

Imperial Valley College Course Syllabus

Basic Course Information

Semester:	Winter 2015	Instructor Name:	Judy Cormier
Course Title & #:	English 110	Email:	judy.cormier@imperial.edu
CRN #:	15047	Website:	Cormier, Judy
Classroom:	2751	Office #:	2798
Class Dates:	Jan. 6- Feb. 6, 2015	Office Hours:	By appoint. only in winter
Class Days:	M-F	Office Phone #:	None in winter
Class Times:	10:45-1:35	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. 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 & Other Resources

Texts need to be purchased right away, preferably the first week of class.

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.
Print: ISBN: 10-1-269-78848-5 or 13-978-1-269-78848-9
or Ebook: ISBN: 1269473999
(The above book can only be purchased at the IVC bookstore.)
- 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 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. Summer and winter classes will assign 3X that much due to the condensed schedules.)

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 make changes in the outline or portfolio as needed.
- Please do *not* email late work to me. Hand it to me at the next class.
- All out-of-class papers must be submitted into SafeAssign before I will grade them. Papers not submitted will receive a 0.
- ***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. 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 SafeAssign on time (if required).

Assignment 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

All out-of-class papers must be submitted into SafeAssign before I will grade them. Papers not submitted will receive a 0.

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

Assignments

Scores

50%

- ___ Critical thinking guide questions for readings (10%)
- ___ Paper #1 (definition) (10%)
- ___ Paper #2 (argument) (10%)
- ___ Paper #3 (compare/contrast critical essay) (10%)
- ___ Paper #5 (literary analysis/ cause and effect paper plus project materials) (10%)

50%

- ___ Paper #4 (Eight page research paper plus works cited page.
9-10 pages total with 9-12 sources) (35%)
- ___ Research prewriting materials and activities (15%)
 - Formal outline for paper (typed and including thesis)
 - Working bibliography (typed in full MLA format. 20-30 entries)
 - Editing day credit (Hard copy of paper must be completed or nearly completed to get credit for editing.)
 - Office conference (at least one)

Attendance

For an ultra-condensed winter class, more than one absence is excessive.

- 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. Stragglng 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.

Additional Student Services and Support

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.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[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 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.) 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.

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.

If you need to make changes to your paper, submit it again. Be sure your best work is in there.

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 and click on **view/submit** (Look for the icon of a piece



of notebook paper with a ruler on it)

- 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 to the global reference database.**”
- Click **Submit**.

BE SURE TO DO BOTH OF THESE OR YOUR PAPER WON'T SAVE!

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 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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

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

Winter 2015

English 110 Class Outline

I may add, change, or eliminate assignments. Pages reference *Harbrace Essentials*.

January

Tu 6

DUE: **Survey**

TOPICS:

- Survey
- Introduction to class.
- Competency vs facility.
- The special challenges of ultra-condensed winter classes.
 - Attendance
 - Time management for homework
- “The Success Equation” and instructions for writing sample.
- Working with Word and submitting a paper into SafeAssign
(Hard copies of papers are always submitted to me for scoring.)
- How we learn (U.R.A.) Long-term & short-term memory.
- Individual conferences on survey.

HW:

- ❖ Copy the following down in a planner or wherever you intend to keep your homework instructions. As you finish each item on the list, check it off.

[] Buy textbooks.

[] Bring the *Mercury Reader* next class.

[] Print out the English 110 handout package and syllabus outline from Blackboard.

[] Do writing sample.

W 7

DUE: **writing sample**

TOPICS:

- **How to do the reading assignment and guide questions.**
- Hallmarks of informality.
- Working with language:
 - ❖ Establishing style, tone and voice
 - ❖ *Ethos, Pathos* and *Logos*
 - ❖ Denotation and connotation
 - ❖ Textuality
- Start grammar review.

HW: Do assigned reading and guide questions. Number questions 1-14.

Th 8

DUE: -----

TOPICS: Grammar and punctuation review.

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)

F 9


DUE: -----

TOPICS:

- ❖ Introduction to narrative-structured essays
 - Definition vs description.
 - *Ethos, logos* and *pathos* in “Autumn” and “Hyperliving.”
 - **Instructions for paper #1 (definition).**

- ❖ Introduction to point-centered essays
 - Pre-evaluation of “Winning”
 - Writing effective essay introductions.

HW: Work on paper #1.

 *Guide questions are due next class.*

M 12

DUE: **Guide questions**

TOPICS:

- Writing effective essay conclusions.
- Writing and evaluating effective thesis statements.

HW: Work on paper #1.

Tu 13

DUE: -----

TOPICS:

- Writing and evaluating effective thesis statements continued.
- ❖ Developing and structuring point-centered essays.
 - The writing process.
 - Eliminating redundancy.
 - Paragraph quality and development.
 - Using transitions for fluency and coherency.
 - Organization and evaluation of point-centered essays.

HW: Work on paper #1.

Read MLA research information and plagiarism pages .

W 14


DUE: -----

TOPICS:

- Review of essay scoring criteria.
- Post-evaluation of “Winning.”
- Working with outlines. Testing your thesis with informal outlines.
- Writing examples and powerful statements.
- Recognizing and avoiding logical fallacies (P.E).

HW: Keep reading pages .

Paper #1 is due next class.

 *Submit this paper into SafeAssign and bring hard copy.*

 *Bring Harbrace next class.*

Th 15

DUE: **Sign up subjects for research paper. Paper #1 (definition).**

TOPICS:

- ❖ **Detailed instructions for paper #2 (argument- critical analysis of reading)**
(Instructions can be found on Blackboard in the assignments and instructions module:
Essay- Instructions for argumentative critical analysis essay.)
- ❖ Writing college-level 9-10 page research papers.
 - **Sign up subjects research paper.**
 - Doing library research.
 - IVC databases and accessing ebooks. PDF vs document formats
 - Reference pages in textbook

- Hints for Word
- MLA formatting
- How to use Easybib and Citationmachine
- Conducting effective interviews
- Using primary sources
- Inserting pictures, graphs, charts and appendices in research papers

HW: Work on research paper.
Work on essay #2.

Important notes:

The following are credit assignments. They are required. If you do not satisfactorily complete them, points will be deducted from your final research paper. They are worth a cumulative 15%. I do not accept incomplete materials. Format carefully.

- **Formal outline for the research paper** (*Typed and including thesis*)
- **Working bibliography** (*Typed. 20-30 entries*)
- **Office conference** (*At least one*)
- **Editing credit**
A hard copy of the paper must be completed or nearly completed to get credit for editing.
- **Submission of paper to SafeAssign** (*on time*)

F 16

DUE: -----

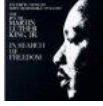
TOPICS: Research papers continued.

- Forming signal phrases (examples in handout package)
- Embedding quotations in research papers
- Working with summaries and paraphrases
- Working bibliographies vs works cited pages
- Working with parenthetical citations
- Sample paper: Matching internal citations to works cited page

HW: Work on research paper.
Work on paper #2.

 Bring copy of *Macbeth* to next class. *Number lines in the play.*

M 19 MLK Day



Tu 20

DUE: **Research survey**

TOPICS: Research papers continued.

❖ *Fill-in-the-blanks exercise:*

- Avoiding plagiarism and understanding “fair use”
- Evaluating quality of sources
- Balancing your paper
- Finish fill-in-the-blanks exercise.
- Identifying scholarly articles: magazines vs journals
- Do survey and recap

HW: Work on research paper.
Work on paper #2.

W 21

DUE: -----

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

- **Structuring charts for prewriting literature.**
- Comprehension of classical literature.
- Recognizing and evaluating literary devices.
- Summarizing.
- Predicting.
- 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: Work on research paper.
Paper #2 is due next class.

 *Submit this paper into SafeAssign and bring hard copy.*

Th 22

DUE: **Paper #2 (argument).**

TOPICS:

- **Detailed instructions for paper #3** (compare/contrast reading analysis).
- *Macbeth* Act I group discussion
(Prediction. Documentation of rising action. What is a tragic hero?)
❖ Begin annotating text.

HW: Work on research paper.
Work on paper #3.

F 23

DUE: -----

TOPICS: Continue with *Macbeth* Act I

HW: Work on research paper.
Work on paper #3.

M 26

DUE: -----

TOPICS: Continue with *Macbeth* Act I.

HW: Work on research paper.
Work on paper #3.

Tu 27

DUE: -----

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

HW: Work on research paper.
Work on paper #3.

W 28

DUE: -----

TOPICS: Continue with *Macbeth* Act II.

HW: Work on research paper.
Paper #3 is due next class.



Submit this paper into SafeAssign and bring hard copy.

Th 29

DUE: **Paper #3 (compare and contrast)**

TOPICS: Continue with *Macbeth* Act II.

HW: Work on research paper.

F 30

DUE: -----

TOPICS: *Macbeth* Act III group discussion (definition. Understanding rationalization).


HW: Work on research paper.

February

M 2

DUE: -----

TOPICS: Continue with *Macbeth* Act III

HW:  *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!*

Tu 3

DUE: **Research paper draft for editing.**

TOPICS:


- Editing and conferencing of research paper. (one hour)
- Continue with *Macbeth* Act III

HW: Work on research paper.

W 4

DUE: -----

TOPICS: *Macbeth* Act IV group discussion (causal analysis /character analysis).

HW:  *Submit the research paper into SafeAssign and bring hard copy.*

Th 5

DUE: **Paper #4 (research paper)**

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

HW:  *Bring charts, black pens, dictionary, and paper next class.*

F 6

DUE: **Paper #5 (cause and effect literary analysis).**

TOPICS: Last day.

- Writing a literary analysis paper.
- How to do blended argumentative / cause and effect papers.
- Paper #5 (literary analysis.)



Have a great break!