in my class every class period. Missing class periods or being unprepared, and therefore unable to participate, will be detrimental to your overall score in the course.

Policy on Late Papers (submissions and word limit)

Assignments are due on the date and time shown in the syllabus unless otherwise specified. I DO NOT TAKE LATE WORK.

Email and Netiquette (Internet Etiquette)

All emails and internet correspondence should follow all grammatical rules and the appropriate punctuation. You should avoid any text messaging jargon, symbols, or intense colors. Make sure you provide a brief heading in the subject area, a message in the comment area, your name, and the course/section that you are a part of. Before you send out any correspondence to me or anyone else in the class, make sure you think before you send.

Emails requiring assistance will be returned within 48 hours during the work week (Monday after 8 a.m. through Friday at 5 p.m.) and will be returned within 72 hours over the weekends, starting at 5 pm on Friday. I typically do not check emails after 8 p.m. on weekdays and not at all on weekends unless an essay is due. I am unavailable on holidays. Please keep this in mind.

Last update 18-Jan-17
and do not wait until the last minute to contact me regarding questions about assignments, essays, or any other matters that may need immediate assistance.

**Graded Essay Turnaround**

Due to the number of students in this class, topic focus, and submission time please give me approximately 14+ days to return your essays.

A. If you are unhappy with your grade in the course, you must discuss this with me before taking the Final Exam. I will not respond to any emails with complaints about grades without speaking to me BEFORE taking the final exam.
B. Do not search or add me on social media other than my professional Twitter account. I am not your friend.
C. IF any extra credit is offered, you must label that extra credit on the assignment you turn in to which the credit would apply. If you forget to do this, I am not responsible for remembering any credit that you should’ve earned.
D. If you do not review comments on any final draft turned in on Turnitin.com, I reserve the right not to leave commentary on essays that are turned in on a later date.
E. Do not allow your parents or yourself to make doctor’s appointments for you during my class. You will not be excused and will receive an absence and a score of “0” on any work/quizzes, etc. missed during that class period.
F. If you miss class, do not email me asking me what we did in class. I will not respond to said emails. Make friends. Community = success.
G. I reserve the right to change/edit anything on this syllabus including dates, rules, etc.

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**2nd 8 weeks ENGL**

*9:30 am  Room: K318*

**Tentative Schedule**

*This schedule is subject to change.* Read your syllabus daily and complete all assigned readings and homework assignments prior to class time. Make sure you bring all books and assigned materials to class on the assigned days.

Assignments under the Assignments column are due BEFORE class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>AssignmentsDUE</th>
<th>Novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3/21 &amp;</td>
<td>Unit 1 Writing about self</td>
<td>Read Ch 36 (pg 356-366) &amp;</td>
<td>Purchase the Novel</td>
</tr>
<tr>
<td></td>
<td>3/23</td>
<td>· Inclass: (1) Syllabus, community building, reading time (first 15 minutes of class), Blackboard instruction (specif. DB), <strong>Essay 1 Definition</strong></td>
<td>“Guys Vs. Men” Barry pg 915</td>
<td>Read pg. 1-25</td>
</tr>
</tbody>
</table>

Last update 18-Jan-17
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3/28 &amp; 3/30</td>
<td><strong>Unit 1</strong> Writing about self &amp; Unit 2 Writing about others</td>
<td></td>
<td><strong>(1) Peer Review DUE</strong></td>
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<tr>
<td></td>
<td>• Inclass: (1) Reading time, <strong>Peer Review</strong></td>
<td></td>
<td><strong>(2) Final Essay #1 DUE</strong></td>
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<td></td>
<td>• <strong>Essay 2 Profile Assignment</strong></td>
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<td>Read Ch 16 pg 191 – 204</td>
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<td></td>
<td>• Hybrid: Discussion Board 1</td>
<td></td>
<td>“Jimmy Santiago Baca: Poetry as Lifesaver” Baker pg. 858</td>
</tr>
<tr>
<td>3/4 &amp; 4/6</td>
<td><strong>Unit 2</strong> Writing about others &amp; Unit 3 Writing about American Society</td>
<td></td>
<td><strong>(1) E2 Peer Review DUE</strong></td>
</tr>
<tr>
<td></td>
<td>• Inclass: (1) Reading time, <strong>Essay 2 Peer Review</strong></td>
<td></td>
<td><strong>(2) E2 Final Essay #2 DUE</strong></td>
</tr>
<tr>
<td></td>
<td>• (2) Reading discussion, <strong>Essay #3 Visual Analysis Assignment</strong></td>
<td></td>
<td>Read CH 8 (pg. 52-86)</td>
</tr>
<tr>
<td></td>
<td>• Hybrid: Discussion Board 3</td>
<td></td>
<td>“Changing the Face of Poverty: Nonprofits and the Problem of Representation” George pg. 667</td>
</tr>
<tr>
<td>4/11 &amp; 4/13</td>
<td><strong>Unit 3</strong> Writing about America</td>
<td></td>
<td><strong>(1) E2 Peer Review DUE</strong></td>
</tr>
<tr>
<td></td>
<td>• In class: (1)</td>
<td></td>
<td><strong>(2) E2 Final Essay #2 DUE</strong></td>
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<tr>
<td></td>
<td>• Toumin Method Lecture</td>
<td></td>
<td>Read Ch 8 (pg. 108-145)</td>
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<td></td>
<td>• Thesis Statement Lecture</td>
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Last update 18-Jan-17
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Class Activities</th>
<th>Reading/Discussion</th>
</tr>
</thead>
</table>
| 5     | 4/18-4/20  | Unit 4 Writing about Global Society        | • (1) In Class: **Midterm**  
(2) Reading time/reading discussion, **Essay #4 Argument Assignment**, Thesis statement Handout and discussion, Toulmin Method Handout & Discussion  
• Hybrid: (Craft a Prezi or PPT that analyzes the use of the Toulmin Method in the Stiglitz article) | (1) Essay # 3 DUE  
(2) Read CH 10 (pg. 119 – 149)  
& “Of the 1%, by the 1%, for the 1%” Stiglitz pg. 746 |
| 6     | 4/25-4/27  | Unit 4 Writing about Global Society        | • In Class: (1) Reading time, Annotated Bibliography handout and discussion, library time  
(2) Reading Discussion, Complete Annotated Bibliography in class **AB DUE at the end of class** | (1) Bring complete thesis statement to class  
(2) **Annotated Bibliography DUE** |
| 7     | 5/2-5/4    | Unit 4 Writing about Global Society        | • In Class: (1) **Peer Review Essay #4**  
(2) **Complete Final Essay in class** **Essay Due at the end of class**  
• Hybrid: Discussion 5 | (1) Draft DUE Essay # 4  
(2) **Final Essay #4 DUE** |
| 8     | 5/9-5/11   |                                            | • Final Exam                                                                     |                                                                                   |

*Last update 18-Jan-17*