

English 1301.21018
Composition and Rhetoric I

Course Syllabus

Fall 2009
August 25 - December 12

Instructor	Dr. Joan McAninch Samuelson	
Office	200E CLA Bldg.	If I am not in the office, leave a message in my mailbox .
Ph/V-Mail/E-Mail	281.312.1625	If you do not reach me directly, leave a <u>brief</u> message with your name and phone number. Unless an emergency or conference call, <u>communication is most efficient within Angel Mail.</u>
FAX	281.312.1723	Use only if you are having computer problems the day an assignment is due; you still must immediately upload the essay or bring to my office once the problems are resolved.
Office Hrs	Mon-Thur: 10:00-11:00am No conference hours during final exam week.	E-mail or call to let me know you want to see me so that I am prepared for the conference and can also work you in with other students. If you schedule an appointment but need to cancel, let me know well before the conference so that I can make the time available for other students.
Prerequisites	Departmentally approved test score or English 0307	Students may not be enrolled in 1301/1302 concurrently
Credit	Three semester hours	This is a fully transferable college course

Required Texts and Supplies

Lone Star uses **Angel LMS** (Learning Management System) for on-line learning (For the curious, Angel is an abbreviation for **Authenticated Networked Guided Environment for Learning**)

The course will include a Angel electronic support area for supplementary tools and materials, to be explained in class. Students can also practice by exploring [Angel Tour](#).

Two disks (PC) or Flash Drive/Memory Keys; bring them to class every day and save your documents on both (back up your files) as well as on your hard drive at home (save to the Windows Desktop or My Documents if you don't know how to create directories). Be sure you save only in MSWord (note, "Works" is not Word) as .doc or .rtf files. Also be sure to have a Virus Shield on your computer; updated regularly. Students will send papers as attachments in the eClassroom, but any files sent with viruses will be returned, and you'll be asked to clean the files before re-sending. I also recommend that students have firewalls, and ad/spyware blockers and cleaners such as Ad-Aware, Spybot, Spyware Blaster, and Spyware Doctor on their computers. These tools can be found on the Internet; they will help keep your computers clean and working at optimum speed. Due to the high level of SPAM, pop-up ads, spyware, and viruses circulating, computers should be scanned daily. If you have Google or other pop-up blocker, be sure you set it to allow pop-ups in the eClassroom.

- Longknife, et al., *The Art of Styling Sentences*, 4th edition (earlier edition okay; your style manual)
- A college dictionary and a thesaurus

The books for this course are at the Kingwood College Bookstore. However, if you want to avoid long lines in the Bookstore, you can order books online from the bookstore. Books may be shipped to your home or to the NHMCCD bookstore of your choice for pickup. However, you can often find your college texts cheaper online at Amazon or Barnes & Noble. But if you order this way, make sure you order the correct edition and do so early as you have to allow for shipping time; you also have to pay shipping, so that might affect your decision. Students with financial difficulties can often secure short-term loans for texts through the Financial Aid and Counseling Offices. Also see if the texts are on reserve in the library until you can afford to purchase them. Word of warning: get your books early; if the bookstore runs out or has problems mailing them, you might not have them in time for the first assignments. If that does happen to you, a search on the Internet will generally turn up electronic texts for the readings until your books come in.

Course access is restricted: only the instructor and students enrolled in this course may log on to the eClassroom. If you have an emergency during the semester, and a friend or relative must contact me, have the person call me or write me at my college e-mail address.

Computer Lab

As indicated in the District Course Schedule, this Composition 1 course is a computer-assisted writing class wherein the instructor will work with the students and their papers in the computer lab. Students will be taught how to use Microsoft Word (students already proficient in Word are encouraged to assist other students); how to log onto Angel to submit papers, take tests, use e-mail, and check announcements/reminders. Students should have MSWord 6.0 or above on their home computers or be prepared to use computer labs on campus to work on their papers. Students will further be encouraged to use search engines on the Web in addition to library databases and print media for their research. When students complete this class, they will have enhanced computer as well as general writing skills. The syllabus will be distributed the first week; thereafter, if students lose the syllabus, it can be downloaded or printed from the Angel e-classroom or my web site. All "handouts" will be downloaded or printed from the e-classroom as assigned in class. **Note carefully:** Students must be in class for labs to go over prewriting and rough drafts for all papers. To miss these lab dates defeats the purpose of taking this course with a lab format. Therefore, students are only allowed to miss one lab and will be on their own for submitting edited final drafts on time. Students who miss more than one lab, except for physician-documented illness, are not in compliance with the lab setting and will need to drop the course. Students are not allowed to miss either the prewriting or rough draft labs for the research paper without physician-documented medical excuse.

Requirements of All Students in the Course

1. Careful review of the syllabus and all course documents.
2. Careful review of the course Academic Honesty document; strict adherence to all requirements for quotation and documentation throughout the semester.
3. Regular attendance and on time; attentiveness in class.
4. Submission of all prewriting, final papers, and exams on time, meeting all minimum requirements; double checking all student assignment files to make sure they are complete, the correct files, and uploaded on time.

5. College-level writing skills; willingness to spend time revising before submitting papers
6. Manageable course and job schedule. Students working full time (35+ hours/week) and taking a full course load (12+ semester hours) in essence have two full-time jobs: that's a strenuous schedule for anyone and needs to be carefully reviewed by the student for the possible stress during the semester.
7. Good organizational skills and work ethic with mature approach to college-level work and instruction.
8. Positive attitude toward and willingness to learn from correction and guidance.
9. Acceptance of the course policies as laid out from the beginning of the semester.

Catalog Description

A multi-paragraph composition course, including language study and the mechanics of writing, with examples from selected readings. Students may be required to achieve a departmentally approved score on a proficiency test before credit for the course may be awarded. (2304015112)
Prerequisite: Placement by testing or completion of ENGL 0307 or 0326 and ENGL 0305 or 0316.

The North Harris Montgomery Community College District is committed to the principle of equal opportunity in education and employment. NHMCCD does not discriminate against individuals on the basis of race, color, sex, religion, disability, age, veteran status, nationality or ethnicity in the administration of its educational policies, admission policies, employment policies, scholarship and loan programs, and other district or college administered programs and activities.

Rationale

Because each person spends most of his or her life communicating with others or interpreting the communications addressed to him/her, certain oral and written skills are essential to success in life. A person's ability to formulate, express, and support with clarity his/her own ideas on any subject can be developed by writing experiences such as those found in this course which stress strong thesis statements, imaginative and critical thinking, effective organization and development, sound logic (not simple opinion), and standard edited American English. These writing experiences, while primarily intended to develop the ability to communicate, can also strengthen the individual's powers of perception and promote an increased awareness of the world around him/her. These results, as well as the communication development, offer rewards which can be beneficial to each person both now in college and later throughout life.

Course Objectives

1. The primary objective of English 1301 is to provide the student with knowledge and skills which will enhance his/her written communication both in college courses and in the work place. To accomplish this aim, we emphasize punctuation, grammatical usage, diction, sentence construction, paragraphing, logic, and vocabulary enhancement. Lab work in the SFA building (upstairs, room 200) will be assigned for students having particular difficulties. We are including a departmental English usage test (the **Grammar Proficiency Exam--GPE**) to provide a skills proficiency for exit level. The instructor will give you more information in class. This test must be passed with at least 51% score within three tries before the Drop Date for course credit. Students who are unable to pass the GPE must drop and should enroll in developmental English courses. A correlation guide is provided in the eClassroom for students to study the areas they missed. Please note: the department does not store previous GPE results; all students must take the GPE, even if they took it in a previous semester.
2. A particular emphasis is placed on audience, both in the classroom and in student essays; i.e., we focus on skills and knowledge in communicating to a general audience. Thus, our writing

efforts are controlled, diplomatic, and non-prejudicial; we try to avoid condemning others or preaching, because that may very well lose the audience and spoil the intent of persuasion. Furthermore, we never say, "Well, I knew what I meant." The writer's job is to make sure the audience knows what he meant. In other words, the writing process you will learn is audience-centered.

3. To improve reading and vocabulary skills, there will be regular quizzes over all assignments in McCuen and Winkler's *Readings for Writers*, explained below.

4. Students will learn college expository-persuasive writing. This is not a creative writing course, per se; so don't expect to write "stories," etc. If you want to write stories and poems, you can take a creative writing course after you finish the freshman composition sequence. Students will learn how to write papers with strong thesis, logical development and organization, mature syntax and diction, and documentation of all borrowed sources.

5. To assist with improving skills, students should work with tutors in the Writing Lab. [SFA 200]

6. Additional learning outcomes for all courses are posted on the District Web site under the course descriptions.

7. Students contemplating dropping the course are encouraged to talk with the instructor first as there may be solutions we can work on together. Students wanting additional assistance are also encouraged to see the instructor. But schedule conferences in a timely fashion: students should not wait until the end of the semester to decide they need help. Students who do decide to drop need to take care of that paperwork before the official drop date to avoid an F being assigned.

Class Policies

1. **Attendance.** To get the full benefit of your education, attendance and class participation are necessary. If you are cutting class, you are jeopardizing your education as well as your grade. Remember that 15% of your grade is attendance. I will leave a sign-in sheet on the desk: students need to remember to sign in when they get to class. Students who come to class and then leave without explanation will be counted absent. If you do need to leave early, let me know before class begins so that you are not counted absent. Absences are figured into the attendance average at 5 points per absence; I do not distinguish between excused and unexcused absences. Since attendance is mandatory and necessary for the student's success in the course, students who do not attend class regularly are not in compliance with the course requirements and must drop before the District deadline.

2. **Tardies.** Some tardies are unavoidable; but students who are habitually late to class disrupt the instructor's lecture and other students' attention. Thus, unless the student explains after class why he/she was late, tardies are figured into the students' attendance average at the absence rate above.

3. **Deadlines for Papers and the Research Paper.** No late papers are accepted. The Research Paper is not accepted late unless the student is so seriously ill he/she is unable to submit the paper at the deadline and provides physician-written medical documentation on letterhead stationery of this inability before the deadline. Students have known about this assignment all semester: this is the only excuse allowed, and there is no discussion of the rule. I strongly urge students to submit the research paper the night before or the morning of the deadline. Students may also submit a rough draft up to 48 hours before the deadline (preferably earlier): I will go over the format, works cited, and documentation technique, do a quick check of grammar (I will not edit, but only alert the student of issues I see in that holistic check), and upload the paper to Turnitin. Before submitting the draft, be sure you are following directions.

This way, if there are any serious problems, including plagiarism, the student has time to correct those areas before the final deadline. But no student should push the deadline: get the paper in early to anticipate any problems and avoid heartache

4. Deadlines for Exams. It is the student's responsibility to follow the syllabus and Angel calendar and submit all exams on time. Exams will be taken on line and will be timed. Modules will be closed 24 hours before the exams open; thus, students must download lectures as soon as modules are released. There are no reviews given for the exams: the exams are drawn directly from the readings and lectures.

□ NO MAKE-UP WORK OR EXTRA CREDIT; NO ADJUSTMENTS TO THE COURSE SCHEDULE. There are no make-ups for missed essays or exams, nor do I give extra credit work. *However, if at the end of the semester, a student has a missing test grade (not including the practice quiz), I will replace that zero with the grade the student makes on the last unit exam.* This exception will be used for only one missing test grade. Additionally, students should not expect the instructor to resolve their personal conflicts with the course schedule. For example, I do not change assignments or the deadlines for students who schedule dental/medical appointments or want to take vacations during the course. There are no exceptions to and no discussions of these rules.

5. Classroom Courtesy and Attentiveness. Discipline issues should not be evident in a college classroom: all students must honor the right of the instructor to teach and the right of fellow students to learn. Students are expected to treat others as they wish to be treated: to conduct themselves toward the instructor and fellow students with courtesy, professionalism, and respect at all times.

Students must have the reading assignments completed before coming to class, bring the course textbooks to class, and be attentive to lectures/discussions. Students must not talk to other students during lectures, sleep during class, or do work for other courses or personal business in the classroom. Do not play Hearts or other games, check personal e-mail, or surf the 'Net on the computers in this writing lab at any time. Remove iPod ear buds and turn off all cellular phones, pagers, PDA's, iPods etc. before entering the classroom.

A student who violates any of these classroom and District standards of civility will be dismissed from class and will lose credit for attendance/participation that day. The student may not return to class until he or she has a conference with me in my office. It is the student's responsibility to schedule the conference. A second violation after returning to the class will result in the student's being dismissed from the class and dropped from the course.

6. Student Course Withdrawal. Students who decide to drop the course, or who cease doing the course work as the College drop date approaches, must submit the appropriate paperwork in the Admissions office. I do not do students' paperwork for them. Thus, if students do not complete the withdrawal process, they would be assigned an F in the course, which, of course, none of us wants for you. Additionally, students need to be very aware of the new "6-drop rule" in Texas--consult the college bulletin. If you are on the line for drops, then you need to complete the course work as assigned and on time.

7. Angel Mail. Students have e-mail within the eClassroom and may feel free to write me or one another. Do not use my campus mail; stay in Angel. **Students writing me, please use 'reply' so that the thread of the conversation is preserved, and I can follow what you are asking me. Also, be sure to observe standard e-mail etiquette: do not type in ALL CAPS and/or use lots of exclamation points, both of which are considered shouting at the recipient. Additionally, do not use text messaging shortcuts like "where r u" for 'where are you' etc: you must write in standard, edited college English for everything in the course.** Angel has

an HTML editor; use that box so you can check spelling. Make sure you have "Show All" and envelope buttons clicked so you don't think you've lost any mail; note the NEW next to new mail as well as the "Unread" columns; also note any paperclip icons for returned work. Always provide a clear subject line (not just 'Hello' and never blank), and sign your e-mail; if you don't, your e-mail may be stripped by SPAM detectors or deleted by the recipient because the source is unclear and therefore suspect. Students should never overlook either e-mail or bulletins from the instructor and should quickly respond to the instructor's e-mail posts. I try to answer students' e-mail the same day, but some days are busier than others, in which cases I may need up to 48 hours during the work week.

Writing Requirements

Writing lectures and grammar tips are available in the eClassroom from the beginning of the semester. Print and save these lectures in an English folder for review throughout the semester. Consult them after you receive graded papers.

1. PREPARATION OF ESSAYS & THE ASSIGNMENTS DROP BOX. All course work must be typed in MSWord as .doc or rtf. files, double-spaced with one-inch margins, left justification, and 12-point fonts--true type such as Arial which is very easy to read: no "special effects" fonts; no zipped or html files. I require Microsoft Word Version 6.0 or later; I do not accept papers typed in any other software. To avoid future misunderstandings and anguish for the student, rigorously follow all instructions for preparing course assignments. Also print and review the following documents in the eClassroom: The Essay Format, The Thesis Statement, General Writing Tips, and Notes on Mechanics. Always make two backup copies on disks; always keep a hard copy of your papers before submission. I save student papers on my computer by names and assignments in special directories I've created. Be sure you save every document you create for the course with a clear MSWord document file name that includes your full name first with no special characters and an indication of which assignment this is (e.g., *jane doe research essay.doc*; you do not need to add the .doc extension; MSWord will handle that); if you do not, the paper will be returned. Submit work for grading in the Drop Box in Angel. Do the upload from your files; SUBMIT the file to make it complete. Be sure you double check that the file you uploaded is complete and the correct file you intended to upload. When you see that the paper has a grade in your Grade View, open the Drop Box again. To see the paper, click on the GRADED tab and download the graded paper, carefully reading my comments and looking up areas for improvement in my writing/grammar tips in the Learning Module.

2. Graded Papers. Papers must follow the essay format directions and be written at the college level: they must have strong introduction and thesis statement, effective and developed content, good organization and conclusion, professional and courteous tone, mature diction and syntax. They must also be carefully proofread, spell checked, and edited. Students must observe the length requirements for all papers. Less than the minimum will receive an F. I will not read more than a page beyond the maximum; observe the length requirements and keep the papers focused. Length is for text, not bibliography, outline, graphs, etc. The minimum length is for full pages with one-inch margins and 12-point font. Papers will receive one grade, not split grades. Students must let me see their prewriting for all papers. Preliminary work for all essay assignments is required before final drafts may be submitted. I will not read papers that have not been preceded by my check of the prewriting. Students need to watch their e-mail and retrieve their graded essays, carefully studying my comments to work on any needed corrections in the next essays.

Note carefully: Review the College Essay Grading Standards in the eClassroom. With each graded essay, I make suggestions for improvement in style, organization, development, mechanics, format, and content. I also refer students to the MLA, the grammar handbook, my lectures on grammar and writing in the Course Content Module / Writing Guidelines, and my glossary in the eClassroom. Students may also bring their papers to my office so we can go over

any problems. The goal for both teacher and students is that students improve their writing: well-written papers will of course be assigned good grades. However, if errors that have been pointed out to the student persist in subsequent papers, meaning the student is not correcting errors and not improving his or her writing, thus not progressing, the grade will be reduced a half letter on each paper that continues to show the same mistakes. Any paper not following the minimal directions and replete with major errors will be assigned an F. Therefore, double-check, proofread, edit, and polish to produce college-level papers at all times. You may go to the Writing Lab in SFA 200 to get help from a tutor: these teachers will discuss errors with you, but they will not physically edit the paper. Please remember that tutors are not allowed to countermand the classroom teacher's assignment or grading standards; the teacher of record is the final arbiter of the essay's success.

Sample Student Papers. In addition to detailed instructions for each assignment in the eClassroom, I will also provide sample student essays. Carefully review those to see how other students have successfully executed the assignments.

Grading Period: I realize that students want to know how they did on their papers they worked so hard on. I read each paper thoroughly and comment extensively. It generally takes me about two-three weeks to grade five classroom sets of papers, sometimes a few days longer if I'm particularly swamped with papers, meetings, and other professional responsibilities. I need at least three-four weeks to grade five sets of research papers. I grade papers in the order students submit them; students who crowd deadlines wait longer to receive their graded papers. Thus it is unproductive to e-mail asking when I'll be finished: I don't have time to respond to those queries, as that would only slow down the process for all my students. I appreciate students' patience and understanding.

Academic Integrity

Read the **NHMCCD Academic Integrity** policy in the district catalog and the **Academic Honesty Document** in the eClassroom. All students will sign an academic honesty contract at the beginning of the semester. All exams must be taken under a strict honor code: no open notes or texts; no assistance from another person during the exam. All student essays will also follow a strict honor code: they must be original, written completely by the student whose paper bears his or her name, with quotation marks for any word-for-word passage(s) from sources used (no matter how short the passage), full documentation of the sources, and Works Cited page provided. Any background material used must also be documented with the sources used and a Works Cited page. The definition of plagiarism includes but is not limited to copying word-for-word from any source without quotation marks and documentation; weaving another writer's words into one's own without quotation marks and documentation; lifting ideas, facts, and other background information from lectures, articles, textbooks, reference works, other books, the Internet, e-mail, brochures, etc. without documentation. It also includes submitting a paper or part of a paper that was turned in previously to me or to another instructor; submitting another person's paper as one's own, including purchased papers from the Internet; having another person write one's paper; text messaging to other students or third parties through cell phones or other electronic devices during exams and connecting to the Internet through cell phones or other electronic devices during exams.

The college subscribes to Turnitin.com, a powerful plagiarism detection site to which all papers in this course will be submitted throughout the semester. This system instantly produces Originality Reports with links to plagiarized sources. If plagiarism is detected by Turnitin, the Originality Report will be returned to the student, and the penalty enforced. If plagiarism of background material is evident in a paper, that will be noted as well and returned to the student with the passages highlighted; the penalty will be enforced. I do not continue reading or editing papers with any plagiarism, whether word-for-word or paraphrase from undocumented sources.

The penalty for any plagiarism/cheating at any time in the course is zero on a submitted paper or exam. Plagiarism will seriously affect the student's course grade, up to and including an F in the course depending on the flagrancy of the plagiarism. If there is a second plagiarism/cheating offense, the paper will be assigned a zero; the student will fail the course and be denied further access to the eClassroom. Because of the weight on the research paper, a zero for plagiarism would fail the student in the course. To avoid these consequences, students must be vigilant about following the District and Course guidelines for academic honesty and document all quotations and information from sources used in all papers.

Grade Determination

The percentages below will determine the final course grade after all work has been completed. Students wishing to know how they are doing in the course during the semester should check their grade views and the percentages below.

Essays	20%	Minimum: (except for the first two paragraph ass'ts) Five-paragraph essays; all papers must be submitted
Research prewriting	5%	Formal thesis, outline, and works cited page. Students must submit topics and the prewriting in order for the final draft to be accepted.
Research Paper	25%	Minimum: three full typed pages, excluding works cited and outline pages; minimum 5 secondary sources; the research paper would obviously be multi-paragraph--more than 5 paragraphs
Exams	15%	Timed on-line exams; honor code
Final Exam	20%	Minimum: Five-paragraph essay
Class Participation and Attendance	15%	Students must attend regularly and on time; sign the attendance sheet; be prepared with texts in hand and reading done before class; must be attentive, civil, and responsive in class. 5 point penalty for each absence, including dismissals for violating the code of civility and preparation

Grading Scale

90 -- 100 = A
 80 -- 89 = B
 70 -- 79 = C
 60 -- 65 = D
 Below 65 = F and p

ENGLISH 1301 COURSE OUTLINE

Please note assignment schedules: plenty of notice is given, and students must watch the deadlines in the Syllabus, on the Home Page, Discussion Board, and Course Calendar. Feel free to print out the syllabus and other course documents; however, understand that I frequently update; therefore, students should regularly check the syllabus, calendar, course documents, and

bulletins for my announcements. All weekly reading assignments must be completed before students come to class. Your reading assignments are listed here in the syllabus and can be found in both the table of contents and the index of the textbooks: be sure you are looking for them in the correct text. The instructor reserves the right to amend the following schedule as needed; students need to periodically check the on-line syllabus to make sure they have the latest version.

WEEK	OBJECTIVES & UNITS	READINGS	ASSIGNMENTS
1 -- Aug. 26	Introduction to the course, Microsoft Word, and Angel Tour (also linked in the eClassroom).	<p>Carefully read the Syllabus; print and save, but check for updates during the semester. Also read Twenty-Five Keys to Success and the Academic Honesty document.</p> <p>For all units / chapters, see the Table of Contents in the texts and my lectures in the eClassroom under Course Content / Lectures.</p> <p>For additional assistance, Bedford has a web site directly connected to the text: www.bedfordstmartins.com/bedguide</p> <p>Kennedy, <i>The Bedford Guide for College Writers</i> (Hereafter as Kennedy), Chapter 1</p>	<p>Practice Quiz in Angel eClassroom Thur. [Will not count in the exam average but must be taken by all students. Some questions are common knowledge; others are from the Syllabus and the eclassroom set-up.]</p> <p>Syllabus Exam due by Thursday, before 11:00pm. [The Syllabus exam is a major exam that counts double the value of the reading quizzes.]</p> <p>Signed Student Information Form (SIF) due by Thursday, 11:00pm. (See your The Angel Assignments Drop Box linked in the side bar, module, and calendar.)</p>

<p>2 -- Sept. 2 Labor Day-- Sept. 1</p>	<p>Brainstorming, narrowing the subject, development, and organization.</p>	<p>Read Kennedy, ch. 2; Longknife, <i>The Art of Styling Sentences</i> (hereafter as Longknife) 1-18. (When working with Longknife, also consult, Kennedy, ch. 36). Basic Grammar Review [Self-Study]: Kennedy, "Handbook," and instructor's "Notes on Mechanics." See the GPE Correlation in the eClassroom to study missed questions.</p> <p>Cristy De'on Miller, "Give Me Five more Minutes," Kennedy, 441</p> <p>Read the following lectures in the eClassroom and refer to them throughout the semester: Essay Format, General Writing Tips, Essay Checklists, Grading Standards, writing and grammar tips. For every writing assignment, consult the assignments in the Course Content Module and sample student papers; use the checklists before submitting the papers.</p>	<p>GPE due Tuesday by 11:00pm. [The GPE is a diagnostic tool that does not count in the exam average, but must be passed within three tries. If you do not pass the first time, study for a couple of weeks; then let me know you are ready for a re-take.]</p>
<p>3 -- Sept. 9</p>	<p>Revising, editing, sentence patterns. Beginning of the ten critical issues for discussion, writing assignments, and reading quizzes.</p>	<p>Kennedy, Chapter 3 and 16; Longknife, 22-33; Amy Tan, "Mother Tongue," Kennedy, 445; Robert Jensen, "The High Cost of Manliness," Kennedy, 475; Michael Abernethy, "Male Bashing on TV," Kennedy, 515</p>	<p>Paragraph 1 due by Thur, before 11:00pm.</p>
<p>4 -- Sept. 16</p>	<p>Writing goals, grammar, sentence patterns, diction, and critical issues continued throughout the semester.</p>	<p>Kennedy, Chapter 4; ; Longknife, 35-44; Brent Staples, "Black Men and Public Space," Kennedy, 479; Dave Barry, "From Now On, Let Women Kill Their Own Spiders," Kennedy, 485; Evelyn F. Murphy, "Why Not a Dollar?" Kennedy, 488.</p>	<p>Reading Quiz due Tuesday by 11:00pm.</p>
<p>5 -- Sept. 23</p>	<p>Writing modes; description and narration.</p>	<p>Kennedy, Chapter 5 and 22; James Poniewozik, "Why Reality TV is Good for Us," Kennedy, 520; Terry Golway, "A Nation of Idol Worshipers," Kennedy, 525; Longknife, 45-53</p>	<p>Paragraph 2 due Thur. by 11:00pm.</p>

6 -- Sept. 30	Begin work on multi-paragraph essays: argument and persuasion.	Kennedy, Chapter 9, 17, and 18. Carefully read the assignment: Persuasive Essay 1 and Review Kennedy, Ch. 9. Study the sample student papers. Review grammar lectures and tips in the Course Content Module; Five-Paragraph Essay, Thesis Statements, Brainstorming, Writing Process, Transition, General Writing Tips, Essay Checklist, Academic Honesty Policy. Stephen King, "Why We Crave Horror Films," Kennedy, 512; Read Longknife, 54-61	Reading Quiz due Tuesday by 11:00pm.
7 -- Oct. 7	Continue work on persuasive essay 1.	Kennedy, chapter 10, 19, and 20; Alex Koppelman, "MySpace or OurSpace," Kennedy, 546; Sherry Turkle, "How Computers Change the Way We Think," Kennedy, 552; Longknife, 62-75;	Reading Quiz due Tuesday by 11:00pm. Thesis and Brainstorming for first persuasive essay due in class Thur.
8 -- Oct. 14	Begin work on persuasive essay 2.	Carefully read the assignment: Persuasive Essay 2; study the sample student papers. Kennedy, chapter 8; Longknife, 76-87	Persuasive Essay 1 due Thur. by 11:00pm. Bring Persuasive Essay 1 rough drafts to class for check on format.
9 -- Oct. 21	Continue work on persuasive essay 2.	Longknife, 88-99	Thesis and Outline for Persuasive Essay 2 due Thur in class Research Topics due Thursday by 11:00pm.

<p>10 -- Oct. 28</p>	<p>Research Project Assigned. Library Tour and Research.</p>	<p>Research in the LRC, both books and databases, and on the Internet, but be sure the Internet sites are reputable. Also be sure to take careful notes and document everything as you read.</p> <p>Kennedy, "A Writer's Research Manual, ' p.587+; instructor's lectures; the research assignment, and sample student papers. Also read the instructor's lectures on Plagiarism, Works Cited Format and Documentation, Outline Format, Details of Works Cited: Kennedy, ch. 13.</p> <p>Longknife, 100-110</p>	<p>Persuasive Essay 2 due Tue. by 11:00pm. Bring rough drafts to class for check on format. [Note change in usual deadline date because of the library tour]</p> <p>Library Tour Thursday: Meet in the Library</p>
<p>11 -- Nov. 4</p>	<p>Research Project Continued.</p>	<p>Kennedy, continue research manual section; instructor's lectures on research techniques; sample student papers; and Academic Honesty Policy.</p> <p>Longknife, Ch. 3, p. 111+</p>	<p>Research Thesis, Outline, and Works Cited due in that order as one document--in class Thur. This is a graded ass't; students must have all the required sources, correctly set up on the works cited page.</p>
<p>12 -- Nov. 11</p> <p>Spring Registration Begins Nov. 10</p> <p>Drop Date: Nov. 7</p>	<p>Conclusion of critical issues.</p> <p>Research Project Completed.</p> <p>DROP DATE: Students wishing to withdraw from the course must do so on or before the drop date to avoid an F being assigned.</p>	<p>Research Project continued: research manual section; study instructor's lectures on research techniques and academic honesty; review sample student papers.</p> <p>Longknife, ch. 4, p. 124+.</p>	<p>Research Techniques Exam due Tuesday by 11:00pm. [See my lecture notes in the eClassroom.] [This is a major exam that counts double the value of the reading quizzes]</p> <p>Research Paper Rough Draft Due in Class First half of alphabet due Tue.; 2nd half of alphabet due Thur.</p> <p>Research Paper Final Draft due Thur. by 11:00pm. Must be complete with all minimum requirements.</p>

13 -- Nov. 18	Literature Study	Kennedy, Chapter 13 See also literature lectures in the eClassroom. Longknife, Ch. 5, p.132+.	Be prepared for class discussions of the literature studies: essays and stories
14 -- Nov. 25 Thanksgiving Holiday Nov. 27-28	Literature Study	Kennedy, Chapter 13 (cont'd)	Be prepared for class discussions of the literature studies: poems.
15 -- Dec. 2	Preparation for final exam.	Study the assignment and sample student papers. Discussion of critical analysis and critiques of movies; sample movie scenes & discussion in class.	Literature Exam due Tuesday before 11:00pm [This is a major exam that counts double the value of the reading quizzes] Bring a favorite DVD to class on Thursday: prepare to discuss a short scene from the movie and why it is effective
16 -- Dec. 9 Finals Week	Review Academic Honesty Policy, grammar, and writing documents.	Final Exam Essay due in Angel Dec 11 before 2:30pm. See the Final Exam schedules published in the Course Offerings Schedule and on campus. The class will not meet. This assignment must be completed by the district's published deadline and without the instructor's input. No late final exams will be accepted.	Note the change in the usual deadline time: we are following the LSCS Final Exam Schedule.

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