Welcome to our English 1301 composition class. This course syllabus is intended as a set of guidelines for Engl 1301. Both Richland College and me, your professor, reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information

Name: Professor Trudi Swedlund, M.A. (SMU), M.Ed. (UNT)

DCCCD Email: tswedlund@dccc.edu For ADA accessibility: this link is to my college email

When you e-mail, kindly tell me your name, what class (e.g. Spch), your section number (e.g. 83021), and a short reason for your email in the subject line.

You need to have a Richland College e-mail address in order to contact me. Sometimes the District's firewall blocks your e-mails. Secure a RLC e-mail address (it is free; go to the second floor of the Del Rio building and set up an account), so I will be sure to get your e-mail queries. Please remember to address your instructor formally, use proper spelling, grammar, and punctuation, as well as formally sign your name at the end of each email.

I check e-mail frequently during office hours (unless I am at a meeting or called out of the office) and on and off at other times, but I am not available 24/7. I will try to answer e-mails within 24 hours of receipt. I typically do not answer e-mails on weekends, so if you e-mail me late Friday, kindly do not expect an answer until Monday. See my email protocols on page 9 of this document.

Office Phone: 972-238-6076 Please leave your phone number twice on my voicemail if you wish me to return your call. I cannot return calls outside of the 214, 469, and 972 area codes. Do not leave a lengthy message.

Office Location: Crockett 265

Office Hours:

Monday 4:55 – 5:55 C265 (includes virtual)
Tuesday 12:30 – 2:00 C265 (includes virtual)
Wednesday 10:45– 11:45 (virtual)
4:50 – 5:50 C265 (includes virtual)
Thursday 12:30 – 1:30 C265 (includes virtual)

Note these hours may be subject to change. I will notify you in case that occurs.

Always presume welcome in my office or in class! Feel free to call or drop by during my scheduled office hours.

If you cannot understand your grade on eCampus (click the “My Grade” tab on the main menu), come see me.
Course Information
Course Title: Composition 1
Course Number: ENGL 1301
Section Number: 83024
Semester/Year: Spring 2019
Credit Hours: 3
Class Meeting Time/Location: 12:20 – 1:40 MW in D162
Certification Date: February 3,
Last Day to Withdraw: April 16, 2020

Required Course Materials
2. Approximately 15 scantrons (long form)
3. A comprehensive notebook with tabs to organize your class notes, handouts, returned materials, syllabus, assignment calendar, and any other materials.
4. Recommended: a set of highlighters to highlight you text; a paperback dictionary, and a thesaurus
   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 those online.

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

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

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.
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

ENGL 1301 Student Readiness and Skill Sets

This course takes several important requirements upon entry:

- Entry level English 1301 writing skills set (not limited to but includes 4th level Developmental Writing exit level writing proficiency, 4th level ESOL exit level English proficiency, critical thinking skills, college level grammatical literacy, college level reading proficiency).
  
  I cannot remediate issues of writing deficiencies or deficit ESOL skill sets that are not at entry level Engl 1301 readiness.

- The time and willingness to devote at least 6 to 9 hours a week to out-of-class assignments and class preparation. If you believe you lack writing skills or the time to devote to this course, please see me.

  Increasingly I see some students show up to class but do little to nothing to prepare outside of class. That may have worked to some extent in high school, but that strategy (or lack thereof) will not work in most college courses, especially this one. You would not expect to become a proficient tennis player, for example, if you invested only 3 hours a week listening to an instructor in a tennis class where you held no racket or wacked no ball. Writing is a skill, and like any skill, writers become proficient with practice and reading. Suiting up and showing up to class is essential, but not preparing beforehand is a sure ticket to failure. Expect to do lots of writing and reading outside this class if you expect to pass.

- The willingness to up your reading game.

  Extensive research has proven that readers are often good writers. Both go hand in hand. If you do not like to read, ask me about recommendations for some books I will
bet you will enjoy. Ask your reader friends or me what books they have enjoyed. Reading is a life-changer.

- The willingness to be a part of hardworking communities and carry your weight
- The willingness to find study strategies that work for you in this course
- The willingness to not make excuses for yourself: either do the work or don’t

**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.

Final grades are calculated by points ultimately converted to a percentage. Note that the following points are approximations. I reserve the right to amend these points as we move through the semester.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>1 @ 20 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>12 @ 10 points each</td>
<td>120 points</td>
</tr>
<tr>
<td>Grammar Diagnostic</td>
<td>1 @ 25 points each</td>
<td>25 points</td>
</tr>
<tr>
<td>In-Class Essay</td>
<td>1 @ 50 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Analysis Essay</td>
<td>1 @ 120 points</td>
<td>120 points</td>
</tr>
<tr>
<td>Argument Essay</td>
<td>1 @ 60 points</td>
<td>60 points</td>
</tr>
<tr>
<td>Argument Essay Presentation</td>
<td>1 @ 30 points</td>
<td>30 points</td>
</tr>
<tr>
<td>Individual Grade for Group Participation</td>
<td>1 @ 20 points</td>
<td>20 points</td>
</tr>
<tr>
<td>Participation Grade</td>
<td>100 to 130 points</td>
<td>100 – 130 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60 points</td>
<td>60 points</td>
</tr>
</tbody>
</table>

**TOTAL:** 605 to 635 (approximately) points

**Final Grade**

<table>
<thead>
<tr>
<th>Points @ 635 Total Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>635 – 571.5</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>571.4 -- 508</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>507---444.5</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>444.4-- 381</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>380 -- 0</td>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Description of Graded Work**
Quizzes: The 13 chapter quizzes each have 5 to 6 multiple-choice questions you must answer within a 10-minute time limit. Each one is worth 10 points each. I will drop the lowest grade.

In-Class Essay: You will complete a timed essay in class as announced in the course calendar worth 50 points.

Group Presentations: You will take part with two to three other individuals in a group presentations (worth 30 points) on information based on an argument essay.

Required Essays: The In-class Essay is required to pass this course. In addition, finished essays that include an Analysis Essay (120 points) and an Argument Essay (60 points) written in a process of extensive revision are also required to pass this course. I accept no late submissions.

Exams: You will take a Diagnostic Exam (worth 25 points) and a final exam (worth 60 points) over grammatical principles.

Participation: You will complete a variety of writing assignments throughout the semester worth approximately between 65 to 100 points.

Evaluation Protocols
Your tuition buys you a seat in this classroom; however, it does not buy you a passing grade. Grades are earned. I will do everything in my power to assist you in attaining the grade you want, but you must be willing to work in order to achieve that grade. Merely showing up does not assure a passing grade though it helps. For every hour you spend in this class, plan to spend at least one to two hours outside working on assignments.

A. I evaluate students according to a point system. (See above for assigned points). I reserve the right to modify the points or assignments as needed to serve this class better. You will accumulate points on quizzes, essays, group presentations, peer responses, etc. throughout the semester.
   1. I cannot arbitrarily give you an A, B, C, D, or F for a particular assignment. You accumulate points based on those you earn.
   2. Therefore, you earn the grades you receive by the number of points—not the percentage—you have totaled during the course of the semester.

B. You have 48 hours from the time an exam, paper, homework assignment, or any other graded material I return to your class to ask me question or request a reevaluation of the grade. After 48 hours, the grade becomes permanent.

C. If you need to discuss your final course grade, you must do so within 24 hours after I post your grade on eCampus. After that time, the grade is permanent.

D. I cannot round up grades. Your final grade is based on points. For example, a final average between an 89.1 to 89.9 is still a B and not an A.

E. Kindly do not contact me the last few days of the semester with the intention of asking me for bonus point opportunities or to alter the grade you earned. You, not I, are in charge of your grade.
F. I do not give incompletes.

G. Keep all evaluated materials I return to you. Should there be a need, I reserve the right to see those materials. Therefore, it is your responsibility to retain them in case I need to audit them.

H. Your final exam for this class is scheduled for section 83021 is **Wednesday, May 13**, from **12:20 – 2:10 PM**; for section 83022 is **Monday, May 11**, from **1:50 – 3:40**; and for section 83024 is **Wednesday, May 13**, from **3:20 to 5:10**.

Please do not ask me if you can take the final exam at any other time than scheduled.

I. You must go through the entire writing process and submit all finished writing assignments (the In-Class, Analysis, and Argument Essays) in order to receive credit in this class. **Students who do not complete the In-Class Essay, the Analysis Essay, and the Argument Essay will receive an F in this course. In other words, you must complete and submit on time all three essays with a C or better in order to pass this course.**

J. The protocols for the 13 reading quizzes guidelines are in eCampus in the “Syllabus and Course Information” tab on the main menu.

K. You will have two different opportunities to earn up to **20 bonus points** throughout the semester if you attend one to four of the Learning Center’s Connections Workshops I designate appropriate to English 1301. You may also attend one to four of any of the English Corner Seminars. Each workshop/seminar is worth 5 points each. You may not exceed **20 bonus points** in these venues. The original copy of the proof of attendance is due no later than **Tuesday of the 15th week** of classes. I will retain your proof of attendance for my records. See my guidelines for bonus points in the “Syllabus and Course Information” tab on the main menu in eCampus.

L. Students who make below a B on the In-class Essay and Analysis Essay are required to go to the English Corner (B228) or Writing Center (M216) for the next major assignment. Noncompliance will result in my not grading their next essays and therefore a failing grade. These students must show me proof of compliance.

M. Students and or groups who make five or more grammatical, editing, or proofreading errors on their final drafts of the first page of the Analysis and Argument Essays will begin with a grade of C (or 75%) on down, not 100%.

N. You have to be present and participate fully in your group presentation, group essay, or any other assignment that involves group work in order to get credit. Even if you helped with the preparation outside of class, you must be present in class and take part in the presentation in order to receive credit. I will not award partial credit to a student who is not present to take part in the presentation during class.

O. You can check your grades at any time by clicking on My Grades in the Course Menu. I make it a priority to get students’ grades back to them in a reasonably timely manner. Realize that essays take longer to evaluate.
P. Students must earn a final grade of “C” or better in all core courses including Engl 1301.

**Attendance and Your Final Grade**

You are an integral part of our writing/learning community, and we need you with us; however you must be present to win (that is, to pass the course!). Therefore, attendance and participation are imperative in this class. I take attendance every class day. Please be in your seat and ready to learn by the beginning of every class.

A. You are responsible for your learning what work or assignments you missed during your absence. Ignorance of an assignment made when you were absent will not excuse tardy work; exempt you from a presentation, assignments, quizzes, and exams; release you from peer group responsibilities; or excuse you from anything else related to the class’s activities that week. I am not responsible for reminding a student about tests or other assignments, so please ask me specifically on that point or consult the course calendar.

B. For assignments we debrief in class, you must be present in order to receive credit.

C. I cannot accept late informal assignments, make-ups for in-class assignments, peer review drafts, or homework assignments. If you are not present in class with your assignment, expect to receive no credit. I cannot accept an assignment for which you were absent on the day we go over it either, even if you turn it in early to me or give it to another class member to turn in. In other words, on whichever day we work on these projects, you have to be present in class with completed assignment in hand in order to receive credit.

Success hint: if you miss a class and return without having prepared for the next assignment, you have missed in essence two classes. Be prepared for every class.

D. Students who are absent more than 4 classes regardless of the reason will lose **25 points** in TR/MW classes per absence from the final, cumulative points at the end of the semester.

E. **After 6 absences, a student will receive an automatic F.**

F. **I do not distinguish between excused or unexcused absences**, so you do not need to notify my division office or me prior to a time you intend to be absent unless you will be missing two or more classes in a row.

G. If you are late, sign in on the tardy sheet on my desk to inform me in writing you attended class but came in late. Write your name, the time you arrived, and the date. I will note the tardy in my attendance record. Failure to sign in notifying me of your presence in class when you are tardy will mean a full absence.

H. Regretfully, if you forget to sign in notifying me of your tardy, neither you nor I will remember your absence some weeks later. Kindly do not insist I change an absence to a tardy just because you tell me, “I am sure I was late to that class in January instead of absent,” in late April.

I. **Two tardies equal one absence.** When you max out on your free absences, tardies, or their equivalent, you may expect to lose **12 points** for subsequent tardies.
J. Since I strongly discourage habitual tardies, **after a fourth tardy I will count all succeeding tardies as a full absence.** Respect yourself and others by being on time to each class. If “lateness” becomes a problem for a particular student, that student and I will discuss an appropriate response to tardies in the student’s grade.

K. Leaving class before dismissal will count as a half absence. Kindly do not walk out of our class and then plan to return, for this is disruptive unless you clear it with me in advance. We expect college students to take care of their needs before class.

L. Absences for observance of a religious holy day are excused. Students must contact me in advance of missing class for a religious holy day and not after the fact.

M. However, absences due to work, illness, family matters, bereavement, athlete activities, spring fever, wild romantic escapades, hang-overs, protest marches in favor of higher teacher pay (well, that might be the exception), the debut of the iPhone17 that makes chili and summons the dead, etc. are all under the jurisdiction of those 4 “free” absences. Extenuating circumstances do occur, but all absences count.

N. If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by Thursday, April 16. In other words, the last date to drop a class with a “W” is Thursday, April 16. Failure to drop will result in your receiving a performance grade. Richland College thus requires students to take responsibility to initiate a withdrawal from this or any other course should that unfortunate circumstance occur.

**Late Work Policy**

**I accept no missed In-Class Essay and late Finished Writing assignments.** You must meet the deadline for uploading your final draft on eCampus in order to receive credit. If you choose to wait until the due date of an assignment or exam and technology fails you, you are wholly responsible and must accept the zero for the finished writing assignment, which will result in your needing to drop the course. You accept the risks that come with relying on technology at the last minute.

Due dates are the last possible times I accept major assignments. Why?

- Turning in a paper late allows a student more advantages over the rest of the class members who stick to deadlines.
- It is not fair to the rest of the students for another to get more time for revision.
- It is not fair for me to have to take time and energy to make exceptions. I do not accept late finished writing assignments.

**Other Course Policies**

**Communication Protocols**

A. Email is a vital communication link in this course. When I need to alert you immediately to changes to the schedule, assignment clarifications, announcements, reminders, or problems, I will email you; therefore, check your email frequently. It is your responsibility to make sure you are receiving the emails from me. If you miss/fail an assignment because you neglected to read
your email or eCampus, you are wholly responsible.

B. Whenever you email me, be sure to include your last name, the course and section number, and a brief indication of the message on the SUBJECT LINE of the e-mail. For example, if you have a question concerning an assignment, your SUBJECT LINE might read, "Smith, Engl 1301.83024, QUESTION." This format is vital for both security and efficiency because I work with many students. I do NOT open emails that are not identified in the preceding format because they may be spam or contain a virus. Therefore, due to security concerns, e-mails without this format will not receive a response.

C. Please use a DCCCD e-mail address for this class.

D. Please consider the person you are emailing (me) as a professional who is also in charge of your grades. Remember to edit your email carefully. INCLUDE YOUR NAME, course, and section number, and have an overall polite and professional demeanor when sending me a message.

I will not respond to e-mails from students who do not use proper identification (see above), use text messaging, or do not write in non-Standard American English. Kindly edit your e-mails to me carefully, and make sure it is clear and coherent. That saves time and frustration for both of us.

E. eCampus (aka Blackboard) is essential in this course. You must be able to access Blackboard within the first day of school. Contact the Student Help Desk at (972) 669-6402 or 1-866-774-7169 (a toll free number) with problems. You may also contact the support staff via the web: https://help.edusupportcenter.com/shplite/dcccd/home

For ADA Access: click this link for eCampus support

Send me your TICKET NUMBER from the Help Desk immediately after contacting them if the issue is not resolved during your phone call, especially if it involves uploading a final document of a finished writing.

F. Blackboard contains an electronic copy of this syllabus.

G. When I update the syllabus and/or course calendar, look for the “Revised” date in the upper right hand corner of the first page.

H. If you do not have a particular program or have difficulty accessing the Internet or assignments while at home, please use the school’s computers. Our college provides you with computers and printers throughout the campus. These computers are free to enrolled students and have excellent high-speed Internet connections. Find out where they are located on campus (e.g. library, 2nd floor Del Rio Hall, etc.).

Plan well ahead of class time if I require you to bring materials that need to be printed and/or copied. I do not excuse tardies due to “I was getting my assignment printed and copied.”

I. Save your essays as a doc or doc.x file. If you send or upload your documents in eCampus in other applications, I am liable to get a text of gibberish or no text at all. If I cannot read your text because you did not send it properly, I will assign a zero for your essay. If I receive the wrong file
or an empty one, you will receive a zero as well.

**General Classroom and District Protocols**

The following codes allow our class to run smoothly so all students may receive the maximum benefits of the education they paid for.

A. **Time Management** I provided calendar of assignments detailing reading assignments from your textbook, presentations, quiz dates, discussion boards, peer responses, etc. to facilitate your success in this course. I recommend you make a hardcopy of the course calendar and stay current with deadlines. You may also want to log important due dates on a printed calendar with times assignments are due that day. We move through the material at a rapid, consistent pace, and you do not want to get behind. Consistently staying up with the readings and assignments is crucial for your success in this course. I will no doubt revise the calendar as we move along in the semester. Look for revisions on eCampus in your Calendar tab on the main menu or emails from me.

B. Please anticipate computer and printer problems ahead of when an assignment is due. Do not procrastinate with your assignments. Remember, I cannot accept late assignments.

C. Students are responsible for conducting themselves in a manner compatible with appropriate academic behavior. The DCCCD and the Richland catalogues list students’ policies, procedures, and regulations in the Student Code of Conduct as well as student rights and responsibilities, which ensure your right to learn. I treat everyone with respect and expect the same in return. Please read the “Academic Etiquette” section below carefully. I make no accommodations for disruptions and rudeness to me or other students. I allow no eating, vaping, sleeping, cheating, or disruptive behavior in this class in order to protect all students’ rights.

D. 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: [https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm?loc=RLC](https://www1.dcccd.edu/catalog/GeneralInfo/CollegePolicies/code.cfm?loc=RLC) (for ADA accessibility Access to the DCCD Student Code of Conduct)

I will assign a grade of zero to any assignment that is plagiarized. In addition, students who plagiarize will fill out and sign a form that will be kept in the World Languages Division Office as part of a permanent file. That document may also be attached to students’ transcripts.

I uploaded two Power Points on plagiarism and how to avoid it in the “Course Documents” tab on your main menu. Study both of these Power Points carefully.

See my comprehensive honesty policy in the Syllabus tab on the main menu (“Richland College Statement on Academic Honesty”).

E. If you are struggling for whatever reason in this course, I will be glad to help you. I hope
that you and I can find a solution together so you will successfully complete this class. Richland College offers tutorial assistance, and I can help you access those services. I care about my students’ academic success!

**Academic Etiquette**

Please treat each other and the professor with respect. Be aware of the written and/or verbal policies I include in the syllabus or say in class. As you would wish to be treated, so treat others. In other words, by following the rules outlined below, you will be more successful and less frustrated with fellow students and me (and better prepared for university and/or business life). Read my document “**Safe Space in the Classroom**” in the “Course Documents” tab on eCampus.

A. Practice open and honest communication. Communicate politely with me, your professor, if you have a problem. Nothing can be solved if you approach me in an offensive manner, demand I solve your problems, or act inappropriately or disrespectfully in class. In addition, nothing can be accomplished if you do not talk to me at all! Remember the golden rule above: give others the respect that you wish to be treated. Treat me with respect, and I will treat you with respect. This works for your fellow students, too!

B. Avoid asking for special treatment without good reason. Requests for special consideration from me (such as late papers, excused absences, etc.) are just that, requests. You are asking me for a favor. I must be fair to all students and may not grant your request, or may grant it only with adequate documentation/evidence. Please respect my decision.

C. Be prepared. Come to class prepared to write, discuss, work in groups, and ready to cooperate. Being prepared and able to work with a team are the two most valued skills in the business world! Have your reading done, drafts prepared, topics considered before you come to class. Being prepared for class demonstrates respect for yourself.

D. Listen! Listen to your fellow students and me. Take notes when needed. Most problems occur because a student does not practice deep listening. Considering what has been said before reacting shows respect for the other person as well as yourself.

E. Since I plan parts of this class as a writing workshop, I expect students to use class time on my assignments only. When our class is in session, please focus on the task that I have assigned to you. If a student is working on business outside of the parameters of this class, I will dismiss him or her. That student will take an absence for that day.

F. Respect other students and yourself by coming to class on time and making sure you turn off and clear away cell phones. Disrupting class is disrespectful. If a student violates this policy, I will simply ask him or her to leave my class.

G. School policy prohibits eating in the classroom. If we consume beverages, we must agree to clean up and dispose of waste materials in a trashcan or a recycling bin, which are located throughout the campus. Do not make me clean up after you; I only do that for my cats.

H. Please refrain from personal conversations with one another while I am talking, holding a discussion, or another student has the floor. If you allow yourself to become distracted, it
means you are not fully present. If certain students persist in this behavior, I will ask them to leave class, which will result in a full absence. My goal is to make sure all students can enjoy a distraction-free and disruption-free environment.

I. Due to the nature of our discussions, which may involve voluntary personal disclosure, I discourage the use of taping equipment in the class unless you receive prior approval from me and the class is informed. I want to ensure students’ right to privacy and confidentiality.

**Electronic Device Policy:**

I allow no electronic devices in the classroom except when I ask a student to use a device for research purposes or make exceptions for group research. Turn off and remove all electronic equipment like laptops, iPods, cell phones, earbuds, etc. from your desks/tables (that means off the table/desk and in your book bag). In addition, I do not allow students to text message during class; that is rude. I expect that you will be attending to what is going on in the classroom, not to your electronic devices. If cell phone usage and texting becomes a problem in this class, I will ask the offender to leave the class. That student will receive an absence for that class.

If you have a compelling reason to leave your cell phone on, please clear it in advance with me. Also put away all electronic equipment like laptops, iPads, iPods, etc. (that means off the table/desk and in your book bag). If you are using an electronic version of our textbook, please see me.

If you are using an electronic version of our textbook, please see me.

We will have a few venues when you may use a laptop for academic purposes.

Students who text message during a quiz or exam may expect to receive a zero for that quiz or exam and dismissal from class. You can only listen to one message fully at a time.

**Final Thoughts**

A. In order to be successful in this course, you must possess college-level reading and writing skills. If you are in doubt about your skills level, please see me. I want you to succeed!

B. This syllabus is intended as a guideline for this course. I reserve the right to amend this syllabus as necessary due to a class’s need or unforeseen circumstances, which may include but are not limited to changes in percentages, content, schedules, and requirements. I will notify the class if I have to make changes.

C. Congratulations for having the foresight to sign up for this class. I consider it a privilege and honor you chose me to be your professor. I will do my best to ensure you have a positive experience with learning.

Thank you for signing up for my course. I hope you will learn a great deal about writing (yours and others) and enjoy yourself in the process.

*The professor reserves the right to amend this syllabus as necessary in order to serve the needs of the class.*

Before you ask, check the syllabus!
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.

Richland Institutional Policies (http://www.richlandcollege.edu/syllabipolicies) For ADA Accessibility click this link:

Practice Email

Email is one of the most commonly used forms of communication between students and professors. As a student, you need to know that your email presents an image of WHO YOU ARE to your professor. That image can be positive or negative—you do not want it to be negative!

1. Start with including something relevant in the subject line in order to let your professor know the significance of the email right away.
2. Begin composing with a greeting—typically Dear/Hello followed by Ms./Mr./Dr./Professor (Name), or simply just their name, followed by a comma. Do not begin with “Hey, Trudi” like one I received several semesters ago.
3. Use an appropriate closing statement “Thank you for your time” or “Have a great day” and end the email with YOUR name—your FULL name. Also, include the day/time or SECTION number of your class.
4. Use proper grammar, capitalization, punctuation, and spell check. Does this example look like someone who is an intelligent, college-enrolled, degree-seeking individual? “can u plz wrtte me a rcommdation 4 a schlwrship im tryin to get? i wold appreciate it. thnx.” ALWAYS capitalize the pronoun “I” as well as the beginning letter of every sentence. Always spell out the words “to,” for,” “you,” “please,” and “thank you.” Use apostrophes if you use a contraction like “I’m” or “didn’t.” And use spell check—it’s easy to do, but make sure to proofread afterwards to make sure it didn’t change the word to something else. Lastly, avoid abbreviations and ALWAYS think about the impression you are giving the reader. You are writing your professor, not a friend on Facebook.
5. Finally, consider the tone of your email. Tone is hard to capture in an email, but you want to come off as a friendly, but dedicated student. One way to do this is avoid blaming language like “Your instructions are confusing” in favor of “I am having trouble understanding what you would like done for the beginning of this
assignment.” Being polite is usually going to be better received and responded to faster!
Course Schedule

Professor Swedlund


Engl 1301 – 83021, 83022, 83024

An investment in knowledge pays the best interest. –Benjamin Franklin

Use this calendar as a guide. I reserve the right to change, amend, add to, or delete assignments as I see fit to serve this class better. Check your email frequently before a class for updates and amendments.

You will also find the Course Calendar in eCampus in the “Course Calendar” tab on the main menu. Understand that the calendar is a continuous “work in progress.” I reserve the right to make changes to fit the needs of this class. Due dates are subject to change with appropriate notice to students via Announcement and/or e-mail. I strongly recommend you make and keep at hard copy of this calendar.

1. January 22, Wednesday
Welcome!
Freewritings at beginning of class (Expect them at the beginning of most classes)
Fill out Student Information forms
Introductions: Ice Breaker
Explore course content in eCampus
Syllabus and Course Calendar overview

Assignment for next class
Bring textbook—the textbook is a requirement for this course
Log onto eCampus and set up your account. eCampus is essential to this course.
Check your “Personal Information” and perform a “Browser Test” on eCampus
Navigate throughout this course on eCampus; be familiar with the contents in main menu tabs.
Read the syllabus in its entirety; bring questions to class; plan and prepare your assigned sections to debrief with the class.

2. January 27, Monday
Lecture: Study Strategies PowerPoint
Lecture: How to Write Under Pressure
Syllabus debriefing
Quiz Protocols and Procedures (on pp. 7-8 in syllabus and Announcements tab in the main menu in eCampus)

Assignment for next class
Read course syllabus and bring your questions to class
Syllabus quiz (20 pts)—announcement of dates
Purchase a set of scantrons (you will need 13 – 14) at college bookstore—**Form 882-E**; bring one to class for Quiz 1.

Purchase the largest size “green book” (available in the bookstore) for in-class essay; do not write your name on it.

Read instructions for **In-class Essay** on eCampus (in the “Essay Assignments” tab on the main menu).

Select a topic for in-class writing and write some drafts on your topic before class.

Read “Taking Essay Exams” pp. 428-32 and “How to Write Under Pressure” in the Lecture tab on the main menu in eCampus in case we didn’t have time to debrief this Power Point in class.

3. January 29, Wednesday

Grammar Diagnostic Quiz (25 pts.)
Write in-class essay (50 pts.)
(Regretfully, I cannot offer make-ups if you miss this class and do not complete these two assignments)

**Assignment for next class**
Read: “Writing in Academic Contexts” pp. 3-9
Read: “Reading in Academic Contexts” pp. 10 -32
Read “The Need to Read” (in eCampus file: see Essays for Quizzes tab on main menu)

**Quiz #1** over readings in our textbook (see above); bring a scantron
Reread information about quiz protocols in the Syllabus and Course Information tab in eCampus.

4. February 3, Monday

**Quiz #1** over readings
Review syllabus; sign acknowledgement
Lecture: Showing Facts Debriefing
Assign Levels of Abstraction assignment

**Assignment for next class**
Read: “Reflections” (including “My Life as a Dog”) pp. 245-52
Read “Summarizing and Responding” pp. 33-44
Read “Genre” pp. pp. 61 – 63
Read “Analyzing Causes and Effects” pp. 350-54
Read “Write or Wrong Identity” pp. 73-79; 83-93
Preview my Power Point “Study Strategies” in the Course Documents tab on the main menu in eCampus
Complete Levels of Abstraction assignment—**15 points for participation** (I reserve the right to give fewer points for incomplete, skimpy, or incorrect work or additional points for outstanding descriptions.) Bring **hard copy** of levels to class. You must be present with assignment in hand in order to receive credit. See Levels of Abstraction Assignment file in Course Documents on the main menu in eCampus. **Make 2 copies**, one to hand in to me and one for you to keep in order to read to your group members.
Prepare for Syllabus Quiz (20 pts.). Fill out the “Syllabus Quiz Worksheet” (in the “Syllabus Quiz” tab on the main menu). The Syllabus Quiz opens on-line in eCampus Thursday, 2/06 at 6:00 PM, and closes Friday, 2/07, by 11:59 PM. Click the Syllabus Quiz tab on the main menu in eCampus. Note: these times and dates are subject to change.

**Quiz #2**

5. February 5, Wednesday
**Quiz #2**
Finish Showing Facts Unit
Lecture: Study Strategies Power Point
Lecture: Engfish and Writing Myths

**Assignment for next class**
Read: “Developing Academic Habits of Mind” pp. 45-52
Read “I Won’t Hire People Who Use Poor Grammar: Here’s Why” (in Essays for Quizzes tab in main menu)
Bring your second copy of your Levels of Abstraction to class.

6. February 10, Monday
Individual Conferences: In-class writing
Levels of Abstraction debriefing: choose best Levels of Abstractions from group members and then pick an alternate Levels of Abstraction (from another group member) that best demonstrates showing facts

**Assignment for next class**
Read: “Generating Ideas and Text” pp. 289-97
Read: Profile Essay: “Jimmy Santiago Baca…” pp. 893-97
Read “Always Living in Spanish” pp. 79-83
Read PowerPoints and files on “Writer’s Voice” in Course Documents tab
**Quiz #3** on reading assignments (including “Developing Academic Habits of Mind” pp. 45-52, and “Why I Won’t Hire People Who Use Poor Grammar.”)

7. February 12, Wednesday
**Quiz #3**
Debrief best Levels of Abstractions
Lecture: “The Writing Process and Inventing Strategies”
Lecture: Writer’s Voice

**Assignment for next class**
Read: “Purpose and Audience” pp. 55-60
Read: “Drafting” pp. 298-300
Read: “Just Walk on By” (in eCampus file: see “Essays for Quizzes” on main menu)
**Quiz #4**
**Read Analysis Essay Instructions** on eCampus; go to the Essay Assignments tab on the main menu
Bring hard copy of working topics for your Analysis Essay to class

8. **February 17, Monday**
Quiz #4 (Purpose and Audience, reading)
Lecture: Audience and Purpose
Introduce Analysis Essay assignment
Review hard copy of working topics for your Analysis Essay with your cooperative learning group

*Assignment for next class*
Read “Memoir” pp. 216-23
Read “Analyzing Texts” pp. 94-105; 110-28
“All Over But the Shoutin’” pp 216-20
Quiz #5 (“Memoir” and “Analyzing Texts”)

9. **February 19, Wednesday**
Quiz #5
Lecture: Memoir
Sample papers to critique

*Assignment for next class*
Read: “Stance” pp. 64-67
Read: “Guys vs. Men” pp. 940-46
Read: “Our Fear of Immigrants” pp. 750-58
Read “Well-Behaved Women Seldom Make History” pp. 664-74
Make notes on the subject of your analysis essay. From those notes, extract a proposed topic and thesis; then make a preliminary outline of your Analysis Essay topic. Bring at least 2 other topics in case the first one does not work.
Quiz #6 (Title, Thesis, Topic, Transitions, Stance, readings)

10. **February 24, Monday**
Quiz #6 (Title, Thesis, Topic, Sentence, Transitions, Stance, readings)
Lecture: Thesis Statements
Discuss the topic of your analysis essay; bring at least 2 other topics to the table for your group’s consideration in case you and your group nixes the first topic. From those discussions, make notes about formulating your topic and thesis. Next, begin your outline of your Analysis Essay (see “Essay Outline Template” in the Course Documents tab). This is the time to change your topic if your preliminary one does not work. **Step 1**

*Assignment for next class*
Review: “Assessing Your Own Writing” pp. 301-05
Read: “Getting Response and Revising” pp. 306-12
Read: “Editing and Proofreading” pp. 313-17
Read “Collaborating” pp. 285-88
Read: “What My Bike Has Taught Me about White Privilege” pp. 984-89 and “White Privilege: Unpacking the Invisible Knapsack” (in eCampus in the Essays for Quizzes tab)

Quiz #7
Prepare a hard copy of your Analysis Paper’s working thesis and outline

11. February 26, Wednesday
Quiz #7
Group: Discuss your revised title, topic, thesis, stance (see pp. 344-49; 64-67 in our textbook), and outline of Analysis Essay. Review “Essay Outline Template” in the Course Documents tab

Step 2—participation points may be assigned

Assignment for next class
Read: “Beginnings and Endings” pp. 331-43
“Mother Tongue” pp. 649-55
Quiz #8
Bring a hardcopy of 3 concerns you have about your Analysis Essay
Bring your outline and revised thesis statement of Analysis Paper

12. March 2, Monday
Quiz #8
Lecture: “Introductions and Conclusions”
Discuss Peer Review procedure and protocol
Full Class Discussion of writers’ concerns.
Group: Outline and revised thesis debriefing of each group members’ essays Step 3

Assignment for next class
Prepare your Analysis Essay for its first peer review. REQUIRED: Print copies for professor and peer editors (as many copies as there are group members plus one for me). 15 Points for participation
Good faith drafts of Analysis Essay due (participation points may be assigned)

13. March 4, Wednesday
Lecture: Revision, Editing, Proofreading PowerPoint
Group: Peer Review of Analysis Paper Step 4

Assignment for next class
You got feedback from our activity during Wednesday’s class. Next, you will go home and rewrite your essay in light of today’s peer review. Upload your new good faith draft for your group’s peer reviewers as per your instructions by Friday at 11:59 PM. Here is how to upload your Analysis Essay file:
Click on the "Writer’s Circles" tab on the main menu on your left
Click on your group number.
Under Group Tools (second heading) click on "File Exchange."
Click on "Add File" on the red banner at the top under "File Exchange"
Name your File, e.g." Analysis Essay Prunella Bumstead."
Attach your file by clicking "Browse My Computer."
Select your Analysis Paper file.
Press the Submit button.
Repeat the same process to submit your file to the Whole Class group.

If a group member fails to upload a file by the Friday deadline, you are not required to write a critique. Instead, critique one of the student files in the Whole Class group.

Your letters to your peers will be due Sunday night by 11:59 PM. Letters submitted after that time will not receive credit. Your letters must be at least 300 words long for each of your peer’s essays. Do a word count at the end of your letters. I will not count “fluff” toward your minimum word count. If your word count is inaccurate, I will deduct points. If you make me have to do your word count because you forgot, which requires me to copy, paste, create a file, and then count your words, I will deduct points. If you do not know how to do a word count, begin by clicking the "Review" tab at the top of your document. You will see Word Count on the left. Highlight your document and type the word count at the bottom.

Here are the instructions for submitting your letters to your peers, due Sunday evening: Write a letter to group members where you give those suggestions on how to move on to the next draft based on the list of class concerns in eCampus. You may also refer to the first page of the “Group/Peer Review—Analysis” sheet; go to “Essay Assignments” tab on the main menu, click the Analysis Essay Folder, and scroll down to “Peer Review Short Form.” The second page of that file also contains some prompts.

Post a copy on eCampus in your group file as instructed below.

- Go to the Writer’s Circles tab on the main menu and click that tab.
- Then click on your Writers’ Circle number.
- In group tools you will see three tabs: File Exchange, Group Discussion Board, and Send Email.
- The File Exchange is for you to upload your Analytical Essays for your group members to read and critique by Friday.
- The Group Discussion Board is where you give feedback to your group members and send them your critiques for the Analysis Paper.
- "Send Email" is for you to correspond with your group members individually or as a group.
- To upload your letters to your peers on Sunday, click on Writers’ Circle on the main menu. Then click on “Group Discussion Board” under “Group Tools.” Click on “Create Forum.” Name the post, e.g. “Peer Review of Prunella Bumstead’s essay from Yahoda Bladderblatt.” Copy and paste your critique in the text box. Press the submit button. Do a critique for each group member. DO A WORD COUNT AT THE END OF EACH POST.
- Do NOT attach a file!
- Begin your letter with Dear ___________ and sign it Sincerely, Your name
- The uploaded letters to your peers counts toward your participation grade
Remember, Scholars, your group members are depending on you for critiques on how to make their Seminar Papers better. Please fully participate and try not to let them down. Your commentary is invaluable to them as theirs will be for you.

In light of your Writer’s Circle’s letters of critique to you, rewrite your essay. Bring two copies of your new, improved version to class on Wednesday of next week (October 16). Under no circumstance should you bring the old good faith draft. You should have moved much further on down the road by then. Your Paper of Analysis is due October 18. I accept no late papers.

Use the headings below on good faith drafts and the final essay. This template keeps you on track so you do not stray from this essay’s requirements.

- **Introduction** (Did your lead-in make the reader want to read the rest of your essay? Underline, highlight, or print in bold your thesis statement.)
- **Summary of the precipitating event** (What it was like/the cause)
- **The Change/Epiphany** (What happened)
- **An Analysis of the change** (The most important part of this essay)
- **What it is like now** (How I changed/the effects)
- **Conclusion**

Remember, Scholars, your group members are depending on you for critiques on how to make their Seminar Papers better. Please fully participate and try not to let them down. Your commentary is invaluable to them as theirs will be for you. **Step 5**

14. **March 9, Monday**
Dyad Peer Review of Analysis Paper  **Step 6**
Lecture: Sentence Combining
Professor Conferences of Analysis Paper

**Assignment for next class**
Revise your essay in light of professor conference and peer reviews. Revision means “new vision.”

15. **March 11, Wednesday**
Peer review and editing of Analysis Paper  **Step 7**
Professor Conferences of Analysis Paper

**Assignment for next class**
Read: “Dialogue” pp. 408-13
Read: “Elements of a Sentence” (HB4-7) (yellow pages section of your textbook)
Read: “Sentence Fragments” (HB7-10)
Read: “Quotation Marks” HB 86-90
Read: “Us and Them” pp. 849-56
Read: “The Strange Economics of Engagement Rings” (in eCampus file: see main menu tab “Essays for Quizzes”)
**Quiz #9**
We will begin our new writing project. Kindly review the directions for the Ad/Argument Essay in the "Assignments" tab on the main menu. We will analyze an ad in class after we review the instructions.

March 13, Friday

Due Date for Analysis Paper  Step 8
Upload Analysis Paper on eCampus per your instructions by 12:00 PM (noon)
Please upload you final draft of your Seminar Paper to the link on eCampus. Go to your main menu in this course and click on the “Submission of Final Essays” button. In section #2 (Attach File), browse your computer to find your Profile Paper File. Click “open” to attach. Click the green “Submit” button in the upper or lower right hand corner.
Be sure that your essay is a single document. Label your file with your last name and assignment title. Example: Studebaker_Prunella_Final_Draft_Analysis_Paper
Submit your file as a doc or docx file. Do not upload as an rft or pdf file. I will not accept files in those formats.
Be sure you conform to MLA protocols.
Complete working drafts received before 12:00 PM will receive professor feedback. Drafts received between 12:00 PM and 5:00 PM may receive full credit but will not receive professor feedback. The timer is set to close at 5:00 PM, which means you will not be able to upload your file after that time.
Submit this essay correctly, Scholars, and on time. Incorrect files or late papers will receive a grade of zero.

16. March 23, Monday

Quiz #9
Discuss Analysis Essay—post mortems
Discuss AD Argument Essay
Assign new groups for Argument Essay
Begin filling out “Group Attendance Log” sheet; fill out for every meeting from now on.
Fill out “Group Members' Role Assignments” sheet

Assignment for next class
Read: “Arguing a Position” pp. 156 – 82
Read: “Organ Sales Will Save Lives” pp. 156-61
Read: “Our Blind Spot about Guns” pp. 161-64
Read: “Black Friday: Consumerism Minus Civilization” pp. 164-68
Read: “Arguing” pp. 355-73
Review Complete Sentences, Sentence Fragments, and Quotation Marks Usage in Handbook (yellow pages)
Review directions for the Argument Essay (directions available on eCampus in the Course Documents tab in the Argument Essay file)
Quiz #10
17. March 25, Wednesday
Quiz #10
Watch video *Killing Us Softly*
Divide parts for the Argument Essay among group members; discuss strategies and role responsibilities

**Assignment for next class**
Read: “Commas” HB 77-83
   “Semi-colons” HB 83-84
   “Colons” and “Dashes” HB94-95
   Also, see http://writing2.richmond.edu/writing/wweb/comma.html
   Also, see http://writing2.richmond.edu/writing/wweb/semicolon.html
Bring an interesting print advertisement you wish to analyze to class

18. March 30, Monday
Lecture: Introduction to Argument
Ad analysis in groups and whole class discussion

**Assignment for next class**
Review rules on commas, semicolons, and conjunctions, which will be covered on Quiz 11
Read: “Does Texting Affect Writing?” pp. 129-37
Read: “Myth of the Latin Woman” pp. 876-83
Read: “America’s Unseen Social Crisis: Men without Work” (in eCampus file: see main menu tab “Essays for Quizzes”)
Review Sentence Fragments in Handbook HB 7-10

**Quiz #11**
Bring individual Ads to class for Group’s consideration for Analysis/Argument Essay

19. April 1, Wednesday
Quiz #11
Select Ad to Analyze/Argue for essay
Divide and confirm parts of essay among group members
Your group will fill out the 15 item “Ad Analysis Worksheet” for April 6; assign items and partition them to group members; begin drafting process if time
Fill out Pre-Writing Assignment and give it to me before the end of class.
Begin filling out Group Log sheet

**Assignment for next class**
Read: “Dashes” (HB 95)
Read: “Comma Splices” and “Fused Sentences” (HB10-11)
See also http://writing2.richmond.edu/writing/wweb/runon.html
Read: Coordination and Subordination HB 34-36
See also http://writing2.richmond.edu/writing/wweb/subidea.html
Fill out the 15 items you have been assigned in the “Ad Analysis Worksheet”

20. April 6, Monday
Lecture: Summary and Paraphrase (see Power Points in “Course Documents” tab on the main menu)
Make master copy of 15 items you have been assigned in the “Ad Analysis Worksheet”
Fill out page 7 (assigned units of essay)

Assignment for next class
Bring your part of the Analysis/Argument Essay to class for assembly and transitions
Group revisions for flow, transitions, and editing

21. April 8, Wednesday
Lecture: Debrief Plagiarism and MLA Documentation (see Power Points in “Course Documents” tab)
Assemble parts of the Argument Essay and work on transitions; revise weak areas
GROUPS: Working outline and thesis of Argument Essay discussion

Assignment for next class
Read: Subject Verb Agreement HB 24-28
   See Also http://writing2.richmond.edu/writing/wweb/svagree.html
Read Pronouns HB 29-34
   See Also http://writing2.richmond.edu/writing/wweb/npagee.html
Read: Parallelism HB 34-37
   See also http://writing2.richmond.edu/writing/wweb/parstruc.html
Read: “Homeless on Campus” pp. 710-15
Read “Multi-Tasking Can Make You Lose…Um…Focus” pp. 725-29
Quiz #12
Bring essay plus 2 copies for group revision 1

22. April 13, Monday
Quiz #12
Bring essay plus 2 copies for peer group: revision 1 (global revisions)
GROUPS/PEER REVIEW: Peer editing and Professor Conferences

Assignment for next class
Read: “Modifiers” HB 62-64
Read: Shifts (Tense, Point of View, and Number) HB 39-40
Review: Active and Passive Verbs HB 19
Bring Draft of Argument Essay Assignment (directions available on eCampus in the Course Documents tab in the Argument Essay file) with 4 copies
Bring essay plus 2 copies of revised essay for group revision 2
23. April 15, Wednesday
GROUPS/PEER REVIEW: Final review of Argument/Argument Essay. Group revision 2: Peer Editing Revision 2 (local revisions)
Last Day to drop a class with a “W” is April 16

Assignment for next class
Take copy of Argument Paper to either the English Corner (B228) or Writing Lab (M216); bring proof to class
➢ Final Copy of Argument of Ad due
➢ Hard Copy due in class
➢ Electronic copy uploaded on eCampus by 11:59 PM
First 2 Group Presentations (Groups 1-2)
Read “Giving Presentations” pp. 625–36; watch short video “Speech Tips” in the Course Documents tab in eCampus
Fill out top part of evaluation rubric (names of group members and date of presentation) and assemble all relevant documents in a folder.

24. April 20, Monday
GROUP: Hard (paper) copy of Analysis/Argument Essay due by 11:59 PM on eCampus
Upload Electronic Copy Analysis/Argument Essay on eCampus per your instructions by class time. Be sure to choose one reliable group member per group to upload the essay for the group. In other words, it is not necessary for each group member to upload the paper. Let me know in class that day who that person is.
In section #2 (Attach File), browse your computer to find your Argument Essay File. Click “open” to attach. Click the green “Submit” button in the upper or lower right hand corner. Be sure that your essay is a single document and saved as a doc or docx file. Do not upload as an rft or pdf file. Label your file with your last name of person responsible for the electronic submission and assignment title. Example: Smith_Prunella_Final_Draft_Argument Essay
Be sure you conform to MLA protocols (see MLA Format in "Course Documents" tab in main menu.
This assignment is worth 60 points.
Completed working drafts received before 5:00 PM will receive professor feedback. Drafts received between 5:00 PM and 11:59 PM may receive full credit but will not receive professor feedback.
The timer is set to close at 11:59, which means you will not be able to upload your file after that time.
Submit this essay correctly, Scholars, and on time. Incorrect files, blank files, or late papers will receive a grade of zero.
Read “Giving Presentations” (pp. 625-36); watch short video “Speech Tips” in the Course Documents tab in the eCampus.
First 2 Group Presentations (Groups 1-2)
Assignment for next class
Read: “Literacy Behind Bars” (in eCampus file: see main menu tab “Essays for Quizzes”)
Read: “Learning to Read and Write” (in eCampus file: see main menu tab “Essays for Quizzes”)
Quiz #13
Fill out Grammar Review Study Sheet
Second 2 Group Presentations (Groups 3-4)

25. April 22, Wednesday
Second 2 Group Presentations (Groups 3-4)
Quiz #13
Begin debriefing Grammar Review Study Sheet if time

Assignment for next class
Study grammatical concepts you are struggling with
Third 2 Group Presentations (Groups 5-6)

26. April 27, Monday
Third 2 Group Presentations (Groups 5-6)
Debrief Grammar Review Sheet

Assignment for next class
Fourth 2 Group Presentations (Groups 7-8)

Review the following in your textbook’s Handbook
Complete Sentences HB 4-7
Sentence Fragments HB 7-10
Quotation Marks and Punctuating Dialogue p.408-13 and HB 81
Comma Usage HB 77-83 (See also my file on punctuation in Course Documents tab on the main menu)
Semicolon Usage HB 83-84
Comma Splices and Fused Sentences HB 10-11
Coordination and Subordination HB 37-39
Subject Verb Agreement HB 24-28
Pronouns HB 29-34
Parallelism HB 34-37
Shifts (Tense, Point of View, and Number) HB 39-40
Active and Passive Voice HB 19
Modifiers HB 62-64

27. April 29, Wednesday
Fourth 2 Group Presentations (Groups 7-8)
TBA-Clarity Assignment if time
Assignment for next class
Prepare for Final Exam on Grammar Fundamentals
Bring a scantron for final exam
Post Mortem on Argument Essay

28. May 4, Monday
- Catch up with unfinished business--TBA
- Debrief Clarity Assignment if time
- Hand in Post Mortem on Argument Essay

29. May 6, Wednesday
LAST CLASS DAY
Final Exams—Grammar Final Exam (if not time, Final Exam will be administered during final exam week [see below])
In-Class Writing

30. May 13, Wednesday 12:20-2:10 (section 83021)
   - May 11, Monday 1:50 – 3:40 (section 83022)
   - May 13, Wednesday 3:20-5:10 (section 83024)
Go over Final Exams or take Final Exams—attendance is mandatory