Composition II Syllabus
Mountain View College

Instructor Information
Name: Lisa D. Jackson
DCCCD Email: LDJackson@DCCCD.EDU (Assignments submitted to this e-mail address without the instructor's prior consent will be deleted without being read. Do, however, use this address for timely responses to questions, comments, and concerns M-R. I do not check after Thursday evening.)
Office Phone: Let's talk about this.
Office Location: W259
Office Hours: MW @ 1:30-4:00PM by appointment
Division Office and Phone: E40 (214)860-8783

Course Information
Course Title: Composition II
Course Number: ENGL1302
Section Number: 63820
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location: TR @ 8:00-9:20 in Swalwell Conference Room
Certification Date: February 3, 2020
Last Day to Withdraw: April 16, 2020

Course Prerequisites
Prerequisite: Grade of "C" or better in English 1301

Course Description
Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal,
visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

**Student Learning Outcomes**

After successful completion of this course the student should be able to:

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. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

**Required Course Materials**

All required materials will be provided by the instructor. Please make the instructor aware if any material is presented in a format that is not accessible to you as an individual learner.

I merely suggest the Merriam-Webster dictionary app (free) or paper copy.

**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.
Summary of Graded Work

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>1 @ 50 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Outlines</td>
<td>1 @ 40 points and 2 @80 points each</td>
<td>200 points</td>
</tr>
<tr>
<td>Participation</td>
<td>3 @ 50 points each</td>
<td>150 points</td>
</tr>
<tr>
<td>Comics (Personal Responsibility) Essay</td>
<td>1 @ 300 points each</td>
<td>300 points</td>
</tr>
<tr>
<td>Video Games (Critical Thinking) Essay</td>
<td>1 @ 200 points each</td>
<td>200 points</td>
</tr>
<tr>
<td>Ads (Visual Literacy) Essay</td>
<td>1 @ 100 points each</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**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 (This grade does not transfer to most universities.)</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F (You will also fail high school English.)</td>
</tr>
</tbody>
</table>

Description of Graded Work

*If either the comics or video games essay is submitted on time and is long enough but earns fewer than 90 points, it can be revised as many times as necessary to earn at least 90 points. (Previous drafts must be attached, or revision is not allowed.) Essays that do not meet the page minimum will be earn a grade no higher than "D" and are not eligible for revision.* For this reason, extra credit is *not* offered. The *ads* essay is due on the last day of class and is *not eligible* for revision. All assignment guidelines follow:
Annotated Bibliography Sample w/Margin Notes

Type directly into the following sample. Read the margin notes and abide by them. Then paste it, using the “Keep source formatting” clipboard, into a new Word document.

Remember to create a header in the upper right-hand corner of the first page.

Excellent Student
Professor Jackson
English 1302-63827
21 January 2020

Annotated Bibliography

The first assignment for this course will be an annotated bibliography. The basis for the bibliography will be the comics essay. Nevertheless, this sample does not derive from anything students have read or watched in that unit. If “Sir Gawain” were a story that had been discussed in this class, an appropriate thesis for one such essay might read: Though the author of the tale is unknown, it is clear that the person who wrote “Sir Gawain and the Green Knight” wants readers to appreciate the title character’s exemplary traits of chivalry, Christianity, and humility. The purpose of the annotated bibliography is to briefly explain how each of the following sources will be employed in the development of this argumentative essay.


This source will be used in the essay to support the opposing view because students who do not have an opposing view and refutation/rebuttal in their essay will not earn a passing grade. Specifically, Beauregard talks about the fact that Sir Gawain ultimately breaks faith with the lord.
of the manor by not sharing the scarf with him. This would suggest that Sir Gawain lacks both chivalry and the Christian attribute of honesty; however, the refutation will address Sir Gawain’s ultimate willingness to forfeit his life as a better example of his true nature.


It is nearly impossible to make an informed analysis of Sir Gawain’s behavior or character without considering the notion of sin and how his perceptions of it influenced him. This article examines the nature of the challenges and the justifications Sir Gawain sometimes made in order to successfully fulfill them. This article will primarily be incorporated into the section of the essay about Christianity.


Information from this essay will be incorporated into the section of the paper about Sir Gawain’s commitment to Christianity. At the time the story was told, Christianity was in its infancy, and writers often paid careful attention to its newly introduced customs. This article discusses Sir Gawain’s prayers and other acts of religious observance.


The chivalric nature of Sir Gawain is underscored by the contrasting base nature of the Green Knight. The Green Knight shows up at a Christmas party no less, inciting violence. This
article shows that, ironically, based on what “chivalry” really meant at that time, Sir Gawain’s willingness to partake in the potential brutality actually reveals him to be even nobler.


This final source will provide more information on both chivalry and humility. The title of “Sir” in the protagonist’s name cannot be overstated. This article will provide the scholarly support for the assertion that Gawain was both chivalric and humble.

Considerable academic attention has been paid to the unknown author of this longstanding tale, but the title character should be the subject of more analysis and evaluation. Sir Gawain, despite a grievous lapse in ethical behavior, is a true exemplar of chivalry, Christianity, and humility. The need to survive is a biological imperative, and Sir Gawain’s omission about the scarf can easily be tied to that inherent drive. For this reason, his lie of omission does not diminish the heroic nature of his character.

Personal Responsibility (Comics) Essay Guidelines

Now that we have studied several movies adapted from comics, you are going to write an argumentative essay of five full typed pages that answers an ethical question. Remember that we discussed possibilities at various points throughout the unit; you need not reinvent the wheel 😊 Still, hasten to let me know that you’re clueless about your claim/topics, need help with research, or anything else that will help you be successful. Beginning on page seven, the Works Cited page must list at least five (5) database sources. The body of the essay must include a total of at least ten (10) correctly cited paraphrases from said sources. In your essay, you must accomplish the following.
- **Decision Making**: Student states a position on the issue based on at least three points. (This is your claim.)

- **Ethical Choices**: Student thoroughly discusses at least two sides of an ethical choice to be made. (This means that the counterargument will be much longer than usual.)

- **Consequences**: Student identifies consequences and demonstrates a sophisticated understanding of the scope, complexity, and/or magnitude of the consequences. (As a result of the choice, what is likely to happen?)

Additionally, your essay will earn the highest points in the component area of **written composition** if it meets the following criteria.

- **Context of and Purpose for Writing**: Demonstrate a thorough understanding of context, audience, and purpose of a visual analysis.

- **Content Development**: Use appropriate, relevant, and compelling content to illustrate mastery of the idea of visual analysis. This connects tightly to the previous category of “Consequences”.

- **Genre and Disciplinary Conventions**: Properly format and organize the essay in MLA style (Times New Roman font, size 12, double spacing, and 1” margins all around.)

That is all😊

**Personal Responsibility Outline Template w/Margin Notes**

Type directly into the following template. Read the margin notes! Then cut/copy and paste, using the “Keep source formatting” clipboard, into a new Word document.

Remember to create a header in the upper right-hand corner of the page.

Excellent Student
Argumentative Essay Outline

I. Introduction
   A. Broad statement about topic (I recommend that you leave this blank in the outline—not the essay.)
   B. More specific statement about the topic (Again, leave this blank in the outline but not the essay.)
   C. Transition sentence connecting opening statement to claim (This, too, may be left blank only in the outline.)
   D. You must type your clear, specific claim and three topics here: In his essay “Shooting an Elephant” George Orwell proves that the practice of British colonization is unethical because it adversely affects the Burmese citizens, the animals there, and even the Imperial soldiers.

II. Topic Sentence of Body Paragraph One:
   A. Major Detail:
      1. Paraphrase from research source:
      2. Paraphrase from research source:
   B. Major Detail:
      1. Paraphrase research
      2. Paraphrase research

III. Topic Sentence of Body Paragraph Two:
A.
1. 
2. 
B.
1. 
2.

IV. Topic Sentence of Body Paragraph Three:
A.
1. 
2. 
B. Opposing View: Colonized countries benefit from the intervention of the external government.
   1. Database paraphrase: At the time of Orwell’s writing, because of British rules that were admittedly not democratic or representative, the Burmese people experienced government that was orderly and usually fair (Windschuttle 19).
      a. Elaborate on the paraphrase.
      b. Elaborate more.
   2. Rebuttal/Refutation: The benefits notwithstanding, the ability to choose—to make morally and ethically appropriate decisions—is often denied to both the natives and their oppressors in colonized countries.

V. Consequences: Despite Orwell shooting the elephant, his relationship with the Burmese people would still be strained and hostile.

Commented [JL9]: This whole part of the paragraph is the counterargument. It begins with the opposing view, introduces evidence to support that view, and closes with a statement that gets back to proving your point.
A. Orwell would be unable to maintain the approval that came with the unique display of authority that he demonstrated.

1. The Burmese people would have no reason to believe that Orwell is a friend to them, and they would resent his mere presence as a representative of a people who regarded the Burmese as “lesser persons and savages” (Shihada 93).

2. paraphrase from a database article

B. The natives will still be subjugated by British.

VI. Conclusion

A. Paraphrase claim here in this outline and include this info in the essay.

B. Paraphrase major details here in this outline and include this info in the essay as well.

C. Provide insight/Explain the “big picture”. Leave this blank in the outline—not the essay. Your essay will lose considerable points if it does not have this element.

I have pasted my sources just below these guidelines, because this is the syllabus—not an essay. Nevertheless, the Works Cited always begins at the top of its own page. You should paste your sources into it so that they are properly formatted.

Works Cited


Critical Thinking (video games) Essay Guidelines

Now that we have read completed our Undead unit, you are going to write a position essay of four full typed pages making a claim of your choosing, as long as it is connected to video games constructs. In your essay, you must accomplish the following in order to receive full credit for the **critical thinking** component of the assignment.

- **Position**: Specific position is imaginative, taking into account the complexities of an issue. (This means that you have written a sophisticated thesis.) Limits of position are acknowledged. Others’ points of view are synthesized within position (Basically, these two things are the discussion of the opposing view. Be sure to include the rebuttal/refutation.)

- **Explanation of issues**: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. (This is the development of your three points.)

- **Evidence**: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.

- **Conclusions and related outcomes**: (Other terms might be “implications and consequences”) Conclusions and related outcomes are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. (As a result of your points, what is likely to happen?)

Additionally, your essay will earn the highest points in the component area of **written communication** if it meets the following criteria.
• **Context of and Purpose for Writing**: Demonstrate a thorough understanding of context, audience, and purpose of a proposal essay.

• **Content Development**: Use appropriate, relevant, and compelling content to illustrate the claim.

• **Genre and Disciplinary Conventions**: Properly format and organize the essay in MLA style (TNR font, size 12, double spacing, 1” margins).

• **Sources and Evidence**: Incorporate at least six citations in the body from at least three library database sources.

• **Control of Syntax and Mechanics**: Use graceful language that skillfully communicates meaning to readers with clarity and fluency, making almost no errors.

That is all😊

**Critical Thinking Outline Template**
Type directly into the following template. Then cut/copy and paste, using the “Keep source formatting” clipboard, into a new Word document. Remember to create a header in the upper right-hand corner of the page.

Excellent Student

Professor Lisa Jackson

English 1302-63827

21 January 2020

Outline

I. Introduction (Do not type anything here. Leave it alone.)
A. Broad statement about topic (Leave this blank on the outline. You will definitely need to have it in your essay though.)

B. Narrower statement about topic (Leave this blank on the outline but add it to the essay.)

C. Transition statement connecting previous idea to thesis (Leave this blank on the outline but add it to the essay.)

D. Type your clear, specific thesis statement here, including your three topics.

II. Type one complete sentence about your first topic here.

A. Type one major detail about your first topic here.

1. Type one research paraphrase here. This is called a minor detail, but it is a major piece of support for your outline/essay and must be present, along with its proper citation.

2. Type another research paraphrase here and cite it correctly. This is another mandatory minor detail.

B. Type another major detail about your first topic here. (This could be an opposing view.)

1. Type one research paraphrase here.

2. Type another research paraphrase here.

III. Type one complete sentence about your second topic here.

A. Major Detail

1. Minor detail (mandatory paraphrase)

   a. Explain the relevance of the preceding detail here if you know what you want to say. It is not mandatory.
b. Elaborate on the preceding explanation. If you typed something for “a.”, you must elaborate on it here. Remember that “a.” was not mandatory.

2. Minor detail (mandatory paraphrase)

B. Major detail (This could be an opposing view.)

1. Minor detail (quote)
   a. explanation
   b. elaboration

2. Minor detail (paraphrase)

IV. Third topic sentence

A. Major Detail

1. Minor detail

2. Minor detail

B. Major Detail (This could be a place to discuss an opposing view.

   1. Minor detail
      a. explanation
      b. elaboration

   2. Minor detail

V. If you have not yet presented your opposing view, it must be here.

A. Major detail

   1. Mandatory quote from primary source
   2. Mandatory paraphrase from research article

B. Refutation/Rebuttal

VI. Conclusion (Do not type anything here. Leave it alone.)
D. Paraphrase thesis here in this outline and include this info in the essay.

E. Restate major details here in this outline and include this info in the essay as well.

F. Insight (Leave this blank because you won’t know what you’ve discerned until the essay is complete.)

Work Cited


For this essay, you will write a visual analysis of three, full, typed pages about an image of your choosing, with my approval. In your essay, you must accomplish the following in order to receive full credit for the visual interpretation component of the assignment.

- **Introduction:** Write an introduction of no more than one-half page, with the last sentence being the thesis/claim. In that intro, identify the artist's full name and the title of the image if known. This paragraph should not include citations because it is general information or commentary, but it also should not include first or second person pronouns. Refer to the instructions in the outline in order to develop a meaningful intro.

- **Description:** Describe the physical image comprehensively demonstrating a full understanding of significant elements of the image. (This paragraph must not incorporate research support because it is just stating exactly what you see in the image.)
• **Explanation**: Provide a well-developed explanation of the meaning or purpose of the image, fully supported by the evidence within the image. Whatever you believe to be the meaning/purpose is debatable, which makes this essay, like all of our essays, argumentative, requiring a counterargument.

• **Consequences & Implications**: Presents a detailed, sophisticated discussion of consequences and/or implications of the visual image’s meaning. Once people view this image, what are they likely to do/believe?

• **Conclusion**: What insight have you gleaned from your analysis of the image and the research you conducted? Again, this must not include any citations because it is your commentary, but it also should not include first or second person pronouns.

Additionally, your essay will earn the highest points in the component area of **written composition** if it meets the following criteria.

• **Context of and Purpose for Writing**: Demonstrate a thorough understanding of context, audience, and purpose of a visual analysis.

• **Content Development**: Use appropriate, relevant, and compelling content to illustrate mastery of the idea of visual analysis. This connects tightly to the previous categories of “Explanation” and “Consequences and Implications”.

• **Genre and Disciplinary Conventions**: Properly format and organize the essay in MLA style (Times New Roman font, size 12, double spacing, and 1” margins all around.)
• **Sources and Evidence**: Incorporate at least four paraphrases from at least two library database sources into the explanation and implications paragraphs of the essay.

• **Control of Syntax and Mechanics**: Use graceful language that skillfully communicates meaning to readers with clarity and fluency, making almost no errors.

*In that blank space on the last page of your outline, before the Works Cited, paste a large size image of your object* so that I can better determine the accuracy of your analysis before you write the essay.

**Visual Analysis Outline Template**
Type directly into the following template. Then cut/copy and paste, using the “Keep source formatting” clipboard, into a new Word document. Remember to create a header in the upper right-hand corner of the page.

Lisa Jackson
Professor Stellar
English 1301-61xxx
2 October 2019

**Visual Analysis Outline**

VII. Introduction (Do not type anything here. Leave it alone.)

E. Broad statement about topic (Leave this blank on the outline. You will definitely need to have it in your essay though.)

F. Narrower statement about topic (Leave this blank on the outline but add it to the essay.)
G. Transition statement connecting previous idea to thesis (Leave this blank on the 
outline, but add it to the essay.)

H. In this particular image, the illustrator shows that 19th century women belonged to 
their husbands and were subject to their abuse.

VIII. The artist provides several notable details that promote his point.

C. The man has his fist raised in front of the woman’s face.
   3. His mouth is in a straight, unsmiling line, and his brows are lowered.
   4. The boy stands behind the woman, clutching her dress, and the girl leans away 
      from the man and into the woman.
   5. The girl is watching the man from the corner of her eyes with her arm bent at 
      the elbow and raised in front of her face.

D. The woman cradles a baby in one arm, but has her other hand extended toward the 
   table.
   3. The table is bare.
   4. The woman is near one wall and close to the corner of the room.
      a. This is not a position of strength.
      b. Rather, it undermines the possibility of defense.

IX. The scene of a family in the kitchen has been set, and the illustrator has created a 
mood of hostility and fear that suggests that violence from the father is about to 
ensue.

C. Reasonable people might posit that the woman is a mother, who is asking her 
   husband, the children’s father, about why their table is bare—either of food or of
money, but this logical query is met with a physical threat by the head of the household.

3. Kay describes the details surrounding the acquittal in 1870 of Daniel McFarland.
   c. Abby McFarland had lived separately from Daniel for sixteen months under the protection of Albert Richardson, eventually obtaining a legal divorce from McFarland in 1869 because he was an abusive alcoholic who could not hold a steady job (Kay 2027).
   d. The fact that a jury acquitted McFarland of murdering his ex-wife’s lover was to famed feminist Elizabeth Cady Stanton, “a vindication of the husband’s domination over the wife, and indissoluble marriage as the equivalent of slavery (Kay 2028).

4. Despite her husband’s transgressions, a nineteenth century woman had little recourse under the law, even if she could find a protector.

D. Opposing View: Tragically, given the social attitudes of the day, it is possible that the illustrator was depicting effective disciplinary measures for wayward wives.

3. The Bible, which served as a guide for most people’s lives in the 19th century, teaches that “He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes” (King James Version, Pro. 13:24).
   c. Because women were under their husband’s dominion in the same way as his children, a reasonable assertion could be that they, too, benefit from “his rod”.

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4. Refutation/Rebuttal: Nevertheless, no Christian would believe that the scriptures support the practice of a man striking his wife with his fist and the wife docilely accepting it because Ephesians 5:25 further teaches, “Husbands, love your wives, even as Christ also loved the church, and gave himself for it.”

5. Close of Counterargument: That being the case, the artist clearly seeks to bring awareness to, and elimination of, this barbaric practice against which women had no legal recourse.

X. Since it seems most likely that the artist seeks to impugn the practice of violence against wives, a possible outcome of viewing this image is increased numbers of women and even men who advocate for women’s rights.

C. Because gender inequality persists, some people do not realize that the Women’s Rights Movement actually began in the 19th century.

3. Elizabeth Cady Stanton organized the first women’s rights convention in 1848 (Barr 49).

4. Susan B. Anthony, who was also an abolitionist, soon became fast friends with Stanton and upheld the cause (Barr 50).

D. Another outcome is the ongoing advocacy for women by women and enlightened men.

3. Justice Ruth Bader Ginsberg, one of only nine women in her law school class of 500, became the first female member of the Harvard Law Review, and the
second of only four women to serve on the US Supreme Court ("Ruth Bader Ginsburg").

4. Until his death after 56 years of marriage, her husband, Martin, was her fiercest champion ("Ruth Bader Ginsburg").

XI. Conclusion (Do not type anything here. Leave it alone.)

G. This image depicts the problem of 19th century women being subject to the violent whims of their husbands.

H. Women had few options and often little desire for attaining income outside of the domestic sphere because the societal construct promoted neither.

I. Insight (Leave this blank because you won’t know what you’ve discerned until the essay is complete.)
Works Cited


*The Bible. Authorized King James Version,* The Church of Jesus Christ of Latter-day Saints, 2013.


Attendance and Your Final Grade

Punctual attendance at every class is a necessity. Arrival at 8:01 counts as tardy. Arrival after 8:20 counts as absent. Leaving more than ten minutes early also counts as an absence. All of this will have a direct, adverse effect on your participation grade. If it is absolutely necessary to miss class, it is your responsibility to find out from the course calendar what you missed and come to the next class fully prepared, with all assignments complete. To clarify, being absent from a prior class is no excuse for not having your assignment on the day you do attend.

Late Work Policy

Late work is NOT accepted, ever. It must be submitted into my hand (except the “Undead” outline) on the day it is due or before. In the case of a certified health emergency (Documents must be submitted to verify this), please inform me, and we will arrange a makeup work plan. Understand that appointments are NOT synonymous
with emergencies, as they are planned ahead of time. As such, they are no excuse for late work or absence.

**Other Course Policies**

**School Sponsored Events:** These activities do merit an “excused” absence, but any assignments due on the date of the event must be submitted on or before that due date. Written responses must be submitted in order to earn points for any participation activities missed.

**Electronic Devices:** Please refrain from using electronic devices for purposes besides coursework during class discussions.

**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. [Mountain View Institutional Policies](http://www.mountainviewcollege.edu/syllabipolicies)

### Comp II SP2020 Assignment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>Catching up with each other Syllabus review. Read and analyze <em>Why Do Comics Matter?</em> This is also the guiding question for the unit.</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>Begin watching <em>Batman: Under the Red Hood.</em></td>
<td></td>
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<tr>
<td>1/28</td>
<td>Finish watching <em>Batman</em> and analyze it. Begin watching <em>Justice League: Doom.</em></td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>Finish watching <em>Justice League: Doom</em> and analyze it. Begin watching <em>Wonder Woman.</em></td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td>Finish watching <em>Wonder Woman</em> and analyze it. Begin watching <em>Ghost in the Shell.</em></td>
<td></td>
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<tr>
<td>2/6</td>
<td>Finish watching <em>Ghost in the Shell</em> and analyze it. Discuss personal responsibility assignment guidelines.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Assignment</td>
<td>Due</td>
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</tr>
<tr>
<td>2/11</td>
<td>No Class (Prof J. in Austin) but work on annotated bibliography</td>
<td></td>
</tr>
<tr>
<td>2/13</td>
<td>No Class (Prof J. in Austin) but work on annotated bibliography due next class</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Begin watching <em>Judge Dredd</em>.</td>
<td>Annotated bib</td>
</tr>
<tr>
<td>2/20</td>
<td>Finish watching <em>Judge Dredd</em> and analyze it.</td>
<td></td>
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<tr>
<td>2/25</td>
<td>Begin watching <em>Superman: Red Son</em>.</td>
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</tr>
<tr>
<td>2/27</td>
<td>Finish watching <em>Superman: Red Son</em>.</td>
<td></td>
</tr>
<tr>
<td>3/3</td>
<td>Begin watching <em>Hellboy</em>.</td>
<td>Comics outline</td>
</tr>
<tr>
<td>3/5</td>
<td>Finish watching <em>Hellboy</em>.</td>
<td></td>
</tr>
<tr>
<td>3/10</td>
<td>NIACH Spring Break</td>
<td>Comics essay via eCampus upload</td>
</tr>
<tr>
<td>3/12</td>
<td>NIACH Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/17</td>
<td>Effects of video games</td>
<td></td>
</tr>
<tr>
<td>3/19</td>
<td>DCCCD Spring Break but keep working on blog due tonight</td>
<td>Video games blog</td>
</tr>
<tr>
<td>3/24</td>
<td>Begin watching <em>Assassin’s Creed</em>.</td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Finish watching and analyze <em>Assassin’s Creed</em>.</td>
<td></td>
</tr>
<tr>
<td>3/31</td>
<td>Begin watching <em>Laura Croft: Tomb Raider</em>.</td>
<td></td>
</tr>
<tr>
<td>4/2</td>
<td>Finish watching <em>Laura Croft: Tomb Raider</em>.</td>
<td></td>
</tr>
<tr>
<td>4/7</td>
<td>Begin watching <em>Mortal Kombat</em>.</td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>Finish watching and analyze <em>Mortal Kombat</em>.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Assignment</td>
<td>Due</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>4/14  Tues</td>
<td><strong>The value of visual literacy</strong>&lt;br&gt;Read “<a href="#">Analyzing the Hidden Curriculum of Screen Media Advertising</a>” and analyze it.</td>
<td><strong>Video Games outline</strong>&lt;br&gt;(I’ll e-mail your feedback by 4/16.)</td>
</tr>
<tr>
<td>4/16 Thurs</td>
<td><strong>No Class (Prof J. in Philly) but</strong> choose an ad that you want to analyze in front of the class. Be prepared to share on 5/5 or 5/7. I’ll model for you what I want you to do during our classes on 4/28 and 4/30.</td>
<td></td>
</tr>
<tr>
<td>4/21 Tues</td>
<td>Begin watching <em>Thank You for Smoking</em>.</td>
<td><strong>Video Games essay</strong></td>
</tr>
<tr>
<td>4/23 Thurs</td>
<td>Finish watching <em>Thank You for Smoking</em> and analyze it.</td>
<td></td>
</tr>
<tr>
<td>4/28 Tues</td>
<td>Watch and analyze ads for Remy Martin and Volvo.</td>
<td></td>
</tr>
<tr>
<td>4/30 Thurs</td>
<td>Watch and analyze ads for Silk and Nolan’s cheese.</td>
<td></td>
</tr>
<tr>
<td>5/5 Tues</td>
<td>Present ads.</td>
<td><strong>Ads outline</strong></td>
</tr>
<tr>
<td>5/7 Thurs</td>
<td>Present ads.</td>
<td></td>
</tr>
<tr>
<td>5/12 Tues</td>
<td>Last class</td>
<td><strong>Ads essay</strong></td>
</tr>
</tbody>
</table>