Instructor Information
Name: Jennifer Gómez-Álvarez  
DCCCD Email: jxg0005@dcccd.edu  
Office Phone: N/A (Assigned Room – W174) Through Collaborate Ultra  
Office Location: N/A (Assigned Room – W174) Through Collaborate Ultra  
Office Hours: By Appointment / Through Collaborate Ultra / or Before-After Class  
Division Office and Phone: N/A (Assigned Room – W174) Through Collaborate Ultra

Course Information
Course Title: English Composition I  
Course Number: ENGL-1301  
Section Number: 61826  
Semester/Year: Fall 2019-2020  
Credit Hours: 3 Credit Hours (3 Lec.)  
Class Meeting Time/Location: 2:00 PM – 3:20 PM Room – W174  
Certification Date: September 7th 2019  
Last Day to Withdraw: Withdrawal Date: 11/14/2019

Course Prerequisites
Required: College level ready in Reading and Writing.

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

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

Texas Core Objectives
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:
1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

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

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

6. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Required Course Materials**

**Suggested Electronically Resources**

For [dictionary](#).
For [Transitions](#).
For [rhetoric](#) tools.
For [Literary Terms](#).
For [Anti-Plagiarism](#).
For writing [solutions](#).
For literary study [tools](#).
For [Literature Resources](#).
For [Works Cited](#) generator.
For [Evaluating Research](#).
For [MLA Format Resources](#).
For [Blackboard](#) App for Cell Phone.
For writing resources use [Virtual Salt](#).
For MVC Library (See Resources [Link](#) in Blackboard).
For IT Help Desk Technology Division 24/7 at 1-866-374-7169.
For readings made accessible in Course Material Folders on eConnect.
For grammar support. Add to Chrome, Word, Word Online, Google Docs.
For writing [textbook](#). N/A – See Course Material Folders on eConnect.

For works cited in Word use (Reference Tool Bar), select manage, insert citations, or bibliography.

**Note:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. **WARNING:** THIS CLASS MAY CONTAIN LITERARY WORKS THAT MAY BE CONSIDERED OFFENSIVE TO SOME INDIVIDUALS.

**Graded Work**
The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated. **Note:** Changes to the schedule may be possible due to Weather Alerts, Emergency Campus Alerts, or other necessary adjustments required.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Essay 2</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Essay 3</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Midterm</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Final</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>Attendance</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Gomez 2
Assignments | Points | Totals |
--- | --- | --- |
Drafting Participation | 5 @ 20 points each | 100 points |
Group Writing Discussions | 5 @ 20 points each | 100 points |
Quizzes / MLA Research Skills | 5 @ 20 points each | 100 points |
Peer Review Teamwork Tasks | 5 @ 20 points each | 100 points |
**TOTAL: 1,000 points**

### Final Grade

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Note:** For credit transfers must pass with a 70% or higher.

### Description of Graded Work

Below is a brief description of each major assignment and examination. **Note:** There are no extensions, late work submissions, or extra-credit.

**Attendance:** See the table below.

<table>
<thead>
<tr>
<th>Term</th>
<th># of Meetings</th>
<th>15% Missed</th>
<th>Dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 week-1 day a week</td>
<td>16</td>
<td>2.4</td>
<td>3</td>
</tr>
<tr>
<td>16 week-2 days a week</td>
<td>32</td>
<td>4.8</td>
<td>5</td>
</tr>
<tr>
<td>16 week-3 days a week</td>
<td>48</td>
<td>7.2</td>
<td>8</td>
</tr>
<tr>
<td>13 week-1 day a week</td>
<td>13</td>
<td>1.95</td>
<td>2</td>
</tr>
<tr>
<td>5-week MWF</td>
<td>15</td>
<td>2.25</td>
<td>3</td>
</tr>
<tr>
<td>5-week TTH</td>
<td>10</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>8-week MTWH</td>
<td>32</td>
<td>4.8</td>
<td>5</td>
</tr>
<tr>
<td>8-week MW or TTH</td>
<td>16</td>
<td>2.4</td>
<td>3</td>
</tr>
<tr>
<td>8-week MWF</td>
<td>24</td>
<td>3.6</td>
<td>4</td>
</tr>
<tr>
<td>4-week</td>
<td>16</td>
<td>2.4</td>
<td>3</td>
</tr>
<tr>
<td>3-week</td>
<td>15</td>
<td>2.25</td>
<td>3</td>
</tr>
<tr>
<td>*Online Dev Ed</td>
<td>32</td>
<td>4.8</td>
<td>5</td>
</tr>
</tbody>
</table>

### Attendance and Absences

In order to fully benefit from the course, you need to come to class on time and stay until the end of every scheduled class. Excessive absences and tardiness affect your learning because you miss critical information and practice. Arriving late interrupts, the class, and disturbs student learning. Coming late may also affect your grade as 3 late arrivals (i.e. more than 10 minutes late) equals one absence if you have not formal excused yourself in-writing prior to missing class. Latecomers will lose daily points, as will those who leave early.

Gomez 3
Please keep in mind that more than 3 hours absent may result in a failing course grade. When you do miss an occasional class due to illness or personal reasons, notify me by email and make sure to submit any assignments on eCampus (Blackboard, Canvas, etc.) by its assigned due time. All the tools are available in Blackboard. If you have a medical excuse, band, or tournament for missing class bring the note, upload to your assignment area where due, or send via email if you don’t have access to the eCampus. The excuse must be from your doctor, band director, coach, or another activity coordinator. Having the evidence will prevent loss of unnecessary points.

**Note 1:** The school notifies the instructor of such activities if the school does not notify the instructor prior to the day missed it is at the professor’s discretion to excuse the student. If the professor excuses the student the following rules listed in the *Instructor Notes on Course Policy* will be applied in addition to the following:

**Late work policy** for Small abstract assignments worth 10pts. cannot be late or made up.
Larger essay assignments may be turned up-to **ONE HOUR late** but will result in a ten-percent deduction for each minute it is late. Larger test assignments may be turned within **TWENTY-FOUR HOURS**, but only if the student has formally requested an extension in writing due to notify of medical reasons. The late submission will be subject to an additional ten-percent deduction of the total grade (20pts. total).
After that, I take off ten percent per calendar day.

**Note 2:** An instructor can and will drop you once your number of absences hits five. This is why note 1 is extremely important. **Use the contact instructor template.**

**Note 3:** Students who are absent for a religious holy day will not be penalized and will be allowed to complete any missing work within a week of the absence. However, you must notify me by email of any religious holy day absences before the 15th day of the semester to receive this excused absence. Please refer to the college catalog section on Student Responsibilities.

**TIP:** If you find yourself missing many classes and assignments, re-examine your schedule and the duties in your life. You may need to cut some duties, which may include dropping this class or cutting back work hours. (Recall that you can only drop six courses in your public college. You will pay out-of-state tuition for that seventh dropped course).

**Quizzes:** These are practice quizzes each with 5 multiple-choice questions you must answer within a 30-minute time-limit, valued at 20 points each for a total grade of 100. You will be allowed 2 attempts at the quiz and your highest score will be counted towards your final grade, these are based on areas such as MLA format, grammar, and/or reading comprehension.

**Drafting Participation:** Genre, style, or topic writing style prompts, resulting in no less than an abstract-paragraph of (150-250-words). The writing must provide a source/s that fits the style/topic/genre to provide information that generates Critical Thinking and Communication Processes in writing skills. These abstracts must be based primarily on the student’s own understanding of the style/topic/genre and individual interpretation of the chosen work/s. Library and internet resources may be consulted for this assignment, but they should not constitute the bulk of the paper, meaning no more than 30% of the paragraph/s. All of the material that is consulted for this assignment must be appropriately documented as per MLA format (i.e. quotes, citations, & works cited-bibliography).

**Group Writing Discussions:** Genre, style, or topic writing style prompts, resulting in no less than an abstract-paragraph of (150-250-words). The writing must provide a source/s that fits the style/topic/genre to provide information that generates Academic Literacies for the Analysis of Teamwork and Empirical writing skills. These abstracts must be based primarily on the student’s own understanding of the style/topic/genre and individual interpretation of the chosen work/s. Library and internet resources may be consulted for this assignment, but they should not constitute the bulk of the paper, meaning no more than 30% of the paragraph/s. All of the material that is consulted for this assignment must be appropriately documented as per MLA format (i.e. quotes, citations, & works cited-bibliography).
Peer Review Team Tasks: **Genre, style, or topic** writing style prompts, resulting in no less than an abstract-paragraph of (150-250-words). The writing must provide a source/s that fits the style/topic/genre to provide information that generates Academic Personal and Social Responsibility writing skills. These abstracts must be based primarily on the student’s own understanding of the style/topic/genre and individual interpretation of the chosen work/s. Library and internet resources may be consulted for this assignment, but they should not constitute the bulk of the paper, meaning no more than 30% of the paragraph/s. All of the material that is consulted for this assignment must be appropriately documented as per MLA format (i.e. quotes, citations, & works cited-bibliography).

**Essay 1:** The final paper is a 1,000-word conventional Narrative style essay. **Length** of the Essay for the Submission Draft – should be no less than 500 words and no more than 1,000 words.

**Essay 2:** The final paper is a 1,000-word conventional Expository style written paper that uses explanations and/or definitions. **Length** of the Essay for the Submission Draft – should be no less than 500 words and no more than 1,000 words.

**Essay 3:** The final paper is a 1,000-word conventional Creative style written paper that uses process analysis. **Length** of the Essay for the Submission Draft – should be no less than 500 words and no more than 1,000 words.

**Midterm Paper:** The final paper is a conventional Persuasion style essay. The midterm will be based on a specific **Contemporary Concept of Importance**. You will receive a prompt and will be timed. You will demonstrate essay development on a specific **Conceptual Issue**. The purpose of the test is to offer solutions and/or initiatives that aim to eliminate the barriers as seen in the prompt given. **Length** of the Midterm Submission Draft – should be no less than 1,200 words and no more than 2,000 words.

Total Reading Time: you will have 5-10 minutes to read the prompt.
Total Writing Time: you will have 5-10 minutes to draft an initial response.
Total Response Time: you will have 5-10 minutes to respond to the excerpt.
Total Research Time: you will have 5-10 minutes to look for sources to support your response.
Total Time: you will have 2 days to work through the writing stages and development process.

Tip: analyze and evaluate the question, the sources, and your response. Avoid unrelated answers.

**Final Paper:** The final paper is a conventional Mixed style written essay. The final will be based on a specific **Contemporary Concept of Importance**. You will receive a prompt and will be timed. You will demonstrate writing skills through the proper application of the writing style (expository, persuasive, descriptive, narrative, or creative) that is the best fit for the development of a specific **Conceptual Issue**. The purpose of the test is to offer solutions and/or initiatives that aim to eliminate the barriers as seen in the prompt given. **Length** of the Final Submission Draft – should be no less than 1,450 words and no more than 2,250 words.

Total Reading Time: you will have 5-10 minutes to read the prompt.
Total Writing Time: you will have 5-10 minutes to draft an initial response.
Total Response Time: you will have 5-10 minutes to respond to the excerpt.
Total Research Time: you will have 5-10 minutes to look for sources to support your response.
Total Time: you will have 2 days to work through the writing stages and development process.

Tip: analyze and evaluate the question, the sources, and your response. Avoid unrelated answers.

**Your Final Grade**

Follows the DCCCD and ISD assessment requirements as set by Texas policy. Each area outlines an area of the Texas Core Objectives and the institutional student responsibility expectations and guidelines provided in the Code of Student Conduct Handbook.
You can check your grades on [eCampus](#). You can also access supplemental information such as your course calendar, syllabus, assignments, grades, course modules, and other course materials. The link for [eConnect](#) provides online student services such as writing support, paying for classes and viewing final grades submission made to the institution, and financial aid status updates. You must have an e-mail address on file with the college to access eConnect. Also, be mindful of keeping your address and information updated so that you get the emails and announcements sent.

### Policies

#### Late Work Policy

**Note:** There are no extensions, late work submissions, or extra-credit. See below for the circumstantial accommodation notes identified in the course policy.

#### Other Course Policies

**Instructor Notes on Course Policy**

**Note 1:** All work must be completed by the assigned due date. If you are absent for a quiz, test or an assignment, you will be allowed to make-up the submission only if you notify me prior to the scheduled quiz, test, or assignment due date or in the case of an emergency with a valid medical excuse.

*DCCD policy dictates that it is at the professor’s discretion the student may be allowed to re-write the assignment, but will only receive 50% of its worth. This depends on whether the student has a previous late work offense or other policy related offenses. A second rewrite will only be accepted under emergency related circumstances with a valid medical excuse. The student will be granted a 0 without rewrite starting on the third late offense. On the third offense, the student will be reported to the institution for an administrative alert notice, thus possibly being subject to receive a non-passing grade of F.*

**Note 2:** It is at the instructor’s discretion and not an obligation to allow another attempt at submission, the instructor may just grant a 0 without the opportunity at a rewrite on any missing submissions if the student has not followed the institutional policies and procedures.

#### Academic Dishonesty & Plagiarism Policy

In order to learn, you must do your own work. Cheating is a major offense and will have major consequences including the possibility of repeating this course. Your work must be properly cited, quoted, and referenced. Any work over 30% on the similarity report indicates a large amount of copy and paste behavior and lack of independent work. When you submit assignments, Blackboard will indicate the instructor of the similarity report. On the first offense, the student may be allowed to re-write the assignment, but will only receive 50% of its worth. On the second offense, the student will be granted a 0 without re-write. On the third offense, the student will be reported to the institution for an administrative F. If it occurs three times the student can also be expelled from the institution for lack of academic integrity. **Note:** It is at the instructor’s discretion and not an obligation to allow another attempt at the assignment, the instructor may grant a 0 without the opportunity at a rewrite.

Scholastic dishonesty is a violation of the [Code of Student Conduct](#). Scholastic dishonesty includes, but is not limited to, cheating, various forms of plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment in the course indicates acceptance of the [DCCD Code of Student Conduct](#) published in the DCDD Catalog.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion. **Cheating** includes copying from another student’s test or homework, 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 un-administered test, and substituting for another person to take a test. **Plagiarism** is the copy/pasting, patch-work, 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 the 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 dropped from the class, or you can even be suspended from college; these go on your permanent record.
If in any written paper, you are guilty of the academic offense known as plagiarism, if you partially or entirely copy another author’s sentences or 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 own words, and in your own unique 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 format because the ‘idea(s)’ still belongs 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 Student Code of Conduct explained in the MVC catalogs or online.

Course Consequences for Academic Dishonesty and/or Plagiarism
Any student in this English 1301 class found guilty of cheating or of plagiarism (using the definitions given for both terms in the catalog for 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.

Circumstances the Professor May Make Exceptions to Policy:
(These are usually “Specific” Situations/Circumstances)
When exceptions are abused the entire class loses the exception privilege the following term.
- Extra Credit (Note: Extra Credit is considered an unfair advantage by professors when only given to a selected few or individual students. For extra credit to be granted all students in the course must unanimously vote to have the inclusion of such an opportunity, as such the assignment will be made available to all students).
- Students who have worked hard to complete assignments on time, have followed instructions, participate, are respectful and follow the listed course and college policies will all have opportunities to redeem their grade during remediation, however, if a student has;
- Misbehaved (meaning any attitude, behavior, action, and/or expression) resulting in an unprofessional or unbecoming of college student conduct toward classmates or the professor, whether in class or on the online interactions, including and not limited to discussion posts, and/or e-mail, disregard for the electronic device policy the student will have to adhere to additional college-based consequence that may even lead to expulsion, the inclusion of a permanent academic note on the academic records, and/or failure to receive transfer recommendations. Note: DCCCD is harassment and bully-free zone environment. See the student handbook. Here you may also find information on Title IX, sexual misconduct, student programs, the drug-free schools, and Community Act.

Institutional Policies
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Course Schedule (See Table Below)
Visit the Campus academic calendar and the Course Academic Calendar for important semester dates including holidays and drop date information.
Disclaimer: The provisions contained in this syllabus do not constitute a contract between the student and the college. These provisions may be changed at the discretion of the Course Coordinator/Instructor. When necessary pending ISD district schedule changes, appropriate notice of such changes to the schedule will be notified via the announcement updates, the student should check course area often and check emails for course communications.

### Listing of Weekly Course Topics for Composition 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics First Half</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| 1    | Introduction to the Syllabus  
Note 1: Use the Online resources.  
Note 2: Use the class folders to Navigate the material.  
Using Google Scholar vs. Google Search.  
Understanding Format. | Readings  
MLA vs. APA, (pp. 548-596, & pp. 597-636).  
Understanding Context, (pp. 1-52, & pp. 3-10).  
Understanding Writing Strategies, (pp. 371-476).  
Understanding Writing Genres, (pp. 73-288).  
Writing About Literature, & Using the Writing Process, (pp. 321-370).  
Getting Started, (pp. 479-488).  
Beginning and Ending, (pp. 373-385).  
Drafting an Abstract, (pp. 185-189).  
Assignments  
Syllabus Acknowledgement  
Share a significant experience. |
| 2    | Narratives  
Memoirs  
Style Elements  
Researching Personal Narratives. | Readings  
Memoirs (pp. 224-234).  
Literacy Narrative (pp. 75-97).  
Narration (pp. 462-470).  
Guiding the Reader (pp. 386-391).  
Assignments  
Essay 1 - Narratives |
| 3    | Allusions of Important Characters. Integrating Elements of Truth.  
What Makes a Literary Work a Formative Pieces in the Genre.  
Elements of a Timeless Piece.  
Understanding Dichotomies. | Readings  
Documentation, (pp. 544-547).  
Assessing Writing, (pp. 343-347).  
Mixing Genres, (pp. 280-288).  
Compare & Contrast, (pp. 424-431).  
Cause & Effect, (pp. 392-396).  
Classify & Divide, (pp. 418-423).  
Assignments  
Essay 1 - Narratives |
| 4    | Applying Narrative Skills  
Applying Memories  
Applying the Senses  
Applying Style Elements | Readings  
Description (pp. 443-451).  
Using Dialogue in the Text (pp. 452-456).  
Using Definitions (pp. 432-442).  
Giving Explanations (pp. 457-461).  
Assignments  
Essay 1 - Narratives |
| 5    | Exposition  
Definitions  
Explanations  
Style Elements  
Understanding Gaze | Readings  
Taking Essay Exams (pp. 471-476).  
Research Essays (pp. 307-309).  
Assignments  
Essay 2 - Exposition |
| 6    | Understanding Prompts.  
Organizational Flow.  
Putting Things Together.  
Argumentative Claims.  
Counterclaims.  
Acknowledging Sources.  
Revising.  
Proofreading.  
Claims of Reason.  
Evidence Based Claims. | Readings  
Evaluating Sources, (pp. 511-518).  
Doing Research, (pp. 477-636).  
Developing Academic Habits, (pp. 45-52).  
Finding Sources, (pp. 489-510).  
Synthesizing Ideas, (pp. 519-525).  
Summarizing & Responding, (pp. 33-44).  
Acknowledging Sources, (pp. 539-544).  
Quoting & Paraphrasing, (pp. 526-537).  
Assignments  
Midterm Practice |
<p>| 7    | Using Prompts. | Readings |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics First Half</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Applying Organizational Flow. Generating Ideas from a Prompt. Drafting based on Prompts. Finding Sources. Genre &amp; Key Concepts to Consider.</td>
<td>N/A student will apply the sources they chose to present their views. Assignments Midterm Prep</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Second Half</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>What the reader knows. Assessing audience knowledge.</td>
<td><strong>Readings</strong> Getting Reader Responses &amp; Revising (pp. 348-355). Editing &amp; Proofreading (pp. 356-36). <strong>Assignments</strong> Essay 2 - Exposition</td>
</tr>
<tr>
<td></td>
<td>Applying Exposition Applying Definitions Applying Explanations Applying Style Elements</td>
<td><strong>Readings</strong> Arguments (pp. 397-417). <strong>Assignments</strong> Essay 2 - Exposition</td>
</tr>
<tr>
<td></td>
<td>Creative Process Skills Process Analysis Incorporating Other Types of Writing Steps-by-Step Descriptions Classify &amp; Devide or Compare &amp; Contrast Style Elements</td>
<td><strong>Readings</strong> Using Design (pp. 644-652). Using Visuals &amp; Sound (pp. 653-663). <strong>Assignments</strong> Essay 3 – Process Analysis</td>
</tr>
<tr>
<td></td>
<td>Using Creative Process Skills Using Process Analysis Using Steps or Using Classify &amp; Devide or Using Compare &amp; Contrast Using Style Elements</td>
<td><strong>Readings</strong> Preparing Reports (pp. 131-156). Research for Reports (pp. 311-313). <strong>Assignments</strong> Essay 3 – Process Analysis</td>
</tr>
<tr>
<td></td>
<td>Applying Creative Process Skills Applying Process Analysis Applying Steps or Applying Classify &amp; Devide or Applying Compare &amp; Contrast Applying Style Elements</td>
<td><strong>Readings</strong> Choosing the Correct Media (pp. 639-643). Presentations the Media (pp. 673-684). <strong>Assignments</strong> Essay 3 – Process Analysis</td>
</tr>
<tr>
<td>15</td>
<td>Using Prompts. Applying Organizational Flow. Generating Ideas from a Prompt. Drafting based on Prompts.</td>
<td>N/A student will apply the sources they chose to present their views. <strong>Assignments</strong> Final Prep</td>
</tr>
<tr>
<td>Week</td>
<td>Topic Second Half</td>
<td>Readings &amp; Assignments</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>Finding Sources.</td>
<td>Note: If the students have worked well they may be allowed to do the test as a takehome.</td>
</tr>
<tr>
<td></td>
<td>Genre &amp; Key Concepts.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Figurative Language &amp; Literary Techniques.</td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td>Setting &amp; Context.</td>
<td>N/A student will apply the sources they chose to present their views.</td>
</tr>
<tr>
<td></td>
<td>Acknowledging Sources.</td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>Revising.</td>
<td>Final</td>
</tr>
<tr>
<td></td>
<td>Proofreading.</td>
<td>Note: Pending note above students may use this week for remediation.</td>
</tr>
<tr>
<td></td>
<td>Theme &amp; Plot.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writer’s Voice &amp; Style.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>POV, Tone, &amp; Dialogue.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perceptions &amp; Conflict.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Editing.</td>
<td></td>
</tr>
</tbody>
</table>