English Syllabus
Richland College

Instructor Information
Name: Justine White
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Office Phone: 972-671-6745
Office Location: Del Rio 210
Office Hours: MW 12:30 PM – 2:00 PM; F 12:30 PM – 1:30 PM
Division Office and Phone: L208, 972-238-6943

Course Information
Course Title: English
Course Number: 1302
Section Number: 83011
Semester/Year: SP2020
Credit Hours: 3
Class Meeting Time: MWF 10:10 – 11:05
Location: Medina 214
Certification Date: February 3
Last Day to Withdraw: April 16

Course Prerequisites
English 1301 and have met Texas Success Initiative (TSI) standard in Reading and Writing. Coordinating Board Academic Approval Number 2313015112

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
Upon successful completion of this course, students will be able to do the following:

1. (CLO 1) Demonstrate knowledge of individual and collaborative research processes.
2. (CLO 2) Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. (CLO 3) Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. (CLO 4) Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. (CLO 5) Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Texas Core Objectives
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making
6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials
- No required text
- A computer with internet for accessing eCampus
- Microsoft Word and the Cloud for storing assignments and essays (available for FREE; see Start Here First tab)
• A printer for printing essays for peer reviews
• A composition notebook
You can get FREE SCHOOL SUPPLIES (pens, paper, notebooks, etc.) at the Student Supply Exchange in the English Corner in Bonham 228.

Richland offers free use of computers with internet and Microsoft Word. You can also print at $.10 a page in any computer lab or in the library. The closed lab to our classroom is D229.

If you have any issues accessing your eCampus account, please contact the Help Desk at 972-669-6402 or helpdesk@dcccd.edu. You cannot complete this course without eCampus access.

Graded Work

Summary of Graded Work
Literary Analysis Essay, 10%
Media Analysis Essay, 15%
Annotated Bibliography, 10%
Argumentative Research Essay, 15%
Essay Drafts, 5%
Peer Reviews, 10%
Daily Activities, Annotations, and Quizzes, 15%
Timed Writings, 10%
Writer's Notebook, 10%
Total, 100%

90 – 100 % = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
0 – 59% = F

Description of Graded Work
You will write several essays in this class: a literary analysis, a media critique, a formal research paper, four timed writings, and an annotated bibliography. However, most of your grade is comprised from in-class activities/writings, peer reviews, and participation in group activities. You cannot pass this class by simply writing papers; attendance is vital.
All papers are only accepted online through Safe Assign on eCampus. You will be required to submit a draft (that I will comment on), followed by a final that is free of all plagiarism and cited correctly. There will be several peer edits that are graded based on bringing your completed drafts and participating in the review process.

**Late Work Policy**

No late work is accepted.

**Attendance and Your Final Grade**

Although I don’t take attendance, it is extremely important; daily work, participation, and peer reviews are the majority of your grade. Class is not simply a reiteration of the readings. In class, we will practice critical reading and writing skills to become better readers and writers. Simply writing a paper is not enough to pass this class (see grading section for more details). I understand circumstances arise where you may need to miss class; however, excessive absences will affect your grade negatively.

**Furthermore, if you miss more than seven (7) class hours you will automatically FAIL this course.**

**Obtaining Final Course Grades Using eConnect**

Final Grade Reports are no longer mailed; they are available online at [eConnect](#) or by telephone at 972-613-1818. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

**Other Course Policies**

**What to do if you are ABSENT**

It is considered common courtesy to email your professor BEFORE you are absent (even the morning of is better than nothing). However, it is not your professor’s responsibility to tell you what you missed. **Your first job is to look at the syllabus.** If you missed
any lectures, find them in eCampus and take notes over them in your notebook. Next, if you missed any activities, download them from eCampus and complete them. Bring your completed activity to class when you return. If you missed a group activity, get with your group to find out what you missed and whether or not you can complete it. Go to your group for questions. They are your BEST resource! Be proactive if you are absent and complete any and all work by the time you return. You should apply this process to ALL of your college classes.

Classroom Etiquette

Your success in this course is a function of your level of engagement. I am interested in the quality of your remarks rather than the quantity. Please use your analysis of the readings, prior research, and/or study when responding orally in class. Please be prepared to back up any points you make.

Use “The Hidden Rules of College,” posted in the English Corner handouts, as your guide for classroom etiquette. Participation in this course does not include doing work unrelated to this course during class. Please do not text, talk, email, or surf the net unless it is part of a classroom discussion. Sleeping in class is not acceptable either. Please be respectful of your peers and use appropriate language for a classroom.

Email Policy

All emails sent for class must include your name and course/section number. Please use an appropriate and clear subject line and write clearly and professionally. I may not respond to emails without a student name, so make sure to include your name in the email. I will try to respond to emails the same day. Emails sent after 6:00 PM or on
weekends when no homework is assigned will be answered the next school day. I do NOT answer emails on weekends.

To update your email, follow these instructions:
1. Login to eCampus
2. Under the “Tools” menu on the left, click on “Personal Information"
3. Click on “Edit Personal Information”
4. Provide your current email address in the space provided
5. Click “Submit” at the bottom of the page

Academic Honesty
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. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test or even be suspended from college. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Student Code of Conduct.

In this class, any form of academic dishonesty on any assignment will result in a grade of zero (0) for the assignment. A second instance of academic dishonesty will result in a failing grade of an F for the entire course.

Help with Writing
• The English Corner is located in Bonham 228. There you can receive supplemental instruction and tutoring from qualified English instructors. You may also use the Corner as a study area to complete your homework. No appointment is necessary. The Corner is open from 9AM – 5PM.
• The English Corner is also available online to help you. Just click on the red Community tab after you login to eCampus. Then, click on the Online English Corner.
• The Writing Center is located in Medina 216. There you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226.
• Additional help is available online at Purdue’s Online Writing Lab (OWL).

Course Drop Date
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 the official drop date for this course. Please see the list of Important Dates on the Academic Calendar webpage at [Academic Calendar](http://www.richlandcollege.edu/syllabipolicies).

### Academic Progress

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check [Advising](http://www.richlandcollege.edu/syllabipolicies) for more details.

### Academic Accommodations

If you wish to discuss academic accommodations, please contact me and the disability office as soon as possible. I am ready and willing to help you succeed. You can contact the [Disability Office](http://www.richlandcollege.edu/syllabipolicies) on the web by phone at 972-238-6180.

### Disclaimer

The instructor reserves the right to amend this syllabus as necessary.

### 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)

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In-Class Lectures/Topics</th>
<th>In-Class Activities</th>
<th>HOMEWORK Due by 11:59 PM on the DATE LISTED!</th>
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<tbody>
<tr>
<td>1</td>
<td>1/20</td>
<td>• NO CLASS</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Week 1</td>
<td>1/22</td>
<td>• Syllabus and policies</td>
<td>• Syllabus and policies</td>
<td>Look through eCampus and investigate our class</td>
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<td>• Hidden Rules of College, handout</td>
<td>• Writing over Hidden Rules of College</td>
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<td>1/24</td>
<td>• Cornell Notes, PPT</td>
<td>• Creating notecards</td>
<td>n/a</td>
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<td>• Ten Tips for Active Reading, handout</td>
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| Week 2 | 1/27 | • Annotating, PPT  
  • Ten Steps for Annotating, handout | • Organizing Base Groups  
  • Using Track Changes for annotations | • Read and annotate “Harry Potter’s True Service to My Generation”  
  • Bring a PRINTED copy of your annotations to class on Wednesday |
| --- | --- | --- | --- | --- |
| 1/29 | • You Can Grow Your Brain, handout | • Discussion of reading  
  • Review annotations | • Read and annotate “The Lord of the Rings as Elegy” by Patrice Hannon |
| 1/31 | • Literary Analysis, PPT | • Discussion of reading  
  • Analysis activity | n/a |
| Week 3 | 2/3 | • Writer's Voice, PPT | • Writer's voice group activity | • Read and take the reading quiz over “Think Like a Dinosaur” by James Patrick Kelley, short story |
| 2/5 | • “Think Like a Dinosaur,” PPT | • Tug of War  
  • Debate | • Review “Think Like a Dinosaur” by James Patrick Kelley |
| 2/7 | • “Think Like a Dinosaur,” PPT | • Discussion of reading  
  • Complete debate | • Complete the timed writing over “Think Like a Dinosaur” by 11:59 PM  
  • Read and take the quiz over “The Country of the Kind” by Damon Knight, short story due by SUNDAY at 11:59 PM |
| Week 4 | 2/10 | • Literary Analysis, assignment  
  • “The Country of the Kind,” PPT | • Step Inside | • Read and take the quiz over “Kirinyaga” by Mike Resnick short story |
| 2/12 | • “Kirinyaga,” PPT | • Circle of Viewpoints | • Create your thesis over your chosen short story |
| 2/14 | n/a | • Review stories and thesis statements  
  • Claim, Support, Question | • Write three to four body paragraphs over the weekend and bring them to the next class |
| Week 5 | 2/17 | • Paragraphing and the Tell, Show, Share Method, handout | • Review supporting body paragraphs | • Revise and complete essay |
| 2/19 | • Peer Review | • Bring a hard and electronic copy of the literary analysis to class for the peer review | • Second draft of lit analysis essay due to eCampus by 11:59 PM  
  • Read and annotated “Your Brain Lies to You” Sam Wang |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Discussion</th>
<th>Read and annotate “Ads Implant False Memories” by Jonah Lehrer</th>
<th>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</th>
<th>Revise and edit literary analysis essay</th>
<th>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</th>
<th>Revise and edit final draft of lit analysis essay</th>
<th>Final draft of lit analysis essay due to eCampus by 11:59 PM</th>
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<tbody>
<tr>
<td>2/21</td>
<td>The Art of Quoting, PPT</td>
<td>Discussion</td>
<td>Read and annotate “Ads Implant False Memories” by Jonah Lehrer</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
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<td>2/24</td>
<td>Paraphrasing, PPT</td>
<td>Paraphrasing Workshop</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
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<tr>
<td>2/26</td>
<td>Rhetorical Analysis, PPT</td>
<td>Discussion</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
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<td>Final draft of lit analysis essay due to eCampus by 11:59 PM</td>
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<tr>
<td>2/28</td>
<td>NO CLASS, Professional Development day</td>
<td>n/a</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
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<td>3/2</td>
<td>Media Critique, PPT</td>
<td>Discussion</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
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<td>3/4</td>
<td>Using the Library Databases, PPT</td>
<td>Discussion</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
<td>Revise and edit final draft of lit analysis essay</td>
<td>Final draft of lit analysis essay due to eCampus by 11:59 PM</td>
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<td>3/6</td>
<td>Source Credibility, PPT</td>
<td>Discussion</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
<td>Revise and edit final draft of lit analysis essay</td>
<td>Final draft of lit analysis essay due to eCampus by 11:59 PM</td>
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<td>3/9</td>
<td>Film: <em>Killing Us Softly</em> 4</td>
<td>Discussion</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
<td>Revise and edit final draft of lit analysis essay</td>
<td>Final draft of lit analysis essay due to eCampus by 11:59 PM</td>
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<td>3/11</td>
<td>Film: <em>Tough Guise</em></td>
<td>Discussion</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
<td>Revise and edit final draft of lit analysis essay</td>
<td>Final draft of lit analysis essay due to eCampus by 11:59 PM</td>
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<tr>
<td>3/13</td>
<td>Discovering cultural myths, values, and beliefs</td>
<td>Discussion</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
<td>Revise and edit final draft of lit analysis essay</td>
<td>Final draft of lit analysis essay due to eCampus by 11:59 PM</td>
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<td>3/16-3/20</td>
<td>NO CLASS; SPRING BREAK</td>
<td>n/a</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
<td>Revise and edit final draft of lit analysis essay</td>
<td>Final draft of lit analysis essay due to eCampus by 11:59 PM</td>
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<td>3/23</td>
<td>Finding evidence</td>
<td>Discussion</td>
<td>Read and annotate “The Myth of Male Decline” by Stephanie Coontz</td>
<td>Revise and edit literary analysis essay</td>
<td>Read and annotate “‘Stay Sweet as You are’: An Analysis of Change in Advertising Aimed at Woman” by Doug Lantry</td>
<td>Revise and edit final draft of lit analysis essay</td>
<td>Final draft of lit analysis essay due to eCampus by 11:59 PM</td>
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<td>Date</td>
<td>Activity</td>
<td>Details</td>
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<td>3/25</td>
<td>• Discovering implications</td>
<td>• See, Think, Wonder&lt;br&gt;• Practice analyzing commercials&lt;br&gt;• Begin writing your media essay&lt;br&gt;• Bring your commercial summary and thesis to next class</td>
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<td>3/27</td>
<td>• Peer Review</td>
<td>• Bring your summaries for the peer review&lt;br&gt;• Submit your commercial summary to eCampus by 11:59 PM</td>
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<td>3/30</td>
<td>• Analysis</td>
<td>• Write your analysis in class&lt;br&gt;• Write analysis section of essay over the weekend bring to class on Monday</td>
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<td>4/1</td>
<td>• Peer Review</td>
<td>• Bring three paragraphs of analysis for the peer review&lt;br&gt;• Submit three paragraphs of analysis to eCampus by 11:59 PM&lt;br&gt;• Watch and take notes over MLA videos</td>
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<td>4/3</td>
<td>• MLA: Works Cited, PPT&lt;br&gt;• MLA: In-text Citations, PPT</td>
<td>• Works Cited Worksheet&lt;br&gt;• In-text Citations Worksheet&lt;br&gt;• Continue writing media analysis&lt;br&gt;• Complete the quiz over MLA and Plagiarism on eCampus by 11:59 PM</td>
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<td>4/6</td>
<td>• Implications</td>
<td>• Write implications&lt;br&gt;• Complete implications section of media essay</td>
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<td>4/8</td>
<td>• Peer Review</td>
<td>• Bring implications and conclusion for the peer review&lt;br&gt;• Submit implications and conclusion to eCampus by 11:59 PM</td>
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<td>4/10</td>
<td>• SPRING HOLIDAY, NO CLASS</td>
<td>n/a&lt;br&gt;• n/a</td>
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<td>4/13</td>
<td>• Argumentative Research Essay Assignment&lt;br&gt;• Developing a Research Plan, PPT&lt;br&gt;• Research Plan, handout&lt;br&gt;• Breaking the Five Paragraph Essay Habit, handout</td>
<td>• Choosing a topic&lt;br&gt;• Free writing&lt;br&gt;• Read and annotate “5 Myths about Who Gets into College” by Richard D. Kahlenberg&lt;br&gt;• Begin preliminary research for final paper&lt;br&gt;• Revise media essay</td>
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<td>4/15</td>
<td>• Outlines, handout&lt;br&gt;• Annotated Bibliography Assignment</td>
<td>• Research in class&lt;br&gt;• Final draft of media analysis essay due to eCampus by 11:59 PM&lt;br&gt;• Find sources for your annotated bibliography</td>
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| Week 13 | 4/17 | • Arguing and Evidence, PPT  
• Creating Thesis Statements, PPT | • Discussion of reading  
• Ten Questions for Critical Reading and Thinking | • Find all five sources for annotated bibliography |
| 4/20 | • n/a | • Write annotated bibliography | • Read and annotate “What’s a College Education Really Worth? Not Enough” by Naomi Schaefer Riley  
• Complete annotated bibliography |
| 4/22 | • Peer Review | • Bring your annotated bibliography for the peer review | • Final draft of the Annotated Bibliography due to eCampus by 11:59 PM |
| 4/24 | • Supporting paragraphs | • Write your supporting paragraphs | • Complete supporting paragraphs |
| Week 14 | 4/27 | • Peer Review | • Bring your supporting paragraphs for the peer review | • Submit supporting paragraphs to eCampus by 11:59 PM |
| 4/29 | • Counterargument and Refutation Paragraphs, PPT and handout | • Discussion of reading  
• Naysayer activity | • Read and annotate the handout Logical Fallacies |
| 5/1 | • Counterargument and refutation paragraphs | • Write your counterargument and refutation | • Finish counterargument and refutation paragraphs |
| 5/4 | • Peer Review | • Counterargument and refutation paragraphs | • Submit your counterargument and refutation paragraphs to eCampus by 11:59 PM |
| 5/6 | • Logical Fallacies, PPT | • Fallacies group activity  
• I Used to Think…, Now I Think… | • Revise paper |
| 5/8 | • Peer Review | • Formal peer review over whole essay | • Final draft of argumentative research essay due to eCampus by 11:59 PM |
| Week 15 | 5/11 | • NO CLASS | • n/a | • n/a |
| 5/13 | • Final exam  
• Final Notebook | • Final exam  
• Final Notebook | • n/a |
| 5/15 | | | | |

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