

## Imperial Valley College Course Syllabus

**Basic Course Information**

Semester:	<b>Spring 2016</b>	Instructor Name:	<b>Judy Cormier</b>
Course Title & #:	<b>English 09</b>	Email:	<b>judy.cormier@imperial.edu</b>
CRNs #:	<b>20231, 20232</b>	Website:	<b>Cormier, Judy</b>
Classrooms:	<b>2900, 2751</b>	Office #:	<b>2797</b>
Class Dates:	<b>Feb. 16-June 7, 2016</b>	Office Hours:	<b>MW 1:00-2:30 TuTh 1:00-1:30</b>
Class Days:	<b>TuTh</b>	Office Phone #:	<b>(760) 355-5709</b>
Class Times:	<b>10:20-12:25, 2:00-4:05</b>	Emergency Contact:	<b>Use email</b>
Units:	<b>4</b>		

**Course Description**

Preparation for ENGL 110. The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008 (ENGL 098). (Nontransferable, non-degree applicable)

**Student Learning Outcomes**

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

- Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
- Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
- Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
- Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

**Course Objectives**

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

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.
8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

## Textbooks and Materials

### Required:

Ellsworth, Blanche and John A. Higgins. *English Simplified*. 13<sup>th</sup> ed. Boston: Pearson Education. 2013. Print. ISBN: 10: 0-205-11046-0 or 13: 978-0-205-11046-9

**Optional: (The following book is *strongly* recommended if you are struggling with writing and punctuating sentences. It is a workbook.)**

Rubin, Dorothy. *Grammar and Usage Simplified*. 1<sup>st</sup> ed. Boston: Pearson/Longman. 2005. Print. ISBN: 0-321-12249-6

**Required:**

- Dictionary or spell-checker.
- Highlighter marker, **black** pens (no Sharpie-type markers), pencils, white-out.
- Standard (large) size Blue Book or Green Book (needed for department exam).
- Loose-leaf 11 x 8 ½" white notebook paper (preferably without plastic striping).  
(Get proper size notebook paper.)
- *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.*

## 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 mini research paper and reading analysis for various non-fiction works. See next section for portfolio activities.

## Course Grading Based on Course Objectives

**General Policies:**

- I may add, change or eliminate assignments and topics from the class outline in order to better serve the needs of the class.
- When doing in-class essays, all drafts and materials are to be turned in before you leave. Do not take any materials home. If you take materials home, I may not accept your paper.

- ***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.
- Papers are awarded points based on a six point scale. Points reflect the overall quality of the work turned in, how complete the work is, and whether the instructions for the assignment were properly followed.
- Papers that do not demonstrate competency in the basic writing skills of grammar, spelling and punctuation will not receive passing scores. (See essay rubric for specific grading criteria.) The points are averaged. (See portfolio page for more information and specific assignments.)

### **Homework and Late Work Policies:**

- 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.
- Work that is unreasonably late may lose extra points (up to a full grade).
- 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.
- Please do *not* e-mail 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.

### **Grading rubric:**

#### **Grading 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.

**DEVELOPMENT:**

Body 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 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 applicable. Good quality and helpful examples are used. Conclusions avoid summary. The conclusion may include:

- A judgment about the overall value of the topic
- A general comprehensive statement or closing thought-provoking question
- Evaluation of the subject itself
- Suggestions/ recommendations to the reader
- An "educated guess" as to the future of the topic
- Other methods of showing critical thinking about the subject.

**RESEARCH:**

This paper follows MLA format precisely. The works cited page is done correctly and includes at least four or five entries. Internal citations match the works cited page. The student demonstrates an emerging ability to evaluate sources by using only good quality sources in the paper. There is no plagiarism in this paper.

**MECHANICS:**

This paper demonstrates excellent grammar, spelling and punctuation skills. There are few or no GPS errors in this paper. The paper has a variety of sentence types and patterns. The paper shows a good command of the English language and no ESL errors will be found.

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

## **Grading Scale:**

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 or incomplete

### **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 okay 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. 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. Assignments are scored 1.0 to 6.0 and averaged.

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### Assignment Group #1 (25%)

scores

\_\_\_\_\_ Essay #1 (cause and effect—"college adjustments")

\_\_\_\_\_ Essay #2 (argument)

\_\_\_\_\_ Essay #3 (compare and contrast—"RC and MC")

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### Assignment Group #2 (25%)

\_\_\_\_\_ Essay #4 (cause and effect-- research paper.)

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### Assignment Group #3 (25%)

\_\_\_\_\_ Sentence combining (two-part assignment)

\_\_\_\_\_ Grammar test (midterm exam)

\_\_\_\_\_ Paragraph and guide question portfolio

Reminder:

*DO NOT submit individual paragraphs into the computer. The entire paragraph portfolio is to be kept together and submitted one time as a single assignment. The printed hard copy is turned in to me for scoring. The following list is tentative and may change.*

- Paragraph #1 (argument "moon")
- Paragraph #2 (description "house")
- Paragraph #3 (definition)
- Paragraph #4 (argument "advertising")
- Paragraph #5 (process analysis "mouse")
- Guide questions (nonfiction)
- Guide questions (fiction)

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### Assignment Group #4 (25%)

\_\_\_\_\_ Essay #5 (Argument. English department final exam). This is 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.
- 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.

- **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](http://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.

**If you need to reset your login password go to <http://reset.imperial.edu> or call the admissions office at 760-355-6101 or IT at X6500.**

## 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

TuTh Spring 2016

ENGLISH 09 CLASS OUTLINE

The following schedule is tentative. I may add, change or eliminate assignments and topics in order to better serve the needs of the class.

## February

### Tu 16

DUE: **Survey.**

TOPICS:

- Introduction to class.
- Competency vs facility.
- Tour of the syllabus.
- How to submit an assignment into Blackboard's SafeAssign.
- Do Survey.

HW: Buy text and materials. Print out handout package materials.  
Type up diagnostic essay (strategy for success)

### Th 18

DUE: -----

TOPICS:

- Begin troublesome words list.
- **Instructions for nonfiction guide questions.**
- "The Success Equation"

HW: Work on diagnostic essay (strategy for success)  
Type up guide questions *and save them in your portfolio/ guide questions file.*

### Tu 23

DUE: **Diagnostic essay (strategy for success) for conferencing.**

TOPICS:

- How we learn (U.R.A.). Long-term & short-term memory.
- Writing for an academic audience: Hallmarks of informal language and common errors to avoid in college writing.

HW: Read through grammar and punctuation review in your book. If you bought the workbook, start working on it. Do a couple of chapters a night, perhaps.

➡ *We will have a grammar test as the midterm.*

### Th 25

DUE: -----

TOPICS: Grammar and punctuation review.

HW: Read *Working with Language* (This can be found on Blackboard under **miscellaneous lectures**).  
Work on grammar.

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## March

### Tu 1

DUE: -----

TOPICS: Grammar and punctuation continued.

HW: Work on grammar.

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### Th 3

DUE: -----

TOPICS: Grammar and punctuation continued.

HW: Work on grammar.

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### Tu 8

DUE: -----

TOPICS: Grammar and punctuation continued.

HW: Work on grammar.

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### Th 10

DUE: -----

TOPICS: Sentence combining and sentence variety.

HW:

- Work on sentence combining.
  - Work on grammar.
- 

### Tu 15

DUE: -----

TOPICS: Forming and evaluating thesis statements.

HW:

- Work on sentence combining.
  - Work on grammar.
- 

### Th 17

DUE: -----

## TOPICS:

- Thesis statements continued.
- **Preliminary evaluation of “Winning.”**
- Focusing and developing paragraphs.
- Evaluating paragraph quality.
- Eliminating redundancy.
- **Paragraph #1 drafting** (argumentative- “Moon”).

## HW:

- Type up paragraph #1 **and save it in your portfolio/ GQ file.**
- Work on sentence combining.
- Work on grammar.

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## NOTES:

- Keep all of your paragraphs and guide questions in one document file. Do a back-up on a flash drive.
- DO NOT submit individual paragraphs into SafeAssign! Paragraphs will be submitted all together as a portfolio at the end of the semester.
- A printed hard copy of your portfolio will also be turned in to me for scoring.

 *Sentence combining is due next class.*

**Tu 22**

DUE: **Sentence combining.**

## TOPICS:

- Writing the easy way vs writing the hard way
- The writing process.
- Outlining strategies.
- Using informal outlines to test a thesis.

## HW:

- Work on grammar.
- Read pages on writing MLA research papers. (This is the second half of your textbook.)

**Th 24**



DUE: -----

TOPICS:

- Introduction to basic MLA protocol and formatting.
- Review of troublesome words.
- Spelling tips.
- Hints for grammar test.

HW: -----

➡ *Midterm exam grammar test next class.*



**March 28- April 1** Spring Break

## April

**Tu 5**

DUE: **Midterm exam.**

TOPICS:

- Writing effective essay introductions.
- Midterm exam.

HW: -----

**Th 7**

DUE: -----

TOPICS:

- Writing effective essay conclusions.
- **Instructions for essay #1.**
- Review scoring criteria.

HW: Work on essay #1 (cause and effects—"college adjustments")

**Tu 12**

DUE: -----

TOPICS:

- Writing and evaluating point-centered essays.
- How to write argument and persuasion essays using critical thinking.
- How to do cause and effect papers.
- **Re-evaluating “Winning.”**
- Introduction to writing college research papers.

HW: Work on essay #1.

➡ *Bring a copy of essay #1 for editing next class.*

#### Th 14

DUE: **Printed draft of essay #1 for editing.**

TOPICS:

- Editing and conferencing of essay #1.
- Instructions for essay #4 (research paper). This is a double-point assignment.
- Writing research papers continued.

HW:

- Final draft essay #1.
- Work on research paper and outline. *There is a sample outline in the text and another one in your handout package. Get started on this right away.*

**This class is a “No Procrastination Zone.”**

➡ *Essay #1 is due next class. Submit into SafeAssign.*

#### Tu 19

DUE: **Essay #1.**

TOPICS: Research papers continued. Library?

HW: Work on essay #4 (research paper).

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➡ *We will be having an in-class essay next class. Bring writing materials.  
(No computers.)*

Reminder: When doing in-class essays, all drafts and materials are to be turned in before you leave. Do not take any materials home. If you take materials home, I may not accept your paper.

#### Th 21

DUE: **Draft of essay #2.**

TOPICS: Drafting of essay #2.

HW: Work on essay #4 (research paper).

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**Tu 26**

DUE: **Draft of essay #2.**

TOPICS: Drafting of essay #2.

HW: Work on essay #4 (research paper).

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**Th 28**

DUE: **Editing of essay #2.**

TOPICS: Editing and conferencing of essay #2.

HW: Work on essay #4 (research paper).

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**May**

**Tu 3**

DUE: **Final Draft of essay #2.**

TOPICS: Polishing and final drafting of essay #2.

HW: Work on essay #4 (research paper).

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**Th 5**

DUE: -----

TOPICS: Prep. for essay #3. Read and discuss "RC" and "MC." Do T charts for comp / cont.

HW: Work on essay #4 (research paper).

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**Tu 10**

DUE: **Draft of essay #3.**

TOPICS: Drafting of essay #3.

HW: Work on essay #4 (research paper).

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**Th 12**

DUE: **Draft of essay #3.**

TOPICS: Drafting of essay #3.

HW: Work on essay #4 (research paper).

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### Tu 17

DUE: **Editing of essay #3.**

TOPICS: Editing and conferencing of essay #3.

HW: Work on essay #4 (research paper).

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### Th 19

DUE: **Final Draft of essay #3.**

TOPICS: Polishing and final drafting of essay #3.

HW: Work on essay #4 (research paper).

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### Tu 24

DUE: -----

TOPICS:

- Definition vs description
- How to write description papers.
- Using sensory language.
- Using modifiers for description and clarity.
- **Paragraph #2 drafting** (description-“house”).
- How to write definition papers.
- Introduction to *ethos*, *logos* and *pathos* in definition writing.
- Read “Autumn” and “Hyperliving” articles.
- **Paragraph #3 drafting** (definition)

HW: Type up paragraphs #2 and #3 and put them in your paragraph/GQ portfolio.

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Editing of research paper next class. This is “grade-saver” day.

➡ Don't forget the works cited page!

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### Th 26

DUE: **Completed draft of research paper (essay #4) and outline for editing.**

TOPICS: Editing and conferencing of research paper.

HW: Final draft research paper. ➡ *Research paper is due next class.*

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### Th 31

DUE: **Essay #4 (research paper) and outline. (Be sure it is in SafeAssign)**

## TOPICS:

- Evaluating advertising. Group discussion.
- **Paragraph #4 drafting** (argument- “advertisement”).
- Writing process analysis papers.
- **Paragraph #5 drafting** (process analysis –“mouse”)

HW: Type up paragraphs #4 and #5 and put them in your paragraph/GQ portfolio.

➡ *Don't forget your large Blue Book for department final next class!*

➡ *Paragraph/GQ portfolio is due next class. Submit into SafeAssign.*

## June

### Th 2

DUE: **Essay #5 (department final). Paragraph/GQ portfolio.**

## TOPICS:

- Tips for taking essay tests.
- **Essay #5 (department final).**

HW: -----

### Tu 7

DUE: -----

## TOPICS:

- Re-evaluating diagnostic essay
- Understanding and using homonyms, homophones and homographs (worksheet)
- The elements of fiction.
- Reading and translating “The Cask of Amontillado.”
- How to do fiction guide questions.
- Extra credit? Maybe.

Last day.



Have a great break!