

Imperial Valley College Course Syllabus

Basic Course Information

Semester:	Fall 2017	Instructor Name:	Judy Cormier
Course Title & #:	English 110	Email:	judy.cormier@imperial.edu
CRNs #:	10265, 11127	Webpage:	Cormier, Judy
Classrooms:	3600, 2751	Office #:	2797
Class Dates:	Aug. 14-Dec.7, 2017	Office Hours:	MW 1:00-2:00 TuTh 1:00-1:30, Th 4:15-5:15
Class Days:	TuTh	Office Phone #:	(760) 355-5709
Class Times:	10:20-12:25, 2:00-4:05	Emergency Contact:	Use email
Units:	4		

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, 10, 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. Analyze an argumentative text for claim, support, and fallacies (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 6,000 words. Expository and argumentative papers constitute the bulk of student writing.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks and Other Resources or Links

Texts need to be purchased right away.

These materials are required, so bring them to every class meeting. We will be using them extensively.

- *Mercury Reader*. Pearson Custom Publishing. 2nd edition. 2014.
ISBN: 10-1-269-78848-5 or 13-978-1-269-78848-9
- Hacker, Diana and Nancy Sommers. *A Pocket Style Manual (with 2016 MLA update)*. 7th ed., Bedford/St. Martin's, 2016. ISBN: 978-1-319-08352-6
- Shakespeare, William. *Macbeth*. Dover Thrift Edition. Dover Publications, 1993.
ISBN: 0-486-27802-6
- There will be copying expenses.

Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. (Translated: A four unit class like this one could require eight hours of homework per week for a semester-length class. We will be doing various types of essays, a research paper, prewriting research activities, reading analysis for various non-fiction works, and a literary analysis paper and project based on fiction. See next section for portfolio activities.

Course Grading Based on Course Objectives

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 will lose points (up to ½ grade.) 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 that is unreasonably late may lose extra points (up to a full grade).
- I may add, change or eliminate assignments in the portfolio in order to better serve the needs of the class. 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
- Please do *not* email late work to me. Hand it to me at the next class.
- ***Keep all graded papers that are returned to you.*** 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. I only keep unreturned tests and papers for a few months.
- Submit papers into Canvas (if required) and into the correct file on time.

Essay Criteria and Scoring Rubric:

Papers are scored according to overall quality based on the criteria below. Excessive problems in any one of these areas or in any combination of them could result in low scores.

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:

Internal points are fully developed and multiple 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.

RESEARCH:

This paper follows MLA 8 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. There is no plagiarism in this paper.

MECHANICS AND LANGUAGE:

Student demonstrates an excellent command of grammar, spelling and punctuation. There are few or no grammar or punctuation errors in this paper. Student demonstrates a thorough command of the English language and no ESL errors will be found in this paper. Paper shows 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.

Paper is submitted into Canvas (if required) and into the correct file on time.

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 or the 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. Some problems may include the following: Occasional grammar and punctuation errors, the paper might be a little short or the points may be slightly underdeveloped, the thesis statement or conclusion might be a little weak, the examples or evidence may be minimal or superficial. This 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 09 level (or lower). Some problems may include the following: Critical thinking may be minimal and shaky, evidence and examples may be of poor quality, research may not be done in depth or embedded properly, possible frequent grammar and punctuation errors. Lack of effort, lack of preparation, or lack of editing may be showing.

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 or command of mechanics may be very shaky. Student may not understand the subject, the assignment, or the readings. 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. The paper might be showing signs of plagiarism. The paper was not submitted into Canvas (if required) and into the correct file on time. Peer-editing materials may be missing or incomplete.

Assignment Portfolio

This is a tentative portfolio. I may add, change or eliminate topics, assignments or due dates in order to better serve the needs of the class. Be careful not to miss any assignments. Late work loses points, and late work may or may not be accepted during finals week at my discretion.

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. Computer submission may not be done properly.

Assignments

Scores 33%

- ___ Critical thinking guide questions for reading(s)
- ___ Paper #1 (definition)
- ___ Paper #2 (argument. This paper requires a conference by appointment)
- ___ Paper #3 (compare/contrast critical essay)

33%

- ___ Paper #4 (literary analysis/ cause and effect paper)
- ___ Charts and other project materials

33%

- ___ Paper #5 (Research paper plus works cited page. Nine pages total)
- ___ Research prewriting materials and activities
 - Formal outline for paper (typed and including thesis)
 - Working bibliography (typed in full MLA 8 format. 20+ entries and summaries)
 - Library orientation
 - 1st editing/conferencing day credit (office by appointment)
 - 2nd editing/conferencing day credit (office by appointment)
 - 3rd editing/conferencing day credit (in-class)

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.
- 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

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. No soda cups with straws and no coffee cups. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- 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.
- 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! 😊

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting 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 “cite a source” correctly, 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 that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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) using a commercial term paper service.

Be sure to do your own literature chart projects—don’t merely copy from friends. That would be cheating.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).

- **Library Services**. There is more to our library than just books. You have access to tutors in the **Study Skills Center**, study rooms for small groups, and online access to a wealth of resources.

Resources:

- The skeleton lecture notes can be found on my website and on Canvas. 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.) or ww.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.
- To submit a paper into Canvas VeriCite: Go to our class Canvas site. Click on Assignments. Click on appropriate assignment. Click on submit assignment. Browse, find and open document. Click on “I certify that I have read . . .” Submit.
- CANVAS LMS. Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: **877-893-9853**.

I do not recommend using GoogleDocs. It usually causes formatting problems. I suggest using Word.

Disabled Student Program and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them 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.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of

developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Course Schedule / Calendar

TuTh Fall 2017

English 110 Class Outline

I may add, change, or eliminate topics, assignments or due dates in order to better serve the needs of the class. Changes may occur without prior notice.

August

Tu 15

DUE: **Survey**

TOPICS:

- Survey
- Introduction to class
- Competency vs facility
- How we learn (U.R.A.) Long-term & short-term memory
- Instructions for writing sample
- Individual conferences on survey

HW:

- [] Buy textbooks
- [] Bring the *Mercury Reader* next class
- [] Print out the English 110 handout package and syllabus outline from Canvas
- [] Read How we Learn (U.R.A.) Long-term & short-term memory (optional)
- [] Read “The Success Equation” on Canvas under **modules**
- [] Do writing sample

“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?”

Th 17

DUE: **writing sample**

TOPICS:

- **How to do the reading assignment and guide questions**
- Working with Word and MLA formatting for essays
- Grammar review (grammar errors)

HW: Work on guide questions

Read *Working with Language* on Canvas:

- ❖ Establishing style, tone and voice
- ❖ Introduction to *ethos*, *pathos* and *logos*
- ❖ Denotation and connotation
- ❖ Textuality

NOTE: We will be using information from the *Working with Language* lecture for more than one assignment this semester. Please spend some time with it.

Tu 22

DUE: -----

TOPICS: Punctuation and sentence errors review continued

HW: Work on guide questions

(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)

 *Guide questions are due next class*

Th 24

DUE: **Guide questions**

TOPICS:

- Pre-evaluation of “Winning”
- Hallmarks of informality

HW: -----

Tu 29

DUE: -----

TOPICS:

- **Instructions for paper #1 (definition)**
- Watch out for GoogleDocs!
- Understanding definition vs description
- Writing examples and powerful statements
- Writing effective essay introductions

HW: Work on paper #1  Bring handout package to classes

Th 31

DUE: -----

TOPICS: Finish essay introductions

Writing effective essay conclusions and avoiding summary

HW: Work on paper #1

September

Tu 5

TOPICS: Developing and structuring point-centered essays:

- Eliminating redundancy
- Paragraphs or points: superficial vs full development
- Using transitions for fluency and coherency
- Organization and evaluation of point-centered essays
- The writing process and writing academic titles

HW: Work on paper #1

Th 7

DUE: -----

TOPICS: Writing and evaluating effective thesis statements

How is a statement of intent different from a thesis?

HW: Finish paper #1  *Paper #1 is due next class*

Tu 12

DUE: **Paper #1**

TOPICS:

- **Instructions for paper #2 (argument- critical analysis of reading)**
- Responding to readings. Support vs proof
- Post-evaluation of “Winning”


HW: Work on paper #2

Th 14

DUE: -----

TOPICS:

- Working with outlines. Testing your thesis with informal outlines
- Review of essay scoring criteria
- Introduction to logical fallacies

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

REMINDER: Class editing and conferencing are part of your grade for this paper. If you are absent or have only half of a paper, you will need to make an appointment with me for an office visit in order to get full credit for this paper.

Tu 19

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

TOPICS: Why edit?

Walk-through editing and conferencing of paper #2

Writing college-level research papers:

- **Library pretest**
- What is a research paper (as opposed to a research essay)?
- Finding sources
- IVC databases and accessing ebooks. PDF vs html document formats
- Reference pages in textbook
- How to use Easybib and Citationmachine

HW: Finish paper #2

Read MLA research information and plagiarism in handbook

 Bring handbook to next class

Th 21

DUE: **Paper #2**

TOPICS: **Instructions for paper #3** (compare/contrast reading analysis)

Research papers continued:

- Inserting pictures, graphs, charts and appendices in research papers
- Working with summaries and paraphrases
- Forming signal phrases
- Embedding quotations in research papers
- Working with parenthetical citations

HW: Work on paper #3

Tu 26

DUE: -----

TOPICS: Research papers continued:

- Sample mini-research paper (NCLB)
- Working bibliographies vs works cited pages
- MLA 8 changes
- How to format works cited pages
- Matching internal citations to works cited page
 - *Fill-in-the blanks exercise:*
- Avoiding plagiarism and understanding “fair use.” Primary vs secondary sources
- Evaluating quality of sources
- Balancing your paper

HW: Work on paper #3  Select research topic from list on Canvas

Th 28

DUE: -----

TOPICS: Research papers continued. **Sign up subjects for research paper.** Brief conferences on subjects

- Continue fill-in-the-blanks exercise
- Identifying scholarly articles: magazines vs journals

HW: Work on paper #3

Begin compiling working bibliography and formal outline

October

Tu 3

DUE: -----

TOPICS:

- Finish fill-in-the-blanks exercise
- Conducting effective interviews
- Survey and recap

HW:

- Finish paper #3
- Continue compiling working bibliography and forming outline



Bring *Macbeth* to next class

Paper #3 is due next class

Th 5

DUE: **Paper #3. Research survey. Preliminary conferences about research topics**

TOPICS: Library?

Research vampires

HW: Work on research paper

The following is a handy checklist for you. All of the following are part of your grade and need to be completed:

- **Formal outline for the research paper** (*Typed and including thesis*)
 - **Working bibliography** (*Typed. 20+ entries. Don't forget summaries*)
 - **Three formal editing days / individual conferences (in-class and by appointment)**
 - **Nine-page paper including works cited**
-

Tu 10

DUE: -----

TOPICS:

- **Structuring literary charts.** *Numbering lines in the play*
- Background and introduction to *Macbeth*

The following subjects and skills will be studied and practiced as we progress through the play:

- Writing a literary analysis paper. MLA for fiction
- 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

HW: Work on research paper
Number lines in play


Th 12

DUE: -----

TOPICS:

- Finish background to *Macbeth*
- Working with the elements of fiction

HW: Work on research paper

 **Reminder: Three conferences are part of your grade for this paper. Missing conference credit will lower your grade for the final paper. The working bibliography and outline are due for the first formal conference next class**

Tu 17

DUE: **Working bibliography and outline (typed)**

TOPICS: First formal conference day ★

HW: Work on research paper

Th 19

DUE: -----

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

HW: Work on research paper

Tu 24

DUE: -----

TOPICS: Continue with *Macbeth* Act I

HW: Work on research paper.

 **Don't forget to make an appointment for your office conference(s).**

Th 26

DUE: -----

TOPICS: *Macbeth* Act II

HW: Work on research paper



Tu 31 Happy Halloween! Beware of witches!

DUE: -----

TOPICS: Continue with *Macbeth* Act II

HW: Work on research paper

November

Th 2

DUE: -----

TOPICS: *Macbeth* Act III

HW: Work on research paper

Tu 7

DUE: -----

TOPICS: Continue with *Macbeth* Act III

HW: Work on research paper

Th 9

DUE: -----


TOPICS: Continue with *Macbeth* Act III

HW: Work on research paper

 **Bring completed or nearly completed copy of research paper for second conferencing day next class. Don't forget the works cited page**

Tu 14

DUE: **Completed research paper for editing**

TOPICS: Second formal editing/ conference day 
Macbeth Act IV

HW: Work on research paper

 **Don't forget that you need three conference days (or more) total**

Th 16

DUE: -----

TOPICS: Continue with *Macbeth* Act IV

HW: Work on research paper


Thanksgiving 20-24



Tu 28

DUE: -----

TOPICS: *Macbeth* Act V

HW:  *Research paper is due next class*

Th 30

DUE: **Paper #5 (research paper)**

TOPICS: Continue with *Macbeth* Act V

- Writing a literary analysis paper
- The true story of *Macbeth*
- “The Curse of the ‘Scottish Play’” and historical sources

➡ *Bring charts, book and physical dictionary next class*

HW: -----

December

Tu 5

DUE: **Draft of paper #4**

TOPICS: Paper #4 (literary analysis) drafting and editing (final exam)

HW: -----

Do not take your paper draft home and do not bring any prewritten drafts from home. That would be considered cheating. All work is done in class.

Th 7

DUE: **Final draft of paper #4 and charts**

TOPICS: Paper #4 (literary analysis) final drafting (final exam)

Last day



Have a great break!