Welcome to the first semester of college-level writing. As it prepares you for later writing tasks in college and beyond, a good composition course hopes to be an integration of several different fields or disciplines of study, from chemistry and history to popular culture and debate. All writers are challenged to grow in formulating well-stated responses related to the different subjects and issues brought out in the various literatures we read and attend. Dr. Raines is normally available before each class, or by appointment for extra help in constructing your essays. Feel free to send emails or stay after class and discuss your questions and insights into the course material.

Course Materials:
Due to our late start, the expected pace and outside work may seem slightly higher than other classes. However, the total work should not exceed that of a regular full-length (16 week) class. All course materials will be handed out in class, posted to Blackboard, and/or made available via the Eastfield College Library. With the exception of our initial viewings and assignments, all required reading, viewing, or listening materials will be made available no fewer than two weeks prior to their assigned dates. Often, materials are available a month or more ahead of time.

Required Course Activities

- write at least four (4) academic essays this semester based upon shorter writing assignments
- undergo peer review training and help five (5) other students in the process of essay construction via reading and marking other students’ writings
- construct six to ten short essays to be used as early development of later essays
- post replies to drafts submitted to peers
- watch a series of class DVDs (supplied by the instructor) in preparation for class
- take online tests in a timely manner (both short daily grades and unit tests)
- read and respond to the in-class and online materials provided via the eCampus Backboard page for this class

Course Description: ENGL 1301: Composition I

2014 Core Curriculum Foundational Component Area: 010 Communications

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.

Evaluation Procedures:
A course in writing requires more focus on the writing process than some may be accustomed to; however, this class is not a strictly process-oriented workshop. Both someone’s effort through process and the final product are important in this class. Therefore, the grading and weighting of assignments should reflect both the daily efforts and the actual quality of a writer’s final submissions, accordingly.

- 4 formal essay submissions 40%
- 6-10 short writing submissions & tests 25%
- 5 peer review sessions (online/in-class) 10%
- Short review & in-class group workshops (idea generation) 15%
- Final process reflection 10%

The criteria for understanding what makes an insightful, A-quality essay vs. what makes a less weighty or cleanly expressed C-quality essay will be explored throughout the semester in our examination of professional writers and others. Nevertheless, a basic rubric for grading usually weights the students' ideas and ability to deal with the course's assigned reading, viewing, and listening materials over their ability to express those ideas with vivid language in well-organized, carefully punctuated paragraphs. Again, the ranking of these qualifications might suggest the following stratification:

1. Assignment-based content
2. Writing style  o  Vivid, accurate language  o  Clarity of grammar
3. Organization  o  Paragraphing skills  o  Sentence organization
4. Punctuation and formatting

COURSE POLICIES:

Attendance: [Important!!! Students in 8-week, accelerated pace classes should avoid missing class even less than 16-week students.] Regular attendance and participation is essential in this course. Students are expected to begin at our regular start time and stay through dismissal with minimal time away from the class meeting for bathroom or other personal business. Dr. Raines wants your active participation in class activities, including discussion or writing. Should you miss a class, it is your responsibility to obtain a copy of class notes from one of your student colleagues. Early on, I encourage you to find someone you consider to be a good student, and trade phone numbers and/or e-mail addresses. To accommodate unforeseen emergencies and other unavoidable conflicts of schedule, students of this Fall 2018 ENGL1301 class are allowed to miss three (3) total classes with no limitations or greater effect on their final grade—beyond any points missed for that class period.* Students missing more class periods than are allowed will limit their possible final grades using the following schedule:

- 4 or 5 total absences = grade limited to a B
- 6 or 7 total absences = grade limited to a C
- 8 or more total absences = grade limited to a D

*Students wishing to mitigate or make up points missed due to an absence may—at Dr. Raines’ discretion—be offered the chance to critically view alternative material usually lasting twice the duration of a class meeting (2-3 hours). Students requesting alternative assignments or make-up work are reminded that they should try to keep the extra work Dr. Raines will need to do for this situation to a reasonable minimum.

Institutional Policies: [Institutional Policies relating to this course can be accessed from the following link: https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx.]

Classroom Etiquette:

ACADEMIC HONESTY & PLAGIARISM—English Departmental Policy
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 or words without quotation marks. For such an offense, a student will receive a *zero* on the assignment and could even 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, unless you are using a direct quote. 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.

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://www1dcccd.edu/cat0608/ss/code.cfm).

**Consequences for Academic Dishonesty and/or Plagiarism:** Any student in this English class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document) 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**

Click here for Eastfield College’s Instutional Policies: https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx

Daily grades from attendance, participation, short tests, discussion questions, written work, etc. will usually take between 300 and 400 points.
The full point total for all these activities and grades should provide the student with the potential of making approximately 2300 points. The scale is as follows: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F. If at any time during the semester you do not know what your current grade is, please look online in Blackboard’s “My Grades” menu. Because I may assign projects, plays, current performances, and films to be seen that I am unaware of at the present time, this is not an absolute point breakdown, but rather an approximation.

Distance Learning Classes: "If you are receiving Financial Aid, grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the 12th class day/financial aid award lock date (see calendar in class schedule) by e-mailing/contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds."

For All Other Classes: "If you are receiving Financial Aid, grants or loans, you must begin attendance in all classes prior to the 12 class day/financial aid award lock (see calendar in class schedule). Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds."

Electronic Devices & the Need to Farm Your Focus: Before class begins please turn all phones to vibrate and turn off all other electronic devices except those being used for class content. Unless the use is related to English assignments, use of tablets, laptops, cell phones, earphones, and anything else that rings, whistles, vibrates, buzzes, plays music, etc. constitutes some degree of resistance or hostility to group participation. Why purposely fracture your focus? You will never experience what a face-to-face class offers if you stay diverted by some other stimuli than the tasks designed for class. Furthermore, just one student using a computer for nonclass purposes diffuses the entire class’s dynamic, if not their attention. Moreover, since focus is an important skill in college, focus training is a part of your core education. Therefore, no one has the right to disturb the class’s learning process. Students caught using electronic devices during class time—unless they are being used for class content—are counted absent for that class meeting; if they do not immediately put away the disturbing device, they will be expected and/or asked to leave. Students who are texting will be asked to leave the class and email Dr. Raines before returning—the only exception to this rule will be if a student warns Dr. Raines regarding a particular pressing issue for that class. Because of the severity of this issue, your teacher requests you do not abuse any leniency regarding the no-texting rule. Students dealing with cell phone or other types of electronic device addiction may wish to seek out psychological help through the Eastfield College counseling center. Much of the concentrated analysis English 1301 requires will only occur with the development of focus. Dr. Raines invites you to grow through various tasks your ability to focus—even if you deal with ADD, ADHD, or any variety of concentration issues. Regardless of whether someone has diagnosed issues of focus or just has not developed a sustained diligence regarding language or analysis, the skills offered in
this class will exercise each student’s ability to share methodical thinking with a thinking audience that expects focus and consideration.

**Food and Sleep:** Please understand that food is not allowed in any classroom on the Eastfield campus. Sleep is not allowed in this classroom while class is in session; sleeping during class time draws focus and will cause a student to be counted as absent.

**Missed Classroom Work:** Various videos will be shown this semester. Those students who are absent during these showings may make arrangements with library personnel at the media distribution desk on the main floor of the library to see these videos. This action is the responsibility of the student. Absent or present, all students are responsible for everything that occurs each day in class.

**The LINK (the Writing Center in the Library):** Occasionally some of you will be required or encouraged to go to the Eastfield Library’s The Link to get help with general or particular writing skills. The tutors there are skilled in helping you represent your ideas in standard academic form; they also are avid readers who can help with Shakespeare or other reading assignments. Dr. Raines can also schedule time to meet with students at The Link, and he will be happy to arrange times to offer extra help for students regarding the writing and literature associated with DRAM 1310.

**Extra Credit:** Occasionally, students wish to take on work directly related to English 1301 that is beyond this syllabus and its assignments. While on the one hand Dr. Raines wishes to open up many possibilities for individualized learning, on the other hand, there are general expectations that must be enforced regarding alternative writing or other work for college credit. Furthermore, no amount of extra credit work can raise a student’s final total more than one letter grade.

**STUDENTS WITH LEARNING OR PHYSICAL DISABILITIES:** Students requesting accommodations due to the presence of a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation through the Disability Services Office (DSO). For information regarding the rights and responsibilities of students with disabilities contact DSO at 972 860 8348 voice/TDD.

**WITHDRAWAL POLICY/DATE & STUDENTS RECEIVING FINANCIAL AID**

IT IS YOUR RESPONSIBILITY TO DROP A COURSE OR WITHDRAW FROM THE COLLEGE. FAILURE TO DO SO WILL RESULT IN RECEIVING A PERFORMANCE GRADE, USUALLY A GRADE OF “F.” THE LAST DAY TO DROP/WITHDRAW for Fall Semester 2017 classes is **Thursday, November 15, 2018 (the last date for late-start withdrawal may be approximately one or two weeks earlier or later—Dr. Raines will advise the class of the exact last withdrawal date on or before the first day of class meetings).** Important information you need to know about dropping courses. Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is
counted toward the six-course limit if “(1) the student was able to drop the course without receiving a grade or incurring an academic penalty; (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw from the institution.”

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information you may access: http://www.dcccd.edu/thirdcourseattempt.

Grade of N = given to students who do not attend class regularly after the official drop date yet remain registered in the course. The “N” will affect the student’s ability to receive financial aid, and the student may be asked to return funds received for the course not being attended.

DIVERSITY
The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others’ ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will be strongly discouraged and may be further analyzed upon utterance or reading.

AMERICANS WITH DISABILITIES
If you are a student with disabilities and/or special needs who requires ADA accommodations, please contact your college Disability/Special Services Office. 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: (https://www.dcccd.edu/SS/OnCampus/DisSvs/DisSvsOffices/Pages/default.aspx/) or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices
Eastfield 972-860-8348

DUEL CREDIT and OTHER NON-ADULT STUDENTS
It has come to Dr. Raines’ attention that he is responsible for the safety of students under the age of 18. For each absence an underage student incurs, Dr. Raines may phone that student’s school or home and discuss with the student’s administrators, parent or guardian the absentee situation or other issues regarding the underage student’s performance. While it may seem unfair, this is NOT a
situation that occurs with adult students. Instead, no teacher may discuss a grade situation with anyone other than the student him or herself and the administration of DCCCD.

**CHANGE OF ADDRESS**
If your address changes, you must immediately notify (in person or in writing) the campus admissions office where you are enrolled in order to be certain that you receive all necessary information. This is important. If you have enrolled before and your address has changed since then, please point this out to the registrar. In addition, please notify your instructor of any change of address or change of e-mail address.

**Family Educational Rights and Privacy Act of 1974 (FERPA):** In compliance with the FERPA of 1974 the college may release information classified as "directory information" to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height, of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, (9) other similar information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript of academic record is released without written consent from the student, except as specified by law.

**EMERGENCY/INCLEMENT WEATHER PROCEDURE:** In case of emergency or inclement weather conditions, Eastfield students should listen to KEOM-FM Radio Station (88.5) as the primary media source. In partnership with the Mesquite Independent School District, Eastfield College Administration will notify KEOM immediately after a decision is made to cancel classes on any given day of inclement weather or for emergency purposes. Students may also monitor other local radio and television stations. The earliest an announcement may be broadcast on KEOM Radio is 6 a.m. Students may also refer to the Eastfield College web page [www.eastfieldcollege.com](http://www.eastfieldcollege.com) for the Inclement Weather announcement under the Features area of the front page. The announcement will be posted immediately following the decision to close the college.

**REPEATABILITY ISSUE:** Pending legislative action and DCCCD Board approval, effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. For complete information and updates, go to: [http://www.dcccd.edu/ThirdCourseAttempt/](http://www.dcccd.edu/ThirdCourseAttempt/).

**STUDENT E-MAIL:** Make sure you have a school email account (e.g., e88888888@student.dcccd.edu). Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to contact me via e-mail, concerning a question about your grade, you must use a student e-mail account. The account is free
to all students. You may set it up by going to www.dcccd.edu and clicking on Student Services, Online Services, and Student email through Outlook. All students receiving financial aid must open a DCCCD student Outlook account.

ABSENCE FOR OBSERVANCE OF HOLY DAYS
Please notify your instructor early in the semester of any days you expect to be absent from any required meetings or tests for religious observance. Any student missing a class or classes due to the observance of a religious holiday will be allowed to make up work missed on these days.

ADA SERVICES: If you are a student with a disability and/or special needs who requires ADA accommodations, please contact Eastfield College Disability Services Office at 972-860-8348. For any testing accommodation, you must go through the EFC Disability Services Office.

INCOMPLETE GRADE: An incomplete grade is given only when a student has satisfied approximately 75% or more of the semester’s work successfully, but for some reason is unable to complete the full requirements for a grade. There should be a substantially good reason for the incomplete, and all course requirements must be completed by the middle of the following semester IF the department dean agrees to my request on your behalf to file an incomplete grade.

OBTAINING YOUR GRADES AT THE END OF THE SEMESTER: Grade reports are no longer mailed. Convenient access is available online or by telephone. Just use your student identification number when you log in to e-Connect.

CLASSROOM ENVIRONMENT: Eastfield’s campus-wide policy states that there is no food, drink or smoking allowed in the classroom. Furthermore, all students are expected to pay attention and give focus to the material presented or workshopped. Should you want to use a laptop, tablet, phone, or some other device for the purposes of note taking you may do so; however, in an effort to keep the classroom focused, a student may be asked to reveal a work screen on any device seen out. Please do not hesitate to show your instructor your screen if you are using such a device in class. Your hesitation could seriously cast doubt on any claim that your computer usage was class-oriented. The smartphone, like the internet, itself, is a rabbit’s hole that robs us of our ability to focus. An entire area of this class is devoted to focus and the development of textual focus that allows a writer to produce concentrated work. With regard to “pulling focus,” people need to come and go as a matter of human course: the bathroom, an emergency call, scheduling conflicts, etc. Therefore, if you come to class late, please take the first available seat closest to the door, and try not to disturb the class. If you come to class after the roll has been called you may have been counted absent. All students are asked to be mindful of their attendance: class time, participation, class focus, discussion of homework, etc. Should you have to leave class early, you may wish to take a seat close to the door, so that your departure will not disturb the class. All devices that make noises should be turned off or turned to silent before class begins. With only rare exceptions, a student seen texting during class will be counted as absent for the day. [A typical exception might be near class’s end, to coordinate pick-up, or while other students are preparing for a scene to present to the class.] A culture of professional focus will be nurtured in this writing class; this is one value I can impart to you.
As of this semester, people may legally carry concealed firearms to class if they have a license to do so. Please remember that this weapon should remain concealed at all times and even accidental exposure of a firearm could cause the entire campus to go on lockdown. Honestly, like so many other professors across Texas, I feel the decision to allow students to bring guns to campus is out-of-touch with the educational needs of those same students; nevertheless, I am a proud gun owner, myself. I will NOT be bringing any guns to my class, and I strongly urge my students to refrain from the impulse to bring a gun to school. I actually CANNOT bring a concealed weapon to class—even with a concealed weapons license—because the physical work I must do as part of this class would both endanger the weapon’s exposure and not allow me to enter into one of the most important facilities on campus. Therefore, I offer the suggestion that those students intent on legally bringing a gun to class might wish to coordinate with Dr. Raines so accommodations might be better made for all concerned.

PRINTING ON CAMPUS: Printing in the Computer Lab (L-108), Library, and Learning Assistance Center will cost 5 cents a page. Students must bring a $1.00, $5.00, $10.00, or $20.00 bill to the lab to create an account. Accounts must be created before attempting to print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. Cash refunds are not possible. Accounts stay active as long as the account has value.

TITLE IX: 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 Coordinator

Eastfield Rachel Wolf TitleIX-EFC@dcccd.edu 972-860-7358

SYLLABUS: This syllabus is intended as a guide and is subject to change. It is designed to allow us the most fun while doing the work necessary for college credit. The fun of theater may not be the type of fun you normally experience; however, much of what this course covers is not only enjoyable to Dr. Raines, but to a much wider audience. He invites you to expand your understanding of plays, history, social movements, and other areas directly related to an appreciation of theater. This course is designed to help you understand not just the history and techniques, but the cultural riches of our dramatic tradition.
Course Outline:

Fall 2018 Readings, Viewings & Writings for ENGL 1301
[8-Week Semester]

*Please note that these dates and assignments will be adjusted to best meet class needs and scheduling issues. All students are expected to keep abreast of any alterations to this initial plan.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 8/27</td>
<td>Intro to Student Responsibilities, academic conversation, and syllabus/policies Diagnostic Essay</td>
<td><strong>Due: Diagnostic Essay</strong> (Writing Sample) [related to Lazarus poem]</td>
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<td></td>
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<td>Objective vs. Subjective language, descriptions, observations, and data</td>
<td>Sign up for DCCCD Student Email [This is a requirement of the school, and necessary to use the library and Kanopy streaming media services needed to write essays for this class.]</td>
</tr>
<tr>
<td>1</td>
<td>W 8/29</td>
<td>Reviewing Critical Thinking Vocabulary: Genre, Essay &amp; Narrative Shape, Audience, and the Active Struggle for Objectivity; Words, Phrases &amp; Clauses</td>
<td><strong>Read:</strong> NFGW Ch. 1 (1-9)</td>
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<td>2</td>
<td>M 9/3</td>
<td>[NO CLASS] Labor Day</td>
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<tr>
<td>2</td>
<td>W 9/5</td>
<td>Pathos, Ethos, Logos Appeals Purpose, Stance &amp; Character</td>
<td><strong>Read:</strong> NFGW Ch. 2 (10-32) &amp; 49 (478-490) [possible short test on Chs. 1&amp;2]</td>
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<td><strong>View:</strong> Matthew Winkler’s online TED video: “What makes a hero?”</td>
<td><strong>Begin viewing on Kanopy:</strong> Watership Down</td>
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<td>3</td>
<td>M 9/10</td>
<td>Connecting Rhetorical Appeals to Your Literacy Narrative</td>
<td><strong>Read:</strong> NFGW Chs. 3 &amp; 4 (33-54) also continue: NFGW Ch. 10 (71-93) &amp; Ch. 41 Dialogue (408-413) also complete: NFGW Ch. 10 (71-93) <strong>Conclude viewing on Kanopy:</strong> Watership Down</td>
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<td><strong>In Class Work:</strong> Short Writing on Watership Down</td>
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<td><strong>In Class Work:</strong> Maus I &amp; NFGW Ch. Narrative (419-427)</td>
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<td><em>Census Date, Sept 10</em></td>
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<td>3</td>
<td>W 9/12</td>
<td>Discuss and Assign Literacy Narrative Peer Review</td>
<td><strong>Begin reading:</strong> Maus I</td>
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<td></td>
<td></td>
<td>Editing/Revising Themed Peer-to-Peer Workshops [and/or] Conferences</td>
<td><strong>Read:</strong> NFGW Chs. 5-8 (55-67)</td>
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<td></td>
<td></td>
<td><strong>Due:</strong> Literacy Narrative First Paragraph and Dialogue</td>
<td>[possible short test on Ch. 10 &amp; Maus I]</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Due Notes</td>
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<td>4</td>
<td>M 9/17</td>
<td>Discuss Grade Criteria/Rubric for Literacy Narrative</td>
<td>First Draft of Literacy Narrative</td>
</tr>
<tr>
<td></td>
<td>W 9/17</td>
<td>Literacy Narrative Grade Estimation Using Rubric</td>
<td>Begin viewing &amp; taking notes on Kanopy: Ken Burns’ <em>Prohibition</em> (part 1)</td>
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<td>Sample Literacy Narrative Read Aloud</td>
<td>Read: <em>NFGW</em> Chapters 28-31 (298-317) &amp; complete <em>Maus I</em></td>
</tr>
<tr>
<td>4</td>
<td>W 9/21</td>
<td>Editing/Revising Themed Peer-to-Peer Workshops [and/or] Conferences [make-up]</td>
<td>Completed Literacy Narrative Peer Review</td>
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<td>Reviews are returned to the writer and discussed in class. Bring writing materials and all drafts/notes/revisions on Literacy Narrative &amp; the <em>Prohibition</em> documentary thus far for a grade.</td>
<td>Continue viewing &amp; taking notes on Kanopy: Ken Burns’ <em>Prohibition</em> (part 2)</td>
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<td><strong>Due:</strong> Literacy Narrative FINAL, FRI 9/23**</td>
<td>Also, read: <em>NFGW</em> Chapter 22 (253-264) Resumes and Job Letters, to prepare for Monday’s in-class writing</td>
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<td>5</td>
<td>M 9/24</td>
<td>In-class Revision Reflection; Introduce Rhetorical Analysis Essay [RAE] and Read Aloud Assignment Prompt</td>
<td>Conclude viewing &amp; taking notes on Kanopy: Ken Burns’ <em>Prohibition</em> (part 3)</td>
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<td>W 9/26</td>
<td>Explore Academic Audience Expectations; Usable Academic Sources: Academic Articles and their connection to Final Researched Synthesis Essay</td>
<td>Read: <em>NFGW</em> Chapter 11 (94-128)</td>
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<td><strong>Due by day’s end:</strong> Create Cover Letter for Job Request, Introduction, or Professional Complaint</td>
<td>Due:</td>
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<td>6</td>
<td>M 10/1</td>
<td>Rhetorical Analysis Invention Activity &amp; Discuss RAE Paper Thesis &amp; Organization</td>
<td>The Bill of Rights &amp; <em>NFGW</em> Chapter 45 (433-444)</td>
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<td>W 10/3</td>
<td>In-Class Rhetorical Analysis of RAE Article; Analyze The Etcetera Audience</td>
<td>Also read: RAE eligible article of choice</td>
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<td><strong>Last Day to Withdraw with a W, FRI 10/5</strong></td>
<td>View: RAE eligible documentary of choice (via Kanopy or EFC library)</td>
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<td><strong>Conclude reading: Maus II</strong></td>
<td>Begin reading: Maus II</td>
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<tr>
<td>7</td>
<td>M 10/8</td>
<td>In class: Workshop on RAE Discussion of Donnie Darko</td>
<td>View on Kanopy: <em>Donnie Darko</em></td>
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<td>Read: <em>NFGW</em> Chapters 46 &amp; 47 (445-468 &amp; 469-472) <strong>Due:</strong> Peer Response to Rhetorical Analysis Essay</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
<td>Due</td>
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<tr>
<td>W</td>
<td>10/10</td>
<td>Discuss Reasons and Evidence Creating a Thesis from Synthesized Research and Individual Thinking to Film Review of <em>Donnie Darko</em></td>
<td><strong>Read:</strong> <em>NFGW</em> Chapters 48-51 (473-498) (due: Final Draft of Rhetorical Analysis Essay on FRI 10/12)**</td>
</tr>
<tr>
<td>M</td>
<td>10/15</td>
<td>In-Class Revision Workshop on Researched Synthesis Essay</td>
<td><strong>Due:</strong> Researched Synthesis Essay First Draft</td>
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<tr>
<td>W</td>
<td>10/17</td>
<td>Last Day of Class Final Exam (Short Answer &amp; Short Essay)</td>
<td><strong>Due:</strong> Researched Synthesis Essay Final Draft (due by 10/18)</td>
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</tbody>
</table>

We Wear the Mask by Paul Laurence Dunbar

We wear the mask that grins and lies,  
It hides our cheeks and shades our eyes,—  
This debt we pay to human guile;  
With torn and bleeding hearts we smile, And mouth with myriad subtleties.

Why should the world be over- 
wise, In counting all our tears and sighs? Nay, let them only see us, 
while We wear the mask.

We smile, but, O great Christ, our cries To thee from tortured souls arise.  
We sing, but oh the clay is vile  
Beneath our feet, and long the mile;  
But let the world dream otherwise, 
We wear the mask!