Welcome to Composition I – ENGL 1301.41014

Thank you for enrolling in this course. Over the coming semester, we will explore different topics. You will be asked to inform yourself about the topic, analyze the information, form an opinion based on the information, and present your thoughts using critical thinking.

You also need to have a clear understanding of the course, how you will be graded, and what expectations your instructor has in order to be able to succeed and earn the best possible grade. The syllabus holds many answers to those questions, and it is the document that guides our educational journey this semester.

Please familiarize yourself with this document and let me know if you have any questions or concerns.

The syllabus is divided into seven different areas, and you can click on the links to your left to access each area. The subtitles below each area list the specific information provided under each. You can also just start reading the syllabus from beginning to end, starting on the next page.

The course schedule is located at the end of the document, and it contains an outline and some of the due dates for this course. As stated in the syllabus, some things are subject to change, but any change will be announced in class and posted on e-Campus if necessary.

Best wishes for this course and your other classes, and I look forward to working with you this coming semester.
Instructor & Course Information

ABOUT YOUR INSTRUCTOR:
Instructor: Sabine Winter  
Office: N 204  
Email address: swinter@dcccd.edu  
Office phone: 972-860-7362

ABOUT YOUR COURSE:
Class: ENGL 1301.41014  
Meeting Time: T/R 11:00 a.m. – 12:20 p.m.  
Meeting Place: PG 221  
Duration: Aug. 27-Dec. 13, 2018  
Credit Hours: 3 credit hours

CONTACTING YOUR INSTRUCTOR:
You can contact me in person, via email, or by phone.
- You are always welcome to come and see me in person. I will be in my office (N204) or our classroom (PG 202) during office hours (Please see schedule below for times and places. If you cannot meet at those times, please contact me so we can make an appointment.
- The quickest way to get a response is to email me at swinter@dcccd.edu. If you do not get a response to an email from me within a day or two at the most, please resend the message or call and leave a message. Some email messages do not make it through anti-virus protection, and I may not receive your message.
- I usually respond to phone messages within 48 business hours after receiving them.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Place</th>
</tr>
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<tbody>
<tr>
<td>Monday &amp; Wednesday</td>
<td>2:30 pm-3:30 pm</td>
<td>N 204</td>
</tr>
<tr>
<td>Tuesday &amp; Thursday</td>
<td>2:30 pm-3:30 pm</td>
<td>PG 221</td>
</tr>
<tr>
<td>Friday</td>
<td>2:30 pm-3:30 pm</td>
<td>Virtual via email</td>
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</tbody>
</table>

Other times by appointment only

FINALS WEEK:
Appointments only during the last week of the semester due to irregular finals week schedule.

CONTACTING THE DIVISION OFFICE:
Division: Arts & Communication  
Phone: 972-860-7124  
Fax: 972-860-7248

Course Requirements

PREREQUISITES:
One of the following must be met: (1) Developmental Reading DREA 0093 AND Developmental Writing DWRI 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards.

TEXTBOOK(S):
Author: Bullock, Goggin, and Weinberg  
Publisher: W. W. Norton & Company  

Maus I & II (Part II for ENGL 1302)  
Author: Art Spiegelman  
Publisher: Pantheon Books New York  
ISBN: 97806797948403

SUPPLIES:
• Device or cloud access to save data from a computer
• Blue or black pen
• Binder with college-ruled paper or a perforated spiral notebook

TECHNOLOGY:
• Access to the Internet
• Word processing software
• E-mail account: For your own protection I can only accept electronic communication sent from a netmail account provided through the Dallas County Community Colleges. This service is included in your student fees and free. To obtain one, please go to https://www.dcccd.edu/SS/OnlineSvs/Pages/MSOffice.aspx fill in the requested information.

Once you have set up your netmail account, please go to http://outlook.dcccd.edu/ to check your messages.
• E-Campus account: You will need access to the Blackboard e-Campus account the college provides. If you experience any technical problems accessing your email account, e-Campus account, or e-Connect account, contact technical support immediately. It is your responsibility to ensure access, and technical problems will not be accepted as an excuse for late assignments unless the site is down, thus prohibiting access for all users. You can contact tech support at 1-866-374-7169 or 972-669-6402. You can also access them online via this link: http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8023 If a resolution to your concern cannot immediately be found, then be sure that tech support creates a ticket.

Evaluation & Grades

<table>
<thead>
<tr>
<th>Evaluation/Grades</th>
<th>possible points</th>
<th>total possible points</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 3 Essays          | (100 points each) | 300                   | Essay 1: Sep. 25  
|                   |                 |                       | Essay 2: Oct. 23  
|                   |                 |                       | Essay 3: Nov. 13  |
| 1 Essay           | (200 points)    | 200                   | Essay 4: Dec. 5 |
| 1 Final exam      | (100 points)    | 100                   | Finals Week – See schedule |
| 5 Quizzes         | (15 points)     | 75                    | See class schedule |
| Assignments       | (points vary by assignments) | 250 | As assigned |
| Attendance & Participation | (5 points per week) | 75 | Daily |
| Total*            |                 | 1000                  |         |

* Final grades will be available only on e-connect and touchtone telephone at 972-613-1818 with student ID#.

GRADING SCALE:
A: 900-1000 points
B: 899 – 800 points
C: 799 – 700 points
D: 699 – 600 points
F: 599 points and below

PATHWAY TO SUCCESS AND RESPONSE TIME FOR GRADED MATERIAL:
The following explains each item listed on the table above. Your writing will comprise approximately 75 percent of your grade, while the remainder will derive from your attendance, quizzes, and other assignments. I strive to return major essays to you within two weeks from their due date. Other assignments will be graded according to their importance to your success. This means that some will be graded within two days while others will take up to two weeks.

**Essays:** Each essay will explore different topics, strategies, and genres of writing. You will be responsible to read related assignments in advance. Most essays will be subject to peer review. The **timed essay and the final essay are mandatory, and failure to complete them will result in a failing semester grade.**

<table>
<thead>
<tr>
<th>Essay</th>
<th>Essay type</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>Descriptive Narration</td>
<td>Sep. 25</td>
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<tr>
<td>Essay 2</td>
<td>Analytical Essay</td>
<td>Oct. 23</td>
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<tr>
<td>Essay 3</td>
<td>Timed argumentative essay</td>
<td>Nov. 13</td>
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<tr>
<td>Essay 4</td>
<td>Research essay</td>
<td>Dec. 5</td>
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Essays 1 through 3 can earn 100 points each; research essay 4 can earn 150 points.

**Final Exam:** The MANDATORY final exam will test your knowledge of material covered throughout the semester. This includes reading assignments, lectures, handouts, class discussions, and other materials. The comprehensive final exam will be administered in class on the day designated for this course. **You can earn up to 75 points for the final exam.**

**Assignments:** You will earn almost 25 percent of your grade from assignment grades. **Points will be allocated according to difficulty and complexity.** Assignments will comprise individual or group exercises, and are designed to further your understanding and application of concepts discussed throughout the course. They may include writing exercises, group projects, or other activities. All assignments are designed to further your knowledge and skills.

**Quizzes:** Quizzes test knowledge from material covered in class, in your reading assignments, handouts, and class discussions or other activities. You will take five (5) quizzes throughout the semester. You will be able to take each quiz three (3) times, and only the highest grade will count toward your semester grade. **You can earn up to 15 points for each quiz.**

**Attendance and Participation:** **Each class period you attend and participate in will maintain your perfect score of 75 points for this area of evaluation.** (The last class period will be the final exam, and you will not receive an attendance/participation grade for that class period). You are expected to attend each class meeting, and to participate in all activities during said period. You will not be counted present if you choose to work on assignments other than the ones assigned. In other words, if you, for example, choose to complete a homework assignment for this class or another rather than participate in a class discussion or other assignment, then this means that you are not actively participating in the assigned material, and you will not earn your attendance and participation grade for that class period. You are furthermore expected to arrive on time and to stay until class is dismissed. **You will lose 2 points for each unexcused tardy/early leaving.** You will be counted tardy if you arrive after roll has been taken, usually at the beginning of class. If you know you will be arriving late or leaving early, you must get approval from your instructor prior to the class period in question. **There are no excused absences.** Assignments and quizzes missed due to an absence cannot be made up at a later time.

**DUE DATES & LATE SUBMISSIONS:** Please refer to your class schedule for all major deadlines. You can also reference the “Due Dates” tab on e-Campus for due dates. Failure to submit each assignment by its due date will result in a failing grade for the assignment. Extensions for due dates may be given under extenuating circumstances at the discretion of the instructor. **The student MUST seek instructor approval for an extension PRIOR to an assignment’s deadline; no extension will be approved retrospectively.**
Course Outcomes

COURSE DESCRIPTION:
ENGL 1301: Composition I
2014 Core Curriculum Foundational Component Area: 010 Communications
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.) Coordinating Board Academic Approval Number 23.1301.51 12

STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will:
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.

CORE OBJECTIVES:
ENGL 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.

CORE OBJECTIVE DEVELOPMENT STATEMENTS:
ENGL 1301 develops Critical Thinking by requiring students to analyze a variety of texts in terms of audience, purpose and style. This analysis serves as the basis for written responses that require the justification of ideas through support and attribution.
ENGL 1301 develops Communication by requiring students to respond to a variety of texts in the form of revised and edited academic essays.
ENGL 1301 develops Teamwork by requiring students to engage in collaborative writing and editing processes such as peer review.
ENGL 1301 develops Personal Responsibility by teaching students the ethical and accurate use of research through proper citation and documentation.

Important & Helpful

EXPECTATIONS:
Your success in this course is my foremost goal, and to facilitate your personal and academic growth, please follow these policies:

- Attend EACH CLASS MEETING. Attendance means that you arrive on time with the required books and in-class materials and leave at the end of the class period. Studies have shown that there is a strong correlation between attendance and course grade. This means that students with good attendance will oftentimes complete their coursework with good grades, whereas students missing a large percentage of classes are more apt to earn a lower grade. Nearly ten
percent of your final grade will derive from your attendance. In other words, if you earned an “A” without attendance, you may receive the letter grade “B” because of your lack of being in class.

• You are required to complete assignments before class meets. I will assume that everybody has knowledge of the assigned material. Failure to do so will result in a low participation grade for that class period, and will more than likely be reflected in other activities, including your essays.

• You are expected to share your opinions about reading assignments and other sources of information with your class.

• Turn in assignments on time. Failure to submit each assignment by its due date without prior approval will result in a failing grade for the assignment.

• You cannot make up in-class assignments or quizzes if you miss any of those.

• Please remember that both the in-class essay and the final essay are mandatory, and that failure to submit those will result in a failing grade for the semester.

• If you have questions regarding a grade you earned in this class, you will need to address this matter no later than the class period following the posting of said grade. Matters of grade concern must be addressed either in person or via email from your student netmail account.

• Incompletes will only be assigned to students who find themselves in extenuating circumstances, who have completed at least 80 percent of the class, and whose grades so far indicate that this student would otherwise have completed this class with a passing grade of “A” or “B”.

• Adhere to the Code of Student Conduct, to be found in the current Eastfield College Catalogue, or on the web site https://www1.dcccd.edu/cat0708/ss/code.cfm.

• Do not plagiarize. You become guilty of plagiarism when you submit somebody else’s works and/or words as your own. Plagiarism is a serious violation of the student ethical code. For consequences reference the Academic Honest and Plagiarism statement below on p. 7.

• Do not cheat. If you copy another student’s work, then this will be treated in the same way as plagiarism. See also the statement regarding academic honesty and plagiarism below.

CLASSROOM ETIQUETTE:
This classroom serves as a learning environment for everybody participating in this class. To facilitate academic and personal growth for everyone, you are expected to be courteous and respectful toward the instructor and other students. While I encourage an informal and friendly environment that facilitates discussion and exploration, we must still accommodate one another’s differing perspectives and opinions. Should a student cause disruption, I will contact the student to discuss the matter. In extreme cases, the student will not be allowed to participate further in the course until the student has communicated with me or an administrator. For more severe penalties, see Student Code of Conduct in the current Eastfield College Catalogue on the web site https://www1.dcccd.edu/cat0708/ss/code.cfm.

Furthermore you are prohibited to record portions of a class or the entire class unless you have PRIOR approval from the instructor. You may at no time share a portion of a class or the entire class, including but not limited to online content, in a private or public forum outside class.

Should you at any time during the semester observe any behavior that makes you feel uncomfortable, please see me immediately so we can find a solution. While I will try to accommodate your wishes, please understand that there are circumstances that will force me to report certain actions and behaviors to our Title IX Coordinator. I will make you aware of this possibility and your options should the situation arise.

COOPERATIVE LEARNING:
Cooperative Learning is practiced in this classroom. What then is Cooperative Learning? A Cooperative Learning class is group led and teacher facilitated. Students are expected to be fully involved in the learning process.
Cooperative Learning is a relationship with a group of students that requires:

- **positive interdependence** (a sense of sink or swim together)
  In a cooperative learning situation, a student needs to be concerned with how he or she does the work and how well the other students in his or her group do the same work.

- **individual accountability** (each of us has to contribute and learn)
  The student is held responsible by group mates for contributing his or her fair share to the group’s success. It is important that the group-knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know they cannot "hitchhike" on the work of others.

- **interpersonal skills** (communication, trust, leadership, decision making, and conflict resolution)
  The practice of social skills required for high quality collaboration and the willingness to be motivated to use them if cooperative groups are to be productive. The whole field of group dynamics is based on the premise that social skills are the key to group productivity.

- **face-to-face promotive interaction** (efficiently processing information)
  Promotive interaction may be defined as individuals encouraging and facilitating each other’s efforts to achieve, complete tasks, and produce in order to reach the group’s goals.

- **group processing** (reflecting on how well the team is functioning and how to function even better)
  Group processing may be defined as reflecting on a group session to: 1) describe what member actions were helpful and unhelpful, and 2) make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group’s goals.

**RESOURCES OUTSIDE THE CLASSROOM:**

- **The Writing Center** – This free academic skills center for students enrolled in English, reading, writing, or language courses provides on-site and virtual services. Follow this link for more information: [http://libguides.eastfieldcollege.edu/tutoring](http://libguides.eastfieldcollege.edu/tutoring)

- **Instructional Computing Lab** - provides direct support to students in an open lab environment. Programs available for word processing and spreadsheets.
  Location: L-108

- **Library** - Offers a wide variety of resources for research, recreational, and educational use, including books, magazines, videos, computer databases, and internet has computers for student use.
  Location: L Building, 2nd floor
  For hours and other information follow this link: [https://www.eastfieldcollege.edu/services/academic-support/library/pages/default.aspx](https://www.eastfieldcollege.edu/services/academic-support/library/pages/default.aspx)

- **Academic Advisement Office** - provides advisors and counselors to help you plan your class schedule and develop a specific two-year educational plan that will maximize the benefits of your classes and maintain course equivalency if you intend to transfer to a four-year institution.
  Location: C-120
  For hours and other information follow this link: [https://www.eastfieldcollege.edu/services/advising/pages/default.aspx](https://www.eastfieldcollege.edu/services/advising/pages/default.aspx)

- **Student Publications** - You are invited to submit entries for *The Et Cetera*, the student publication, or *The Alternative*, the literary magazine, and you have the opportunity to earn extra credit for articles published under your name. If you wish to be a part of our paper, please contact me for more information.
Policies

ACADEMIC HONESTY & PLAGIARISM:
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. **Cheating** includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. **Plagiarism** is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

In any written paper, you are guilty of the academic offense known as plagiarism if you partially or entirely copy the author’s sentences, words. For such an offense, a student will receive a zero on the assignment and can receive an F for the course. You cannot mix the author’s words with your own or “plug” your synonyms into the author’s sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. The author’s words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension. **If you summarize, paraphrase or directly quote from an author, you must use the appropriate documentation because the ‘idea(s)’ still belong to the author.**

Please be advised that academic dishonesty and plagiarism are serious issues that may result in serious consequences. Students should be aware that they are responsible for their behavior concerning these issues. This class will adhere to the student’s “Responsibility” as detailed in the DCCCD district-wide statement and the Eastfield College Student Code of Conduct explained in the Eastfield College and district catalogs or on-line at the district website (https://www1.dcccd.edu/cat0608/ss/code.cfm).

**Consequences for Academic Dishonesty and/or Plagiarism:** Any student in this class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document, student “Responsibility”) will receive one or more of the following penalties:

- The grade of zero (0) on that particular assignment.
- A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
- The professor may request that the student drop the class.

INSTITUTIONAL POLICIES:
The following link will take you to a website with all up-to-date district policies pertinent to all credit course taught within the district: https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx

The following to statements are added here to emphasize the dates for each stipulation:

**DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE**
If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar’s Office (C119) in person or by mail by **NOVEMBER 15, 2018**. You may also
withdraw through eConnect. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of “F.” You will receive a “W” (“Withdraw”) in each class dropped. A “W” shows up on your transcript BUT does not hurt your GPA.

**CERTIFICATION POLICY AND CERTIFICATION DATE**
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid. The certification date for this course is **SEPTEMBER 10, 2018**.

### Semester Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignment</th>
<th>Testing</th>
<th>Assignments</th>
<th>Essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus&lt;br&gt;Rhetorical Situation&lt;br&gt;<em>Maus</em> (Chapter 1)</td>
<td></td>
<td>• Rhetorical situations&lt;br&gt;• Blog 1: Ethics</td>
<td></td>
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<tr>
<td>2</td>
<td>Writing Process&lt;br&gt;Research Part I: &lt;br&gt;• Developing Idea&lt;br&gt;• Finding Topic&lt;br&gt;• Evaluating&lt;br&gt;Narration&lt;br&gt;Description&lt;br&gt;Dialogue&lt;br&gt;<em>Maus</em> (Chapter 2)&lt;br&gt;<strong>LABOR DAY HOLIDAY</strong></td>
<td>• Narration and Description&lt;br&gt;• Blog 2: Story Corp</td>
<td>Topic Essay 1</td>
<td></td>
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<tr>
<td>3</td>
<td>Handbook&lt;br&gt;MLA Format&lt;br&gt;<em>Maus</em> (Chapter 3)&lt;br&gt;<strong>CERTIFICATION DATE: 09-10-18</strong></td>
<td>• Workshop Essay 1&lt;br&gt;• MLA Format&lt;br&gt;• Outline Essay 1</td>
<td>First Draft Essay 1</td>
<td></td>
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<tr>
<td>4</td>
<td><em>Maus</em> (Chapter 4)</td>
<td>Quiz 1</td>
<td>• Workshop Essay 1 Cont’d:&lt;br&gt;• Peer Review Essay 1&lt;br&gt;• The Writing Center</td>
<td>Peer Review Essay 1 Writing Center Review Essay 1</td>
</tr>
<tr>
<td>5</td>
<td>Comparison &amp; Contrast&lt;br&gt;Classifying and Dividing&lt;br&gt;Defining&lt;br&gt;Cause and Effect&lt;br&gt;<em>Maus</em> (Chapter 5&amp;6)</td>
<td>• Analytical Modes&lt;br&gt;• Classifications &amp; Definitions&lt;br&gt;• Comparison &amp; Contrast&lt;br&gt;• Cause &amp; Effect</td>
<td>Final Draft Essay 1 Topic Essay 2</td>
<td></td>
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<tr>
<td>6</td>
<td>Research Part II:&lt;br&gt;Thesis Statement&lt;br&gt;In-Text Citations: Synthesizing, Quoting, Paraphrasing&lt;br&gt;Summarizing</td>
<td>• In-Text Citations&lt;br&gt;• Works Cited Page&lt;br&gt;• Workshop Essay 2&lt;br&gt;• Thesis Statement&lt;br&gt;• Outline Essay 2</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Notes</td>
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<td>7 Oct. 8-14</td>
<td>Acknowledging Documentation</td>
<td>Quiz 2 • Workshop Essay 2 Cont’d • First Draft Essay 2 • Peer Review Essay 2</td>
<td>First Draft Essay 2</td>
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<tr>
<td>8 Oct. 15-21</td>
<td>Process Analysis</td>
<td>•</td>
<td>Peer Review Essay 2</td>
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<tr>
<td>9 Oct. 22-28</td>
<td>Arguing</td>
<td>Quiz 3 • Appeals</td>
<td>Final Draft Essay 2</td>
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<td></td>
<td>Arguing a Position</td>
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<td>10 Oct. 29-Nov. 4</td>
<td>Fallacies</td>
<td>Quiz 4 • Fallacies</td>
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<td>11 Nov. 5-11</td>
<td>Opinion Pieces</td>
<td>• Practice Opinion Pieces 1 through 3</td>
<td>Practicing Essay 3</td>
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<td>12 Nov. 12-18</td>
<td>Opinion Pieces</td>
<td>Quiz 5 • In-class practice • Research I Essay 4</td>
<td>In-Class Essay 3 Research Essay 4</td>
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<td><em>DROP DATE: 11-15-18</em></td>
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<tr>
<td>13 Nov. 19-25</td>
<td>Thanksgiving Holiday</td>
<td>• Research II Essay 4</td>
<td>Research Essay 4</td>
<td></td>
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<tr>
<td>14 Nov. 26-Dec. 2</td>
<td></td>
<td>• Outline Essay 4 • First Draft Essay 4</td>
<td>First Draft Essay 4</td>
<td></td>
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<tr>
<td>15 Dec. 3-9</td>
<td>Peer Review Essay 4</td>
<td>• Peer Review Essay 4 • Presentation Essay 4</td>
<td>Peer Review Essay 4 Final Draft Essay 4</td>
<td></td>
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<tr>
<td>16 Dec. 10-13</td>
<td>TBA</td>
<td>Final Exam</td>
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