



Literature, Journalism, and Modern Languages
WRI 110, Section 10
College Composition: Writing and Research
4 Units

Clarifying what you think through writing what you mean:
 The art of hospitable argument

Fall 2019

Meeting times: M/W/F 1:30-2:35PM	Instructor: Dr. Blessing, Professor of Literature and Women's Studies
Meeting location: BAC 105B	E-mail: carolblessing@pointloma.edu
Final Exam: Monday, Dec. 16 10:30am-1:00pm	Office: Bond Academic Center 115 Phone: (619)849-2652
	Office Hours: MWF 10:30am-11:30am, and by appointment (email me to set up an appt.)

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

WRI110 is one of the important General Education Requirements of PLNU--

PLNU GENERAL EDUCATION STATEMENT:

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

This course falls under General Education category "**Developing Cognitive Abilities.**" By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development, focusing on the analytical, communicative, and quantitative skills necessary for successful living in modern society.

COURSE DESCRIPTION

The purpose of this course is to enable you to develop critical thinking skill, analytic reading skills, varying rhetorical writing skills, effective and correct use of English language and conventions, effective research methods, effective and ethical strategies in working with text, and effective skills in communicating written and spoken word essential for successful completion of university level work.

WELCOME TO WRI 110, COLLEGE COMPOSITION

This course is one of the most important classes you will take because of its relevance to your other courses, vocation, and the entire sphere of your life. WRI110 increases your abilities in critical thinking, analysis, and writing, which are all essential skills for being a well-informed citizen, a thinking person of faith, and a clear communicator in any context, both in and out of your academic setting.

As your professor, I am here to instruct and mentor you in the process of research, analysis, and writing. My credentials include a Ph.D. in English, thirty years of teaching college-level writing, work as a technical writer and editor, and a number of professional academic publications. My belief about writing is that everyone can improve through practice and that thinking and writing carefully and deeply about issues that affect us is an important part of the Christian calling to practice discernment, clarity, and honesty in our communication.

The course will move you through a series of assignments, from analyzing others' works, to analyzing media, pop culture, and current issues, to creating your own well-researched, informed, and fairly-argued essay on a topic related to your academic major that will stand up to critical analysis.

COURSE LEARNING OUTCOMES

Students who complete a College Composition course will:

1. Apply the conventions of the English language in various genres of academic writing.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization to create written compositions.
4. Evaluate online sources of information for valid authority and expertise.
5. Apply documentation formats to cite research in written compositions.
6. Analyze texts to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

REQUIRED TEXTS AND MATERIALS

Greene, Stuart and April Linsky. *From Inquiry to Academic Writing: A Text and Reader*. 4th Ed. Bedford St. Martin's, 2018. [Referred to as *Inquiry* in syllabus] **You MUST HAVE THIS SPECIFIC Edition.**

Bullock, Richard, et al. *The Little Seagull Handbook with Exercises/With Access*. 3rd Ed. Norton, 2017. [Referred to as *Handbook* in syllabus] **You MUST HAVE THIS SPECIFIC Edition.**

A 9"x12" or 10"x 13" envelope, a package of 4"x5" notecards, and a notebook, pen, pencil, and highlighter.

COURSE POLICIES AND PROCEDURES:

WRITERS' STUDIO

Your SAT, ACT, and first diagnostic essay score will reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your exam scores and your professor's discretion will determine whether or not you will benefit the most by enrolling in WRI 097, the Writing Skills Tutorial held in the Writers' Studio. If your scores reveal that you need to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with trained tutors in the Writers' Studio once a week for ten weeks beginning the third week of the semester. You will be required to attend an introductory session to the Studio the second week of classes. During that session you will sign up for a time to work with a tutor throughout the semester. The writing assignments you work on in the Writers' Studio will be writing assignments assigned in this writing course. Students who work in the Studio benefit greatly from the time spent working alongside a pedagogically-trained fellow writer.

The fee for the tutorial, WRI 097, is \$150.00. Should you discover you have the privilege of attending the Studio, know that the \$150.00 lab fee replaces a 3-unit, not-for-college credit, course your scores would have previously required you to take at a cost of \$2,700. Failure to complete WRI 097 will result in a failing grade in WRI 110 and re-entry in the Studio the following semester to complete ten session.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of

their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If you are absent from more than 10 percent of class meetings, I can file a written report which may result in de-enrollment. If the absences exceed 20 percent, you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Public Discourse: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

Final Examinations: Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the Class Schedules site. You are expected to arrange your personal affairs to fit the examination schedule. Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

Inclusive Language: Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Diversity Statement: Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender,

disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

COURSE GROUND RULES

1. Attendance is mandatory and crucial to the course and your grade. Missing more than four classes will result in your final grade being lowered by five points per day missed. Missing more than six classes (one and one half weeks of class) will result in de-enrollment, per school policy. Tardiness or leaving early counts as half a day missed.
2. Being disruptive or passively rude in class (i.e., conducting your own discussions, doing other work, sleeping, arriving late, leaving early, etc.) is inexcusable and will certainly affect your grade and warrant expulsion from the class if such behavior continues.
3. **Put away your cell phone during class. There will be a penalty noted for each time you use it in class, resulting in a loss of credit for the participation grade in the class.**
4. **Put away your laptop or tablet computers during class, unless I request that you bring them for specific in-class assignments. Instead, use your notebooks to take handwritten notes in class, shown by neuroscience to increase awareness and processing of material, enhance memory, and encourage creativity in writing.**
5. **Always bring your text of the day with you to class—we will use them for coverage, in-class exercises, and group work.** Because reading and writing are interrelated, you will be doing a great deal of both. Do not assume that because this is a writing course, you need only turn in essays to do well in the class. Your reading of the assigned materials will help you write more successfully and will be frequently assessed by class discussions and unannounced quizzes.
6. You must turn in all essays and take the final exam in order to pass the course, although doing so does not guarantee a passing grade.
7. Essays are due in hard copy format, with the required accompanying materials, at the beginning of class on the day assigned, as well as submitted through Canvas on Turnitin. Late essays will be failed, unless you have a valid excuse. The only valid excuses are serious illness (a physician's excuse is required) or dire emergency (provide documentation). If you are going to be out of town when an essay is due, turn it in early.
8. You will bring in a typed draft of each paper which you will read aloud and have critiqued by students in small groups. You will revise your draft and turn in for a final letter grade.
9. You will write Canvas responses as indicated on the syllabus. Your responses should be 250 words each.
10. I will not correct grammar and typos on your drafts. That is your responsibility. However, you may bring your draft to me for comment. The final versions of your essays are expected to be painstakingly proofread and as error-free as possible.
11. You are urged to use the Writing Center for help on your papers. The tutors there, however, will not correct all errors but will help you work on improving grammar, thesis strength, organization, and rhetorical strengths.
12. **If you encounter difficulties with the class assignments or need further assistance, please let me know, and we can set up a time to meet.**

ASSESSMENT AND GRADING

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the various parts of the prompt?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well-organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?
- An “A” essay demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
- A “B” essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.
- A “C” essay demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

PERCENT	GRADE
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-

78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-

Course Grade Components

- Attendance, preparedness, including having your book(s) with you, and helpful class participation—**30 points**
- Draft writing and workshop participation (bringing a complete, typed draft and critiquing others' drafts)—**60 points total** (15 points each)
- Canvas entries—You will write Canvas responses as indicated on the syllabus. Your responses should be 250 words each. **Seven entries**, 10 points per entry, 250 words per entry—**70 points total**—Canvas entries are **due by 9:30 am** on the day that the Canvas assignment is listed.
- Quizzes, including on-line quizzes from the *Little Seagull Handbook*, in-class group work, short in-class writings, and homework other than Canvas entries—**70 points**
- Essay 1—In-class Diagnostic Essay—**25 points** (if you write the essay in class on the designated day and follow the instructions, you will earn full credit)
- Essays 2—**100 points**
- Essay 3—**160 points**
- Essay 4—Research paper prospectus—**60 points**
- Essay 5— (Longer Researched Argument Essay)—**300 points**
- Oral Presentation of Essay 5—**25 points**
- Essay 6—Final exam—**100 points**
- **1000 points possible**

ESSAY ASSIGNMENTS—There will be further instructions on each essay as the semester progresses.

After I return each marked and graded essay to you, you will use the *Little Seagull Handbook* “Edit” Section to correct the errors I noted on your paper, and then return it to me. Doing so will raise that paper grade by 2 percentage points. If you do not do this, then your paper grade will be lowered by two percentage points.

Essay #1—Diagnostic Exam (Handwritten in class, in response to an in-class reading and prompt)

Essay #2--750 words—Write a rhetorical analysis of an assigned argument essay, following the guidelines in *Inquiry and Handbook*.

Essay #3—1200 words—Reporting on current issues—Research and report upon a topic related to higher education or another current issue, connected to one of the essays in *From Inquiry to Academic Writing*, that affects you as a University student.

Essay #4—600 words—Proposal plus annotated bibliography for the researched argument essay.

Essay #5—3500-5000 words—Researched argument essay—Write a well-researched but original essay, using your own argument (thesis) about one topic connected to one of the essays in *From Inquiry to Academic Writing* and/or to your academic major.

Essay #6—Final exam Essay—(Handwritten in class during final exam period, in response to a reading and prompt, and using and documenting sources I will give you).

Paper Format: Papers must be written in MLA Style. Papers must be stapled, typed and double-spaced. Submit assignments in black ink on 8.5”x11” white paper. Use Times New Roman 12point font and 1” margins. Do not include title pages. Include page headers. Use the current MLA website or a current MLA style guide for style, grammar, format and citation questions. Keep an electronic backup of everything you submit to a professor.

COURSE SCHEDULE AND ASSIGNMENTS—Complete all readings prior to class on the days listed

DATE	IN CLASS COVERAGE	WORK DUE
9/4	Course Introduction—Your introductions Grammar Exercise with <i>The Little Seagull Handbook</i>	WRI110 Questionnaire—In-Class
9/6	WRI110 Diagnostic Essay—Mandatory	<i>Handbook</i> Exercise One-- Essay #1—In-class Diagnostic Exam To prepare, do the Diagnostic Quiz on the <i>Little Seagull Handbook</i> on-line resource.
9/9	Read <i>Inquiry</i> , Chapter One, pp. 1-37 Bring your book to class to analyze the reading.	Canvas #1—Write 250 words on this topic: Choose ONE of the three essays in Chapter One of <i>Inquiry</i> , by Coates, Rodriguez, or Graff, and write about how the author’s experience parallels or contrasts with your own literacy narrative (see page 36 for more information on Literacy Narratives).
9/11	Read <i>Inquiry</i> , Chapter Three, pp. 64 -79 Bring your book to class to analyze the reading.	Bring your printed work to class-- Turn in your 300 word typed summary of Sherry Turkle’s essay on pp. 59-62 of <i>Inquiry</i> , following the instructions on pp. 72-77.
9/13	Read <i>Inquiry</i> , Chapter Two, pp. 38-58 and <i>Handbook</i> , pp. 49-53. Bring both books to class. In-class Work on rhetorical analysis of assigned essay	Bring your printed work to class-- Reread Sherry Turkle’s essay on pp. 59-62. of <i>Inquiry</i> . Turn in your typed answers to the four questions under “Steps to Analyzing a Text Rhetorically” on p. 48, in regard to Turkle’s essay.
9/16	Read <i>Inquiry</i> , A section of Chapter Nine, pp. 247-272 Bring your book to class for open-book quiz. Coverage of Ethos, Logos, and Pathos	Bring your printed work to class— Identify where in Sherry Turkle’s essay on pp. 59-62 of <i>Inquiry</i> she appeals to Ethos, Logos, and Pathos— one example of each. Identify any fallacies Turkle uses in her essay.
9/18	Read <i>Inquiry</i> , Chapter Twelve, pp. 344-370 Bring your book to class. In-class work on responding to other students’ drafts	Canvas #2--What has your experience been with peer review writing groups, both positive and negative? What would you hope participation in these groups will do for your writing? (Be specific.)-
9/20	Mandatory In-Class Peer-Review Workshop Essay #2	Bring in two typed copies of your Essay #2 to workshop with your groups.
9/23	Read <i>Inquiry</i> , Chapter Four, pp. 87-113 Bring your book to class to look at examples of claims in “Entering the Conversation of Ideas” section of the text. In-Class coverage of types of claims	FINAL VERSION OF ESSAY #2 DUE IN CLASS AND ON CANVAS
9/25	<i>Inquiry</i> , Chapter Five, pp. 114-131 (omit pp. 132-139) Bring your book to class to look at examples of topics in “Entering the Conversation of Ideas” section of the text. In-class work on choosing and refining topics and formulating questions	Canvas #3—Choose an issue-based topic related to one of the essays in <i>Inquiry</i> , then follow steps 1 through 5 under “A Practice Sequence” on pp. 130-131.
9/27	Read <i>Inquiry</i> , Chapter Six, pp. 141-164. Bring your book to class. In-class work on analyzing authors’ thesis statements and building a thesis, using examples from “Entering the Conversation of Ideas” section of the text.”	Using the topic that you have selected, turn in your typed answers to questions one through four in the exercise—“A Practice Sequence” on p. 158 of <i>Inquiry</i> .
9/30	Read <i>Inquiry</i> , Chapter Seven, pp. 165-186 Bring your book to class.	Canvas #4—Write #250 words on your experience with conducting

	Introduction to University-level expectations for research and report writing.	research and writing researched-based papers. Be specific, and include what learned and what was difficult.
10/2	Read <i>Handbook</i> , p. 54-57 “Tips For Writing a Report,” and Read <i>Inquiry</i> , Chapter Eight, pp. 187-246 Bring your books to class. In-Class work on building a synthesis chart.	Bring in two sources for your essay #3—printouts or photocopies.
10/4	Mandatory class attendance in the library	Bring in your topic for essay #3 and work on exercises given by the Librarian.
10-7	Mandatory class attendance in the library	Complete Library Worksheet, as assigned by the Librarian.
10/9	Read <i>Inquiry</i> , Chapter Eleven, pp. 314-339 Bring your book to class to look at introductions in “Entering the Conversation of Ideas” section of the text.	Bring in a typed introduction of your essay #3, using one of the strategies under “Steps to Drafting Introductions: Five Strategies” on page 320 of <i>Inquiry</i>.
10/11	Read <i>Handbook</i> , pp. 107-169. Bring <i>Handbook</i> to class to work on MLA style. Go over plagiarism issues and MLA documentation format in class.	Bring in your sources for Essay 3# documented in MLA Works Cited format.
10/14	Mandatory In-Class Peer-Review Workshop Essay #3	Bring in two typed copies of your essay #3 draft to workshop with your groups.
10/16	Cleaning up grammar—Skim through <i>The Little Pelican Handbook</i> pp. 268-354, paying particular attention to issues that you struggle with in your writing—Bring your <i>Handbook</i> with you to class In-class—Grammar trouble-shooting	Type out and bring in your answers to the ODD numbered questions in Exercise S-9, “Shifts,” on p. 445 of <i>The Little Pelican Handbook</i>.
10/18	Continued in-class work on grammar and sentence construction— Bring in <i>The Little Pelican Handbook</i> and a revised copy of your essay#3 to edit in class.	Bring in a typed, revised draft of your Essay #3 to edit in class.
10/21	Read <i>Inquiry</i> , Essay by Derrick Jensen and Stephanie McMillan, “As the World Burns: 50 Simple Things You Can Do to Stay in Denial,” pp. 677-693. Bring in your book for analysis work.	Essay #3 DUE in class and on Canvas.
10/23	Narrowing your topic and Writing a Proposal <i>Inquiry</i> , Chapter 7, only pp. 184-186; Chapter 13, only pp. 371-378, and <i>Handbook</i> , pp. 66-69 and pp. 74-78. Bring both books to class.	Type and bring in one paragraph describing your issue-based research question, purpose, and audience.
10/25	Fall Break—No Class	Keep thinking about your research essays!
10/28	Work in class on Essay #4 and Essay #5	Bring in your annotated bibliography with at least five sources and annotations, as per the instruction sheet I will give out.
10/30	Mandatory In-Class Peer-Review Workshop Essay #4	Bring in two typed copies of your essay #4 draft to workshop with your groups.
11/1	Read <i>Inquiry</i> , Essay by Jean Kilbourne, “Two Ways a Woman Can Get Hurt”: Advertising and Violence,” pp. 554-577 Bring in your book for analysis work.	Essay #4 DUE in class and on Canvas.
11/4	Read <i>Inquiry</i> , Essay by bell hooks, “Seeing and Making Culture: Representing the Poor,” pp. 486-493 Bring in your book for analysis work.	Canvas #5—Answer question TWO on the top of page 493 of <i>Inquiry</i>, under the subheading “Reading as a Writer: Analyzing Rhetorical Choices.”
11/6	Read <i>Inquiry</i> , Essay by Agustin Fuentes, “The Myth of Race,” pp. 629-650 Bring in your book for analysis work.	Canvas #6—Answer question ONE on the top of page 650 of <i>Inquiry</i>, under

		the subheading “Reading as a Writer: Analyzing Rhetorical Choices.”
11/8	Note-taking work in class—Handout with instructions in class	Bring in two of your sources for Essay #5 research paper—printouts or photocopies
11/11	Organizing your essay—Handout with instructions in class	Outlining and drafting work in class for Essay #5 research paper
11/13	Work on counterarguments; Pair exercises on counterarguments	Type and bring your Essay #5 main claim and three sub-claims to class, along with a counterargument for each sub-claim
11/15	Research and writing day—No class meeting	Work on your essay #5—Research paper
11/18	Proof-reading Work in class on your Essay #5. Sign-ups for Research Paper Conferences with me	Type and bring in your outline for Essay #5
11/20	Term Paper Troubleshooting Day	Bring in your typed introduction for Essay #5, including the thesis
11/22	Mandatory In-Class Peer-Review Workshop Essay #5	Bring in two typed copies of your Essay #5 to workshop with your groups
11/25	Essay #5 Research Paper Conferences—Meetings in my office Mandatory—You must sign up for and attend ONE conference time with me in my office, and you must bring a typed version of your essay, along with your source materials. On the days that you do not have a conference with me, use the time to continue work on your research paper.	Canvas #7—Write 250 words on what you like about your research topic and what you need to work on in your paper. Include what you would like to learn from me during our one-on-one meeting.
11/27-29	Thanksgiving Recess—No Classes	Be Thankful!
12/2	Essay #5 Research Paper Conferences— On the days that you do not have a conference with me, use the time to continue work on your research paper.	Meetings in my office
12/4	Essay #5 Research Paper Conferences— On the days that you do not have a conference with me, use the time to continue work on your research paper.	Meetings in my office
12/6	Essay #5 Research Paper Conferences— On the days that you do not have a conference with me, use the time to continue work on your research paper.	Meetings in my office
12/9	Essay #5 Research Paper Seminar—Mandatory Attendance (Commenting upon your classmates’ work)	ESSAY #5 DUE in class and on Canvas Turnitin Essay #5 Oral presentations begin
12/11	Essay #5 Research Paper Seminar (Commenting upon your classmates’ work)	Essay #5 Oral presentations continue
12/13	Essay #5 Research Paper Seminar (Commenting upon your classmates’ work)	Essay #5 Oral presentations continue
Monday 12/16 10:30- 1:00PM	Final Exam <i>From the Schedule of Classes: “The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.”</i>	Essay #6 —In-Class Essay Exam—Must be taken at the scheduled time and day