

## English 110 Syllabus

Semester	<b>Fall 2014</b>	Instructor Name	<b>Judy Cormier</b>
Course Title & #	<b>English 110</b>	Email	<b>judy.cormier@imperial.edu</b>
CRNs #	10053 10055 10057 10058	Webpage	<b>Available on the IVC home page under faculty websites</b>
Room	<b>2726</b>	Office	<b>2798</b>
Class Dates	<b>August 18- Dec.8</b>	Office Hours	MW 10:45-11:15 TuTh 1:00-2:30
Class Days	<b>MWF</b>	Office Phone #	<b>X6709</b>
Class Times	11:25-12:40 12:50-2:05 2:15-3:30 3:40-4:55	Office contact if student will be out or emergency	<b>Email</b>
Units	<b>4</b>		

## Course Description

The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

Before starting this class, it is expected that students will have a good mastery of sentence skills and punctuation. These subjects are dealt with extensively in English 08, 09, 51 and 59. We will do a brief review of these subjects, but if you have serious problems with fragments, run-on sentences, comma splices, ESL errors, etc., you need to acquire these basic skills *before* starting English 110. However, if you need help with any specific sentence problems, I will be happy to work with you individually.

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining (ILO1, ILO2)
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement.(ILO1, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 8,000- 10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

## Textbooks and Materials

**These materials are required. We will be using them extensively.**

- *Mercury Reader*. Pearson Custom Publishing. 2012. Print. ISBN: 1-256-56317-X.  
(The above book can only be purchased at the IVC bookstore. There is a copy on reserve in the library.)
- Glenn, Cheryl, and Loretta Gray. *Harbrace Essentials*. 1st ed. Boston: Wadsworth Pub, 2011. Print. ISBN: 978-0-495-90836-4 (This book can be rented from the bookstore.)
- Shakespeare, William. *Macbeth*. Dover Thrift Edition. Dover Publications: New York. 1993. Print. ISBN: 0-486-27802-6
- There will be some copying expenses. You will need to print out various handouts from my website or Blackboard. These will be used for both in-class and out-of-class papers.

**Bring these handout materials to every class meeting.**

## Course Requirements

### Portfolio

I may make changes in this portfolio. *Be careful not to miss any assignments. Late work loses points, and no late work will be accepted during finals week, except under special circumstances*

**Grading:** Assignments are scored on a 6 point scale and averaged to find the final score.

6.0-5.0=A 4.9-4.0=B 3.9-3.0=C 2.9-2.0=D 1.9-1.0=F 0=Missing, incomplete or unacceptable

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### Assignments

50%

## Scores

- \_\_\_ Critical thinking guide questions for readings (two sets)
  - \_\_\_ Paper #1 (definition)
  - \_\_\_ Paper #2 (argument critical analysis) and class editing credit (required)
  - \_\_\_ Paper #3 (compare/contrast critical essays) and class editing credit (required)
  - \_\_\_ Paper #5 (cause and effect literary analysis paper and materials)
  - \_\_\_ Average (add points and divide by 5)
- 

50%

- \_\_\_ Paper #4 research paper and other parts of the research project.

*You will need the following items for your research paper. If any of the following are missing, you will lose points.*

- Formal outline for paper (includes thesis).
- Eight page paper plus works cited page (9-10 pages with 9-12 sources).
- Editing day credit (Hard copy of paper must be completed or nearly completed to get editing credit).
- Office conference with me (at least one). Required.
- Working bibliography and/or research cards.
- Submission of paper to SafeAssign (on time).
- Hard copy of paper turned in for scoring.

## Grading Rubrics and Homework Policies

### Homework and Late Work:

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it may lose points. Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- I usually do not accept late work during finals' week; however, I may make exceptions. Work turned in during finals' week may lose extra points.
- I may make changes in the outline or portfolio as needed.
- Please do *not* e-mail late work to me. Hand it to me at the next class.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

### Essay Criteria and Scoring Rubric:

#### *Criteria for a high-quality ("A") paper*

#### ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner. Research is evenly inserted throughout the paper and not "top-loaded" all on one end.

#### DEVELOPMENT:

Paragraphs are fully developed and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

**CRITICAL THINKING:**

This paper avoids logical fallacies. It shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if necessary. Good quality and helpful examples are used. This paper distinguishes between effective and ineffective research quotations and paraphrasing. The conclusion shows good critical thinking skills concerning the subject and avoids summary. Paper avoids clichés like the plague.

**RESEARCH:**

This paper follows MLA format precisely. The works cited page is done correctly. Internal citations match the works cited page. The student demonstrates the ability to evaluate sources by using only good quality and responsible sources in the paper. The paper goes beyond obvious information and shows sound, thorough research. The student can defend his or her sources' credentials. Both quotations and paraphrasing are used in the paper, and both are cited correctly. The paper uses a variety of signal phrases and is clear about what information came from a source and what came from the student. The student shows engagement in the research process by submitting a formal outline and working bibliography or research cards. There is no plagiarism in this paper. Student tries to find primary as well as secondary sources.

**MECHANICS AND LANGUAGE:**

Student demonstrates an excellent command of grammar, spelling and punctuation. There are few or no GPS errors in this paper. Student demonstrates a thorough command of the English language and no ESL errors will be found in this paper. Paper is written in formal language and uses appropriate tone. Student demonstrates a command of sentences by using sentence variety and sentence combining skills. Fluency is demonstrated by the appropriate use of transitional words and phrases. Paper is well-edited for typos and other typing errors.

*Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.*

**Scoring Rubric:****5.8-6.0 (“A+”) Excellent**

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

**5.0-5.7 (“A”) Very good**

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

**4.0-4.9 (“B”) Commendable**

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

**3.2-3.9 (“C”) Acceptable**

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are OK but still show occasional errors. The paper might be a little short or the paragraphs may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

**2.9-3.1 (“D+/C-”) Borderline**

This paper is on the edge and not really acceptable. It is written at an English 99 level. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some serious studying!

**2.0-2.8 (“D”) Not acceptable : Below minimum standards**

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading. The paper might not follow proper MLA protocol.

**1.0-1.9 (“F”) Very poor**

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

**0 (“F”) Missing or not accepted for scoring**

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. Perhaps it was not submitted into Blackboard on time (if required).

**Attendance**

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.



- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an “F” in the class.
- Come on time and stay until the class is dismissed. Don’t forget to sign the roll sheet. If you forget, you will be marked absent. Don’t let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

## Classroom Etiquette

- Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- No food in the classroom. No soda cups with straws and no coffee cups.
- In an *English* class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume *everyone* in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class! 😊
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- PLEASE turn cell phones off! Thank you.

## Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly cite a source, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

## Additional Help: Website and Blackboard

### *Resources:*

- The skeleton lecture notes can be found on my website or on Blackboard. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:  
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.)  
[orwww.roanestate.edu/owl](http://orwww.roanestate.edu/owl)
- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.


**Blackboard:**

All out-of-class essays must be submitted to Blackboard's SafeAssign *before* you hand in the hard copies to me. I will not score an out-of-class paper, unless it is in Blackboard first.

You don't need to put the works cited page or outline in Blackboard.

If you can't submit the paper from your own computer, try submitting it from a computer on campus. If you have trouble, contact the Blackboard help desk listed below.

To access Blackboard and submit homework into SafeAssign:

- Go to the **IVC home page**.
- Click on **Students**.
- Click on **Blackboard**.
- Type in the first part of your IVC email address (example: msmith123) and your password.
- Find **our class** and click on that.
- From the menu on the left click on **Assignments (assignments and instructions)**.
- Find the appropriate assignment that says, "**submit paper # \_\_ here**" and click on that.)
- From the Browse box click on **Browse**, find your file, click on it and then click **open**.
- Check the box that says "**I agree to submit my paper(s) to the Global Reference Database**" (BE SURE TO CHECK THIS BOX)
- Click **Submit**. 

To check your submission, go back to the link and click on **view/submit** again.

**Blackboard help desk: 1-855-532-6983.**

## Disabled Student Program and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100. Contact them at 760-355-6313 if you feel you need to be evaluated for educational accommodations.

## Student Counseling and Health Services

Students have counseling and health services available provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

## **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at

[http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

## **Information Literacy**

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

## Class Schedule

MWF

## English 110 Class Outline

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I may add, change, or eliminate assignments. Pages reference *Harbrace Essentials* 1<sup>st</sup> ed.

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### August

M 18

DUE: **Survey**

TOPICS:

- Survey
- Introduction to class.
- “The Success Equation” and instructions for writing sample.

One page: “What is your strategy for success in this class? Do any of the problems mentioned in the ‘Success Equation’ apply to you? If so, what are you planning to do to keep from falling into one of those traps?”

HW:

- [ ] Buy textbooks.
  - [ ] Bring the *Mercury Reader* next class.
  - [ ] Print out the English 110 handout package and syllabus outline from Blackboard.
  - [ ] Do writing sample
- 

W 20

DUE: **writing sample**

TOPICS:

- Competency vs facility.
- Working with Word and submitting a paper into SafeAssign  
(Hard copies of papers are always submitted to me for scoring.)
- ❖ Working with language:
  - Establishing style, tone and voice
  - *Ethos, Pathos and Logos*
  - Denotation and connotation
  - Textuality

HW: Review punctuation, grammar, and writing essentials pages 2-235.

**NOTE:** We will be using information from the *Working with Language* lecture for several assignments this semester. You can review the lecture notes on Blackboard any time you need to. They are in the Miscellaneous module.

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F 22

DUE: -----

TOPICS:

- **How to do the reading assignments and guide questions.**
- Working with language (continued).

HW: Do assigned readings (2) and guide questions. Number questions 1-14.  
Review punctuation, grammar, and writing essentials pages 2-235.

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M 25

DUE: -----

TOPICS: Hallmarks of informality and troublesome words.

HW: Work on guide questions.  
Review punctuation, grammar, and writing essentials pages 2-235.

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W 27

DUE: -----

TOPICS: Grammar and punctuation review.

HW: Work on guide questions.  
Review punctuation, grammar, and writing essentials pages 2-235.

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F 29

DUE: -----

TOPICS: Grammar and punctuation review.

HW: Review punctuation, grammar, and writing essentials pages 2-235.

➡ *Guide questions are due next class.*

- ✓ (Check out this O.W.L. for more grammar practice: <http://owl.english.purdue.edu/>.  
Click on non-Purdue instructors and students.  
You can also check out [www.roanestate.edu/owl](http://www.roanestate.edu/owl))
- 

## September

M 1 Labor Day



W 3

DUE: **Guide questions**

TOPICS:

- Definition vs description.
- *Ethos, logos* and *pathos* in “Autumn” and “Hyperliving.”
- Writing narrative-structured papers.
- **Detailed instructions and thesis for paper #1 (definition).**

(Instructions can be found on Blackboard in the assignments and instructions module)

HW: Work on paper #1.

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F 5

DUE: -----

TOPICS:

- Pre-evaluation of “Winning.”
- Writing effective essay introductions.

HW: Work on paper #1.

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M 8

DUE: -----

TOPICS: Writing effective essay conclusions.

HW: Work on paper #1.

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W 10

DUE: -----

TOPICS: Writing and evaluating effective thesis statements.

HW: -----

*Paper #1 is due next class.*

 *Turn in hard copy to me and submit this paper into SafeAssign.*

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F 12

DUE: **Paper #1 (definition)**

TOPICS: Thesis statements in-class exercise.

HW: -----

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M 15

DUE: -----

TOPICS:

- ❖ Prewriting and organizing point-centered essays:
  - The writing process.
  - Organization and evaluation of point-centered essays.

HW: -----

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W 17

DUE: -----

TOPICS:

- **Detailed instructions for paper #2 (argument- critical analysis of reading)**  
(Instructions can be found on Blackboard in the assignments and instructions module:  
Essay #2- Instructions for argumentative critical analysis essay.)

- ❖ Working with paragraphs and essay development in point-centered papers:
  - Eliminating redundancy.
  - Paragraph quality and development.
  - Using transitions for fluency and coherency.
  - Review of essay scoring criteria

HW: Work on paper #2.

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F 19

DUE: ----- **This class may be cancelled. If so, these topics will be incorporated into other classes.**

TOPICS:

- Post-evaluation of “Winning”
- Working with outlines. Testing your thesis with informal outlines.

HW: Work on paper #2.

- ✓ *Class editing and conferencing are part of your grade for this paper. If you are absent, come into class late, have only half of a paper or no paper at all, you will lose points, perhaps up to a full grade. Be sure this paper is done, printed out and ready for editing!*
-



M 22

DUE: -----

TOPICS: Recognizing and avoiding logical fallacies (lecture).

HW: Work on paper #2.


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W 24

DUE: -----

TOPICS: Logical fallacies exercise (P.E.)

HW:

- Work on paper #2.
  - Read MLA research information and plagiarism pages 248-336.
  -  Bring *Harbrace* textbook next class.
- 

F 26


DUE: -----

TOPICS: Writing college-level research papers

- IVC databases and accessing ebooks. PDF vs document formats
- Reference pages in textbook
- Hints for Word
- MLA formatting
- How to use Easybib and Citationmachine
- Inserting pictures, graphs, charts and appendices in research papers

HW:

- Work on paper #2
- Keep reading pages 248-336.

 Editing day for paper #2 is next class. Bring a typed copy of paper and a highlighter marker.

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M 29

DUE: **Working draft of paper #2 (typed)**

TOPICS: Walk-through editing, conferencing and drafting of paper #2.

HW:

- Work on paper #2.
  - Keep reading pages 248-336.
-


## October

W 1

DUE: -----

TOPICS: Research papers continued.

- Conducting effective interviews (not all papers require interviews)
- Using primary sources
- Forming signal phrases (examples in handout package)
- Embedding quotations in research papers
- Working with summaries and paraphrases

HW:  *Final draft of paper #2 is due next class. Turn in hard copy to me and submit paper into SafeAssign.*

F 3

DUE: **Paper #2 final draft**

TOPICS: **Detailed instructions for paper #3** (compare/contrast reading analysis).

- ❖ Research papers continued.
  - Working bibliographies vs works cited pages.
  - Working with parenthetical citations

HW: Work on paper #3.

M 6

DUE: -----

TOPICS:

- ❖ Research papers continued
  - Sample paper: Matching internal citations to works cited page
    - *Fill-in- the- blanks exercise:*
  - Avoiding plagiarism and understanding “fair use”
  - Evaluating quality of sources
  - Balancing your paper


HW: Work on paper #3.

W 8

DUE: -----

TOPICS:

- ❖ Research papers continued.
  - Fill-in-the-blanks exercise
  - Identifying scholarly articles: magazines vs journals

HW:  Editing day for paper #3 is next class. Bring a typed copy of paper and a highlighter marker.

F 10

DUE: **Working draft of paper #3 (typed). Research survey.**

TOPICS: Walk-through editing, conferencing and drafting of paper #3.

- ❖ Research papers continued.
  - Finish fill-in-the-blanks exercise
  - Do survey and recap. Questions?

HW: Work on paper #3.


M 13

DUE: **Sign up research topics. Outlining. Conferences.**

TOPICS:

- Sign up research topics.
- **Constructing *Macbeth* charts.** (These will be needed for your final exam. We will be working on these in class.)
- Brainstorm a working outline.
- Individual research conferences and paper outlining. (Don't forget that you still need at least one office conference.)
- Midterm reports, success plans and "canary alerts."

HW:

- Bring copy of *Macbeth* to next class.
- *Final draft of paper #3 is due next class.*
-  *Turn in hard copy of paper to me and submit into SafeAssign.*

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**Important notes:**

**This is a handy checklist for you. Check off each part as you finish it.**

The following are your research paper project assignments. They are required. They are scored “credit” or “no credit.” If you do not satisfactorily complete them in a timely manner, points will be deducted from your final research paper.

- Formal outline for paper (includes thesis).
- Eight page paper plus works cited page (9-10 pages with 9-12 sources).
- Editing day credit (Hard copy of paper must be completed or nearly completed to get editing credit).
- Working bibliography and/or research cards.
- Office conference with me (at least one). To get credit bring your paper draft, works cited page and research cards or working bib.
- Submission of paper to SafeAssign (on time).
- Hard copy of paper printed out and turned in for scoring.

W 15

DUE: **Paper #3 final draft.**

TOPICS: Working with fiction. **Structuring charts for prewriting literature.**

Introduction to *Macbeth*. The following subjects and skills will be studied and practiced as we progress through the play:

- Comprehension of classical literature.
- Recognizing and evaluating literary devices.
- Summarizing.
- Predicting.
- Finding and tracing universal themes, metaphors and symbolism.
- Character analysis.
- Causal analysis
- Understanding rationalization
- Vocabulary development.
- Applying historical context (historicism).
- Text annotation skills.
- Writing a literary analysis paper. MLA for fiction.

HW:

- *Number lines in the play.*
- Work on research paper project. Check off each part as you finish it.

F 17

DUE: -----

TOPICS:

- *Macbeth* Act I group discussion  
(Prediction. Documentation of rising action. What is a tragic hero?  
Elisions, antithesis, blank verse structure, cross-referencing citations)
- Begin annotating text. Begin filling charts.

HW: Work on research paper and materials.

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M 20

DUE: -----

TOPICS: Continue with *Macbeth* Act I.

HW: Work on research paper.

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W 22

DUE: -----

TOPICS: Continue with *Macbeth* Act I.

HW: Work on research paper.

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F 24

DUE: -----

TOPICS: Continue with *Macbeth* Act I.

HW: Work on research paper.

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M 27

DUE: -----

TOPICS: *Macbeth* Act II group discussion  
(Historical context. How social conventions influence literature.)

HW: Work on research paper.

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W 29

DUE: -----

TOPICS: Continue with *Macbeth* Act II (plot devices)

HW: Work on research paper.

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F 31 Happy Halloween. Beware of witches!

DUE: -----

TOPICS: Continue with *Macbeth* Act II. (causal analysis / character analysis).

HW: Work on research paper.

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## November

M 3

DUE: -----

TOPICS: *Macbeth* Act III group discussion.

HW: Work on research paper.

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### **Reminder:**

***You should have had your office research conference with me by now.***

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W 5

DUE: -----

TOPICS: Continue with *Macbeth* Act III. (Definition. Understanding rationalization.)

HW: Work on research paper.

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F 7

DUE: -----

TOPICS: Continue with *Macbeth* Act III

HW: Work on research paper.

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M 10

DUE: -----

TOPICS: *Macbeth* Act IV group discussion. (exposition / description).

HW: Work on research paper.

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W 12

DUE: -----

TOPICS: Continue with *Macbeth* Act IV. (cause and effect).

HW: Work on research paper.

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F 14

DUE: -----

TOPICS: Continue with *Macbeth* Act IV.

HW: Work on research paper.

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M 17

DUE: -----

TOPICS: *Macbeth* Act V group discussion.

- The true story of *Macbeth*,
- The Curse of the Scottish Play” and historical sources.

HW: Work on research paper.

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W 19

DUE: -----

TOPICS:

- Writing a literary analysis paper.
- The elements of fiction.
- How to do blended argumentative / cause and effect papers.

HW: Work on research paper.

 *Bring a hard copy of your research paper for editing next class. Don't forget works cited page. We will be doing a lot with that!*

**Reminder:** *Editing credit is part of your grade for this paper. If your paper is not finished, you will lose points.*

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F 21

DUE: **Completed research paper draft (9-10 pages). Editing day.**

TOPICS: Editing and conferencing of research paper.

HW:

- Work on research paper.
- Update and organize *Macbeth* charts. You will be using these for your final.
- Bring a dictionary.

➔ *Research paper is due next class. Submit paper into SafeAssign.*

24-28 Thanksgiving



## December

M 1

DUE: **Paper #4 (research paper) and outline. Paper #5 draft**

TOPICS: Drafting of paper #5 (literary analysis)

HW: -----

W 3

DUE: **Paper #5 draft**

TOPICS: Drafting of paper #5.

HW: -----

F 5

DUE: **Paper #5 final draft.**

TOPICS: Peer-editing and final drafting of paper #5.

HW: -----

M 8

DUE: **Presentations of papers**

TOPICS: Polishing and final drafting of paper #5. Presentations. Last day.



Have a great vacation!