

TEXARKANA COLLEGE

Syllabus: ENGL 042

Course Name: Integrated Reading and Writing II

Course Number: English 0042

Semester & Year: Fall 2014

Instructor Information:

Name: Patricia Meyer, Ph.D.

Office: AIKIN 169

Telephone: 903-823-3255

E-mail: patricia.meyer@texarkanacollege.edu

(When sending an email, please be sure to include your first and last name, as well as your class and section number in the heading.)

OFFICE HOURS:

Monday: 11-12:20

Tuesday: 11-12:20, ATLANTA: 5:30-6, 8:45-9:45

Wednesday: 11-12:20

Thursday: 11-12:20, 5:30-6 and 8:45-9:45

Or by appointment via phone, videochat, or in person.

Textbook Information:

McWhorter, Kathleen. *In Concert: Reading and Writing with MySkillsLab with eText -- Access Card*

Package, 1/e McWhorter ©2013 Longman, Paper Bound with Access Card

ISBN-10: 0321915003

Materials needed:

Highlighters (yellow, pink, blue), blue or black pen, notebook paper, earbuds (to work in the lab), flash drive, notebook (composition or spiral)

Course Description: This is a combined lecture/lab, performance-based course designed to develop students' critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates preparation in basic academic reading skills with basic skills in writing a variety of academic essays. This is a course with a required lab. The course fulfills TSI requirements for reading and writing.

Prerequisite: Completion of Reading I 0031 and Basic English 0031 with a C or better or English 0041 with a C or better or a satisfactory score on the reading section of the Accuplacer, THEA, or Compass

Student Learning Outcomes for the Course:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.

6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

Student Requirements for Completion of the Course:

A student must have a C or better in the course and have completed the assigned lab work and hours. Required assignments are listed on the assessment chart and schedule below.

MANDATORY LAB WORK IN DEVELOPMENTAL READING AND ENGLISH COURSES

ATTENTION: Failure to complete required lab assignments can result in the student being dropped from the course at anytime during the semester and will result in failure of the course. The lab assignments are 20% of the student's overall average.

Lab Assignments

Each student must complete assigned lab work and make a **70% average or better** on the lab work to pass the course. Students will be required to complete weekly assignments in the lab. Lab work is completed via computer on the textbook company website. Information about how to access the lab, as well as a weekly lab work schedule, will be provided by the professor.

Lab Schedule Note

(Students will be provided some class time each week to work in the lab. If students are unable to complete lab assignments in class, they must complete the lab assignments on their own time (in the lab or at home), just like a homework assignment. Students must complete assignments by the due date each week. A weekly lab grade will be recorded, so labs may not be completed after the due date.)

Student Assessment:

Assignments and Assessments	Percentage of overall grade
Tests Chapters 1, 3, 4 Chapters 5, 6 Chapters 2, 7-8 Chapters 13-14	35%

Writing Summary Paragraph – Descriptive Paragraph – Definition Essay 1 - explanatory Essay 2 – Argumentative Essay 3 – Research Essay	35%
Class Assignments and Activities	10%
MySkillsLab Assignments	20%

Grading Scale:

The grading system in this course is fairly simple. You start out with zero points and earn points for the work that you do. That's true of the class as a whole and for each individual assignment. It is important for you to understand that you do not begin with a maximum credit from which points are deducted for mistakes. It will be up to you to do things that warrant adding points to your score; it will not be up to me to find reasons to subtract points from the maximum points.

At the end of the semester, I'll add up all your points and use a 10% scale.
90%A; 80%B, 70%C, 60%D.

Keep track of your grades with this tracker:

Item	date due	possible points	your score	total
MLA test		50		
test 1		50		
test 2		50		
test 3		50		
test 4		50		
journal 1		25		
journal 2		25		
journal 3		25		
journal 4		25		
summary		50		
descriptive		50		
Explanatory		50		
Definition		50		
Arugumentative		50		
Research paper		50		
TBA		150		
lab score		200		

Class Schedule:

Date	IN CLASS, We'll do this:	PREPARE FOR CLASS WITH THIS:
Week 1 Aug 25	Tues: Introductions Thurs: Form groups, Ch. 1 – Active reading Fri: LAB! Registration/Diagnostic test	Tues: Thurs: Read "A Brother Lost" 28-31, Write Journal 1 32 #1, Read HS Handout. Fri: Catch up with your journal writing!
Week 2 Sep 1	Tues: Phrases and Clauses 537-544 Thurs: Ch 3. Reading and learning from Textbooks Fri: LAB – And Comma Conversation	Tues: Read "How to Remember What You Study" 110-111, Journal Writing 112 #1 Thurs: Preview Chapter 3 Fri: Catch up with your journal writing!
Week 3 Sept 8	Tues: Chapter 4. Working with visuals Thurs: Review Chapter 1, 3, 4 for test Fri: LAB - Test	Tues: Read Chapter 4 Thurs: Make notes on Ch 1, 3, 4 Fri: Study for test! Ch 1, 3, 4
Week 4 Sept 15	Tues: Discuss 165-7 and your writings. Thurs: Chapter 5: topics, main ideas, TS Fri: Lab!	Tues: Read Greed, Cancer, Pink KFC 165-7 Write Journal P. 169, #3 Thurs: Read Chapter 5 Fri: Catch up with your journal writing!
Week 5 Sept 22	Tues: Discuss 202-3, your writings Thurs: Chapter 6 Fri: Lab! Colons, Semicolons, 597-599 Journal #1 Due (hand in the book)	Tues: Read "The Most Hateful Words" 202-3 Write 205 #4 Thurs: Read Chapter 6 Fri: JOURNAL #1 DUE (hand in the book)
Week 6 Sep 29	Tues: Summary Writing assignment Discussion Thurs: Summary writing assignment due Fri: No Class Meeting – go to Testing Center for test.	Tues: Thurs: Summary writing assignment Fri: Catch up with your journal writing!
Week 7 Oct 6	Tues: Chapter 2: The writing process. Discuss Descriptive Paragraph Thurs: Chapter 7: Organizational Patterns Fri: LAB! Descriptive Paragraph Due	Tues: Read Ch 2. Read: "Are you Hooked?" 137-40, Journal Writing 141 #2 Thurs: Read Ch 7 Fri: Finish Descriptive Paragraph! Catch up with your journal writing!
Week 8 Oct 13	Tues: Chapter 8: organizational Patterns. Discuss Definition paragraph Thurs: Work on definition paragraph, pronouns agreement & reference 566-70 Fri: Journal #2 Due (Hand in the book)	Tues: Read "Measuring Success by Access to Gadgets" 329-31. Read Chapter 8, Write Journal 393 #3 Thurs: Work on definition paragraph Fri: Catch up with your journal writing!
Week 9 Oct 20	Tues: Meet at Library. Hand in journal writing. DO NOT BE LATE! Thurs: Definition Paragraph Due Fri: Lab – Test Ch 2, 7, 8	Tues: Read "Credit Card Smarts: Take Charge.." 77-79, Journal p 81 #6 Thurs: Complete definition paragraph Fri: Study for test
Week 10 Oct 27	Tues: Chapters 10 & 11 Thurs: Discuss Explanatory Essay Assignment Fri: Lab – Continue Explanatory Essay	Tues: Read "Emotional Trouble for 'cyberbullies' and 'victims'" 390-393. Write journal 393 #3, Read Ch 10, 11 Thurs: Fri: Work on explanatory essay & Lab
Week 11 Nov 3	Tues: Chapter 13 Discussion Thurs: Work on Explanatory Essay, Quotation Marks 601-602. Fri: LAB Explanatory Essay DUE	Tues: Work on explanatory essay. Read Chapter 13 Thurs: Work on explanatory essay Fri: Lab & work on journal

Week 12 Nov 10	Tues: Chapter 14 discussion. Argumentative Essay Discussion Thurs: Review Test: CH 13-14 Fri: Lab. TEST CH 13-14 Journal #3 Due (hand in the book)	Tues: Read Ch 14 Thurs: Study CH 13, 14 for test Fri: Work on argumentative essay. Study for test
Week 13 Nov 17	Tues: Discuss prepared Reading and writing Thurs: Work on Argumentative Fri: Argumentative paper due. Lightly discuss research paper. NOTE: DROP DATE NOV 21	Tues: Read "E-Waste and E-Waste Recycling" 277-9, Write journal 279 #2. Thurs: Work on argumentative Fri: argumentative paper due
Week 14	THANKSGIVING - NO CLASS	
Week 15 Dec 1	Tues: Chapter 16: Writing Essays using sources. Discuss Research Paper. Topics decided. Thurs: Thesis and outline started today. Fri: Thesis and outline complete today.	Tues: Read Chapter 16 Thurs: Fri:
Week 16 Dec 8	Tues: Bring article from library. Thurs: Work on research paper. Fri: Work on research paper. Final exam review Journal #4 Due (hand in the book)	Tues: Bring article from library. Thurs: Fri:
Week 17 Dec 15	FINAL EXAM WEEK: Final Exam, Research Paper Due	

Lab Registration and Schedule:

MyLab / Mastering Student Registration Instructions

To register for NAME OF YOUR COURSE:

1. Go to pearsonmylabandmastering.com.
2. Under Register, click **Student**.
3. Enter your instructor's course ID: **meyer60319**, and click **Continue**.
4. Sign in with an existing Pearson account or create an account:
 - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click **Sign In**.
 - If you do not have a Pearson account, click **Create**. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor's online course:
 - Use the access code that came with your textbook or that you purchased separately from the bookstore.
 - Buy access using a credit card or PayPal.
 - If available, get 17 days of temporary access. (Look for a link near the bottom of the page.)
6. Click **Go To Your Course** on the Confirmation page. Under MyLab / Mastering New Design on the left, click **on our course** to start your work.

Retaking or continuing a course?

If you are retaking this course or enrolling in another course with the same book, be sure to use your existing Pearson username and password. You will not need to pay again.

To sign in later:

1. Go to pearsonmylabandmastering.com.

2. Click **Sign In**.
3. Enter your Pearson account username and password. Click **Sign In**.
4. Under MyLab / Mastering New Design on the left, click **ENGL 0041 Meyer TueThur 1230** to start your work.

A Lab Work Schedule will be provided by the professor. The schedule will detail weekly assignments in the MySkillsLab.

ABSENTEE POLICY

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she may be considered absent. Three tardies constitute one absence. Check the syllabus for each class to see how much time you are allowed to be late before the tardy is counted as an absence. In some vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members are not obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of certain workforce/vocational areas, such as nursing and cosmetology, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

Do not stop attending a class without formally withdrawing from the course by the institution's published Last Day to Drop. If a student does not attend class and does not withdraw from the class, the student will receive a grade of F in the class. The published Last Day to Drop applies to students; an instructor may withdraw a student for excessive absences at any time during the semester.

Withdrawal from a course(s) may affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

EXCUSED ABSENCES

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only types of absences that are considered excused by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty or religious holy days when students follow the correct notification procedures.

Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

ONLINE/HYBRID COURSE ABSENCES

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, written assignments and tests. This standard will be used to determine all absentee issues, including but not limited to, 12th Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor) or the professor may drop the student for not having attended. Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

If a student is taking a hybrid course, and it does not meet during the first week of class, the student must also complete an Enrollment Verification activity within the first week of class or the student may be dropped for not having attended.

MAXIMUM ALLOWABLE ABSENCES

After official registration, the following number of unexcused absences will be the maximum allowable before a student may be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information

Academic Classes

A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8
	Three tardies count as one absence
A COURSE THAT MEETS FOR 14 WEEKS OF THE SEMESTER	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Twice a week (MW or TR classes)	4
	Three tardies count as one absence.
A COURSE THAT MEETS FOR 8 WEEKS OF THE SEMESTER (Fast-Track)	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Four times a week (MTWR classes)	4
	Three tardies count as one absence.
A COURSE THAT MEETS FOR 5 WEEKS OF THE SEMESTER (Summer Sessions)	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
3 times a week (MTW) (evening classes)	2
4 times a week (MTWR) (day classes)	2
	Three tardies count as one absence.

Workforce Classes (This does not include Health Occupations. See Health Occupations Handbook regarding absences for that program.)

Day Classes	Evening Classes
<p>Class meets: 5 days a week (MTWRF)</p> <p>The instructor may withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an "F" in the program for that semester.</p> <p>Three tardies count as one absence.</p> <p>You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.</p>	<p>Class Meets: 4 evenings a week (MTWR)</p> <p>The instructor may withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an "F" in the program for that semester.</p> <p>Three tardies count as one absence.</p> <p>You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.</p>

Please note that it is your responsibility to get any missed notes, handouts, or assignments given for any days you miss. Having a classmate as a contact might help, in addition to coming by my office. Not hearing about an assignment or extra credit opportunity is not a reason for failing to do it or for asking for an extension.

Make-up Policy:

If the student is absent, it is the student's responsibility to make arrangements to complete the assignments within one week of the absence; however, if a student misses on a presentation day, the student will not be allowed to do the presentation unless arrangements are made with the instructor. If the student is allowed to give the presentation late, ten points will be deducted. If a student misses on test day, the test will be placed in the testing center, and the students will have one week to complete the test. If a student is excused for a Texarkana College extra-curricular activity, religious holiday, or military service, the student must receive prior approval from the Dean of Students and the instructor. Assignments must be completed prior to the excused absence.

Academic Dishonesty Policy/Academic Integrity Statement:

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

Disability Act Statement:

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If a student has an accommodation letter from the Recruitment, Advisement, and Retention Department indicating that he or she has a disability that requires academic accommodations, the student should present the letter to the instructor so accommodations can be made. It is best to request these changes at the beginning if not before the start of class so there is ample time to make the accommodations.

Financial Aid:

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

Drop Date:

The official drop date for the course is **Friday, November 21**, which is the last date for the student to drop this course with a W. The professor may drop the student at any time during the semester.

Viewing Grades:

Grades are available via an online grade book- Engrade (www.engage.com/students) - Student grades are posted throughout the semester; Students will receive information about accessing grades by the third week of class.

TC Email:

Students should check their TC Email account on a regular basis to check for general information sent from campus or instructors. Also, when emailing the instructor, the students should use the TC Email account.

Assignment Details

Assignment Headings

The following information should be placed in the right corner of each assignment to be turned in:

Name (First and last)
0042 (Class day/time)
(assignment title)
Date Assignment Due:
Date/time turned in: (handwritten)

Tests

Four tests will be given over material covered in the textbook. Several chapters will be tested at one time, as indicated on the class schedule. Tests are a combination of multiple-choice and writing. Missed tests can be made up in the testing center. The testing center is located in the Business and Computer Technology Building. A student will have two days to make-up the missed test. After that time, the student will receive a zero for the test. Please see the instructor if you missed a test.

ALL tests must be taken to pass the course. Failure to take tests can result in being dropped from the course.

Chapter and Class Activities

Students will be assigned activities and reading practices from the textbook. These assignments will reinforce readings skills taught in the chapters. Also, these assignments will prepare students for testing. Some assignments will be completed during class, and some assignments will be given for homework. Students will be informed of assignments that will be taken for a grade.

Journal

In this class, you will be expected to write in a journal every day.

I will give prompts for class days, but expect you to create your own prompts for non class days.

Journals will be collected at four time points and graded. See calendar.

Paragraphs

Students will write a total of four paragraphs using the following patterns: Description, Example, Definition, Compare and Contrast. Students will go through the writing process by prewriting, outlining, drafting, editing, and revising each paragraph. The process will be completed in and outside of class time. Two paragraphs will be graded at one time. The paragraphs will be graded for content, organization, development, grammar, and mechanics. The final paragraphs must be typed in a 14 point font and double spaced. The document should include a header with the student's name, 0042, and date.

Essays

Students will write three essays, including a Summary, Classification, and Summary Response.

Students will go through the writing process by prewriting, outlining, drafting, editing, and revising each essay. The process will be completed in and outside of class time. The Summary Response will require research online. The essays will be graded for content, organization, development, grammar, and mechanics. The Summary Response will be graded for MLA documentation too. The final essays must be typed in a 14 point font and double spaced. With each essay, the student must turn in a cover page, outline, and rough draft. The cover page should include: Title, Name, 0042, Date.

ALL writing assignments must be completed to pass the course. If paragraphs or essays are turned in late, ten points will be deducted per day. Failure to complete writing assignments can result in being dropped from the course.

Communication

Letters of encouragement will be given to students who fail to complete assignments and/or lab, have attendance problems, and have inappropriate classroom behavior. Letters will be given starting with the third week of the semester. After a documented letter, a student can be dropped from the course. A student who does not comply with the requirements of the course will receive an F.

Class Policies:

Always be prepared for class! Students should be prepared to turn in work, listen, and complete assignments. By having textbook and other supplies each class period, a student increases his or her ability to be successful in the course.

Cell phones must be turned off and out of sight in the classroom. If an emergency situation exists please see the instructor. Students will be warned if a cell phone is out and then asked to leave the classroom with an absence. Students can be dropped from the course if the problem persists.

Students are not allowed to listen to music via headphones during class.

Students are not allowed to use a laptop during class without permission from the instructor.

There will be a zero tolerance policy for any behavior that is disruptive of classroom learning. This includes any vulgar language or rude behavior toward the instructor or other students in the class. Also, students should not talk while the instructor is teaching.

Only plastic bottled drinks will be allowed in the classroom. Students may have a snack, not a meal, if eating it does not cause a classroom disruption.

If a problem occurs, students may receive a warning or may be asked to leave the classroom and will receive an absence. Students can be dropped from the course for inappropriate classroom behavior.

Students in this course are held accountable to all policies and procedures outlined in the Texarkana College Student Handbook.

NOTE: The above guidelines are subject to amendment by the professor at any point during the semester. Students will be notified if any changes occur.

Directions to get into the TC database in the library.

1. Go to TC website.
2. Click on the LIBRARY link at the bottom of the page.
3. Click on the Electronic Resources link on the left side of the page.
4. Click on General in the listing at the top of the page.
5. Click on Academic Search Complete.
6. Type in Username and Password (your myTC username/password)
7. Once in the database, search for YOUR topic. I suggest clicking the box for "full text," so all of your results will have the full article. You will have to review a few of the results to make sure it's the topic you're interested in.
8. Open the document, read, print, or have it emailed to you.

2014-2015 ACADEMIC CALENDAR

FALL 2014

Aug. 22 College 101 Student Orientation
 Aug. 25 Fall classes begin
 Sept. 1 Labor Day holiday (college closed)
 Sept. 8 14-week session begins
 Oct. 17 mid-semester
 Nov. 21 Last day to drop
 Nov. 24-28 Thanksgiving Holiday (campus closed)
 Dec. 15-17 Final Exams
 Dec. 19 Fall Commencement
 Dec. 20 – Jan 4 Closed for the Holidays

WINTERMESTER

Jan. 5 Wintermester classes begins
 Jan. 9 Last day to drop
 Jan. 16 Final Exams

SPRING 2015

Jan. 19 MLK holiday (campus closed)
 Jan. 20 Spring classes begin
 Feb. 2 14-week session begins
 Mar. 9-13 Spring Break (campus closed)
 Mar. 20 mid-semester
 Apr. 17 Last day to drop
 May 11-13 Final Exams
 May 19 Spring Commencement

MAYMESTER 2015

May 18 Maymester classes begin
 May 22 Last day to drop
 May 25 Memorial Day holiday (campus closed)
 May 29 Final Exams

SUMMER I 2015

June 8 Summer I class begin
 July 2 Last day to drop
 July 3 Campus closed for July 4
 July 9 Final Exams

SUMMER II 2015

July 13 Summer II classes begin
 Aug. 6 Last day to drop
 Aug. 13 Final Exams

SUMMER 2015 – WORKFORCE EDUCATION

May 26 Summer classes begin
 July 3 Campus closed for July 4
 July 24 Last day to drop
 Aug. 14 Final Exams

FALL 2015

Aug. 24 Fall classes begin
 Sept. 1 Labor Day holiday (campus closed)
 Sept. 7 14-week session begins
 Oct. 16 mid-semester
 Nov. 20 Last day to drop
 Nov. 23-27 Thanksgiving Holiday (campus closed)
 Dec. 14-16 Final Exams
 Dec. 19 – Jan. 3 Closed for the Holidays

Fall semester

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
24 Aug 2014	25	26	27	28	29	30
31	1 Sep	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1 Oct	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1 Nov
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1 Dec	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9:15							
9:30-10:45							
11-12:15							
12:30-1:45							
2-3:15							
3:15-5:50							
6-9							

All assignments are due on Sundays - 11:59pm. No extensions!

Week/Due Date	Assignment	Grades Animation/Recall or Practice/ Test
2 - Sept. 7	Lab Registration Lexile Locator - Reading Level Test Course Pre-test - Diagnostic Test	
3 - Sept. 14	1.1 Active Reading 1.4 Textbooks 1.6 Outlining and Mapping 6.9 Sentence Structure 6.25 Commas <i>Reading</i>	
4 - Sept. 21	2.2 Topic and Main Idea 2.3 Topic Sentences 6.11 Fragments 6.12 Run-ons	
5 - Sept. 28	2.4 Supporting Details 2.6 Implied Main Idea 6.26 Other Punctuation	
6 - Oct. 5	1.2 Vocabulary Development 1.7 Summarizing and Paraphrasing 6.24 Final Punctuation <i>Reading</i>	
7 - Oct. 12	2.12 Narrative Order 6.14 Consistent Verb Tense and Active Voice 6.15 Subject and Verb Agreement 6.27 Apostrophes	
8 - Oct. 19	2.16 Definition Order 6.16 Pronoun and Antecedent Agreement 6.17 Pronoun Reference and POV 6.18 Pronoun Case	

All assignments are due on Sundays - 11:59pm. No extensions!

9 - Oct. 26	2.9 Time Order 2.10 Process Order 2.17 Classification Order 2.19 Compare and Contrast Order 2.21 Cause and Effect Order	
10 - Nov. 2	2.14 Example Order 6.10 Varying Sentence Structure 6.20 Parallelism 6.22 Combining Sentences <i>Reading</i>	
11 - Nov. 9	4.2 Inferences 6.23 Redundancy and Wordiness 6.28 Quotation Marks	
12 - Nov. 16	4.1 Read and Interpret Graphics and Visuals 4.3 Purpose, Tone, and Bias 6.30 Abbreviations and Numbers <i>Reading</i>	
13 - Nov. 23	4.4. Read and Evaluate Arguments 4.6 Write Argument Essays	
14 - Dec. 7	5.3 Integrate Sources 5.4 Avoid Plagiarism 5.5 Cite Sources Using MLA Style	
15 - Dec. 14	Course Post-Test	

(Students will be provided some class time each week to work in the lab. If students are unable to complete lab assignments in class, they must complete the lab assignments on their own time (in the lab or at home), just like a homework assignment. Students must complete assignments by the due date each week. A weekly lab grade will be recorded.)

SYLLABUS RECEIPT:

I, _____ (Print name), have received and read the syllabus for ENGL 0042.

I am responsible for its materials and policies.

Semester: _____

Our class meets on: _____

I acknowledge that there are certain requirements of this course, including:

_____ (initial) To pass the class, I must complete the lab work.

_____ (initial) To pass the class, I must not exceed the absences limit.

_____ (initial) I will be expected to use MLA format for all referenced materials.

_____ (initial) I will be expected to do all of my own work.

_____ (initial) Wikipedia is not allowed as a source/reference for papers.

_____ (initial) I acknowledge that there are a few topics that will not be allowed in this class.

_____(not this one)_____
Signature

Date

(sign and turn in the receipt)

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Seven Ways High School Prepares You for Failure

KELSEY DIAZ

Framing the Paper

Kelsey Diaz wrote this letter in her English Composition 1101 course at the University of Central Florida in fall 2009. Her assignment was to explain what she'd learned in the course to other students who would take it next. Her class did not use a final portfolio; instead, she wrote this as a final reflection on her learning for the course. Diaz's work gives you a chance to think about audience, tone, message, and the choices writers can make to speak their minds while also engaging their readers. We think more drafting would have refined this message significantly—but we also think the message is well worth considering.

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Seven Ways High School Prepares You for Failure

Welcome to the new mythical world of higher education: Lecture upon

lecture, crazy parties, intense study sessions, and social dramas that put your virtual Facebook arguments to shame. I know you're excited; I was too, but before you start planning your Greek life, remember you're here to learn. And not only are you here to learn, but you are blissfully unaware of a major disadvantage that affects all incoming freshman: Most of what they taught you in high school English was a lie!

Shocking, yes. Now, before you begin to doubt me, know this: I've been there, and I've done that. I went to high school. Every day in senior English was blissfully easy: reviewing the 5 paragraph essay, learning about

Who does Diaz seem to be writing to? Are you part of that audience? If so, do you think she understands you well?

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literature in the Victorian age, doing a "picture essay." Senior English was fun. I was an eager freshman in English composition, waiting for the next challenge. Boy, did I get one! I had to learn a new way of writing.

As kind and caring or harsh and cruel as your high school teacher may have been, there's no way that they could have prepared you for college, especially with all of the "standardized test" bullcrap. Now, I'm not saying that you didn't learn anything in your English class; you probably learned a lot! All I'm saying is that the writing you did in high school and the writing you will do in college are two totally different things.

The 5-Paragraph Essay

Ever since the No Child Left Behind act, it seems that teachers aren't teaching the same material. I can't remember a time when the teacher didn't start a lesson with "Now, you'll need this for the FCAT. . . ." The problem is that apart from standardized tests, you will never write another 5-paragraph essay again.

How often do you read any serious writing that has an introduction with a thesis, 3 body paragraphs, and a conclusion that restates the thesis? If you were writing a letter-to-your-grandmother asking for her famous homemade cookies, you wouldn't use a 5-paragraph essay. Don't do it in college. Your professor will most likely laugh at you.

Write Objectively

Remember all of those assignments when you weren't allowed to use "I," "we," or "us"? It turns out that not only can you break this rule, but you may never write "objectively" again! (Once you learn the technique.) Think of it this way: No two writers write alike. After all, we are all just individual.

Florida high school students must pass the FCAT, Florida's Comprehensive Assessment Test, in order to graduate. FCAT is a response to the federal No Child Left Behind (NCLB) act, intended to improve pre-college educational standards. A common criticism of NCLB is that teachers are forced to "teach to the test," but the tests don't really measure what students (need to) know.

Do you recognize the 5-paragraph essay format that Diaz describes?

How do your thoughts about it compare to Diaz's?

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unique people. Everyone has their own way of saying what they need to say, and it's okay to just say it how you need to say it.

You Have to Cite a Resource for Every Single Part of Your Paper

In high school, the teachers wanted to know if you can think hard enough to gather sources with similarities and use them to back up a statement, usually not chosen by you. The standard procedure for papers was to make up a (usually obvious) point, turn it into a thesis, google your topic for "resources," copy and paste quotes, and finish with your own "original" sentences, tying everything together so it wasn't just one big block of quotation marks.

In college, you're the one trying to prove something, not your sources. Not nearly as many are used, and they are used for actual research and learning, not restatement. Of course, different papers will use different numbers of sources, but you're analyzing the meaning of the source, not regurgitating quotes.

Turn in a Rough Draft and Your Final Draft

Honestly, how many of you in high school actually revise your papers? Typing up a version of scribbled notes and putting it through a spell check doesn't count. You will need to learn to write lots of drafts. You will have to completely restart a paper even though you think you're almost done. Chances are, after all editing and revising is finished, you'll likely have less than a quarter of content from your first draft, if any at all.

Editing is a whole new beast in college: you're not just looking for typos. You're looking for audience, style, restated information, off-topic content, and most importantly, ideas. If you ever get stuck, just start writing.

Diaz sometimes writes in all-or-nothing terms. Here, she seems to completely dismiss the value of objectivity in writing. Do you think Diaz has considered her audience carefully enough in this letter?

Clearly, Diaz would have talked about sources in terms of kinds of writing. For instance, can you give some examples of how scholarly writers use sources differently from the way Diaz describes high school writing?

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chances are you'll be throwing most of it out in a revision anyway. As a rule, the more drafts, the better the paper.

Your Resources Are Right and True

In high school, you've probably learned how to determine a "good" resource from a "bad" one. They taught you at least one thing right, at least for the most part. Remember that all writing, even if it's from a professional, even if it's by a researcher who has been studying a subject for years on end, is by writers who are still just people. They all have their own way of writing, and more importantly, they all have their own reason for writing.

You must learn to *analyze* the content of your source, not just read it. **Who wrote it? Why? What are they trying to accomplish? What are their intentions for the reader? Is the writer biased? Do two different sources disagree? Why?** Remember that you are the one writing the paper, so you are the one in control, you are the one that has to prove what you've learned.

Use One Book Source and Three Internet Articles

Here's a fun one. You might actually get the chance to interview a professional. More than likely, you'll be required to interview one sometime in your college career. Don't goof off, though it can be very easy to do so.

Research your topic, your interviewee, everything you possibly can. There may be special words or "lingo" that you just don't understand. Learn about the profession's, organization's, or group's goals and background information; it can give you ideas for introductory questions. And for the sake of all that is good, don't try to write everything down!

What do you think of Diaz's certainty here? Have you seen evidence so far for what she's saying?

How would you characterize Diaz's attitude toward high school teaching about writing? Does she give sufficient reasons for her attitude?

Can you tell why it's so important to Diaz that academic writers are "still just people"?

Diaz here explicitly addresses a concept that much of her critique has circled around: control. Can you read such of the "myths" Diaz explores in this letter as a different element of control by or over a writer?

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You're going to want to ask open-ended questions, with lots of follow-ups in order to get the maximum amount of useful information in your interview.

You're on Your Own in College

Simply lies. Most likely, you'll be in a class with plenty of students who are just as confused as you are. It takes a while to learn a whole new writing style, and your professor is there to teach you; not to be an evil sadistic torturer who gives nothing but F's. Your professor knows you are a freshman, and that you are treading new waters. If you ever need help, just ask!

If you're like me—lazy, tired, and not willing to read bulleted points with long paragraphs—just remember one thing: You are not alone. Learning a whole new way of writing may seem a daunting task, but you're not the first freshman ever, you're not the only one to do it, and there will always be someone to help you when you need it. And just to make sure you get the point, I'll "restate the thesis" like you're used to: Write in your own words.

You're the writer writing, not your sources, so just grab a pencil and have at it!

Some Other Questions to Consider

- Sometimes writers use an uncompromising, "no-holds-barred" tone. Other times they find it better to write in a more measured tone that may not say exactly what they think but may sound more reasonable or acceptable to an audience. In your opinion, does the tone Diaz adopts help her accomplish her purpose? Would it have helped her to use a gentler tone, or does her purpose demand the bluntness she uses here?
- How does Diaz's title connect to the material in her letter? She never discusses "failure" at all—to what, then, does her title refer?
- What do you suppose high school teachers would say in response to Diaz's letter? (Note that Diaz doesn't seem to address it to teachers; they would be reading it as a third-party audience.) Has Diaz been fair to high school teachers? What could they say back to her? And what, then, might she say back to them?

Diaz seems to be saying that, when you're interviewing, you need to conduct a conversation instead of asking rote questions and writing down answers. Did this come through for you? If not, how could she improve?

This is the second time Diaz has used the term "lies." Do you think Diaz is justified in using the term? Is her use of it appropriate for her audience and purpose?

What does the first sentence of her last paragraph do to Diaz's ethos?