

Basic Course Information

Semester:	Spring 2020	Instructor Name:	Judy Cormier
Course Title & #:	English 110	Email:	judy.cormier@imperial.edu
CRNs #:	21328	Webpage:	Cormier, Judy
Classrooms:	2725	Office #:	2797
Class Dates:	Feb. 18- June 11, 2020	Office Hours:	MW 11:30-1:00 TuTh 3:30-4:00
Class Days:	Tu Th	Office Phone #:	(760) 355-5709
Class Times:	1:00-3:05	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, 110/55. 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.

Course prerequisite(s) and/or Corequisite(s)

ENGL 009 or ENGL 010 or ENGL 099 with a grade of "C" or better or appropriate placement.

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 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

Ackley, Katherine Anne. *Perspectives on Contemporary Issues: Reading Across the Disciplines*. 8th ed. Cengage. 2017. ISBN: 13: 978-1-305-96937-7

Shakespeare, William. *Macbeth*. Dover Thrift Edition. Dover Publications, 1993. ISBN: 0-486-27802-6

Paper folder with secure brads

There will be some 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 portfolio activities.

Course Grading Based on Course Objectives

Homework and Late Work:

- **All essays are to be submitted into Canvas before I will score them.**
- I may refuse to accept late work. Homework due dates are listed in the class outline. Papers turned in after I have collected them are late. I collect papers at the beginning of class.
- 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).
- Paper conference days are ***required***. If you miss any of these days, come in late or do not have the required work, you will lose points. Conference days are part of your 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.

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.

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.

All essays are to be submitted into Canvas before I will score them.

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

Assignments

33% Various essays (averaged)

33% Final exam in-class essay and project materials

33% Research paper, prewriting materials and conferences

Paper conference days are **required**. If you miss any of these days or do not have completed materials, you will lose points. Conference days are part of your grade.

Attendance

If you come in late on conferencing days, you may not receive any credit for that day.

Conferencing days are part of your grade for the assignment.

- 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. Stragglers 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 importance 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 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 www.roanestate.edu/owl

You can also make use of Grammarly, which is a grammar/punctuation checker.

- 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. The Word app can be downloaded for free through IVC. Canvas will not process gdocs.

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.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to

understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

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

English 110 Class Outline

Spring 2020 rev. 12-14-19

This is a tentative 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.

Look for the blue stars ★. These are days we have assignments due or we are covering other exceptionally important material. Readings reference *Perspectives on Contemporary Issues* 8th ed

February

Tu 18

DUE: **Survey**

TOPICS:

- Survey
- Introduction to class
- What do English 110 and an octopus have in common?
- Competency vs facility
- Watch out for GoogleDocs! Canvas will not process them
- How to submit a paper into Uni-check on Canvas
- Time management
- **Individual conferences on survey**


HW:

- Acquire textbooks and bring them to classes
- Get folder for final project
- Print out the English 110 handout package and syllabus outline from Canvas
- Read "The Writing Process" pp. 20-40

 Th 20

DUE: -----

TOPICS: Punctuation and grammar review. Ellipsis and brackets pp. 108-111

HW:  **Read assigned reading for paper #1. Bring reading with you to class** You can find grammar and punctuation review on Canvas

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

You can also make use of Grammarly, which is a free online grammar/punctuation checker

 Tu 25

DUE: -----

TOPICS: Evaluating articles and readings:

- What is a claim and how is it different from a thesis? (Thesis statement models are in H.O. pkg)
- How do we find or establish the audience? pp. 72-73
- What is tone? pp. 72-73
- Evaluating evidence
- Introduction to rhetorical appeals: *rhetorical ethos*, *social ethos*, *pathos* and *logos* pp. 76-78
- Paragraphs or points: superficial vs full development
- Structuring point-centered essays
- Eliminating redundancy

HW: Read *Working with Language* on Canvas  **Next class bring a highlighter**

Th 27

DUE: **Assigned reading**

TOPICS: **Activity:** Prep work for paper #1. Group reading and discussion of assigned reading ★

- Summarizing main points and finding the claim(s)
- Finding evidence of audience, rhetorical appeals and tone
- Working with reading comprehension

HW: Continue working with the reading and making notes

March

Tu 3

DUE: **Assigned reading**

TOPICS:

- Working with Word and MLA 8 for essays: Setting headers, margins and general formatting
- What is a classical argument? **Instructions for paper #1** ★

Activity: Continue with prep work ★

- Evaluating the quality of the author's evidence and development
- Highlighting important quotations
- Working with reading comprehension

HW: Work on paper #1

Th 5

DUE: -----

TOPICS:

- Hallmarks of informality: Formalizing our writing
- Avoiding "me-centered" writing
- Effective essay introduction models. Avoiding pre and post summary
- Writing effective essay conclusions based on critical thinking

HW: Work on paper #1

Tu 10

DUE: -----

TOPICS: Common logical fallacies to avoid pp. 78-81. **Activity:** Finding evidence of fallacies (P.E. reading)

HW:  Bring a printed copy of paper #1 next class.

Reminder: Papers are due at the *beginning* of class or they could lose points for being late. Print out your papers a day in advance.

Th 12

DUE: **Working draft of paper #1 (typed)** ★

TOPICS: **Activity:** Walk-through editing and individual conferencing of paper #1

HW: Finish paper #1  **Don't forget to submit to Canvas**

Tu 17

DUE: **Paper #1** ★

TOPICS:

- What is definition? What is cause and effect?
- **Instructions for paper #2**
- **Activity:** Prep for paper #2- Listing qualities and examples ★

HW: Work on paper #2

Read "Critical Thinking? You Need Knowledge" pp. 229-231

"The School-to-Prison Pipeline" pp. 298-302

"Target is Right on Target about the Use of Gender Roles" pp. 279-283

Th 19

DUE: -----

TOPICS: **Activity:** Group discussion: Using critical thinking to evaluate and debate argument

HW: Work on paper #2

Read "Do Video Games Kill?" pp. 182-191

"Scientists aren't the Only Innovators! We Really Need Artists" pp. 197-201

Tu 24

DUE: -----

TOPICS: **Activity:** Group discussion: Using critical thinking to evaluate and debate argument

HW:  Bring a printed copy of paper #2 next class

Th 26

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

TOPICS: **Activity:** Walk-through editing and individual conferencing of paper #2

HW: Finish paper #2  **Don't forget to submit to Canvas**

Read MLA research information and plagiarism in handbook pp. 121-169

Read "Why Legalizing Organ Sales Would Help to Save Lives, End Violence" pp. 342-344

"Why Companies aren't Getting the Employees They Need" pp. 368-372

"Culture Bundling and Other Obstacles to a Real Gun Control Debate" pp. 7-10

Tu 31

DUE: **Paper #2** ★

TOPICS: **Activity:** Group discussion: Using critical thinking to evaluate and debate argument
Instructions for paper #3

HW: Work on paper #3

April

Th 2

DUE: -----

TOPICS: Writing college-level research papers: ★

- What is a research paper (as opposed to a research essay)?
- Working with formal outlines
- MLA 8 dissection: Constructing effective research cards
- How to format works cited pages
- Working bibliographies vs works cited pages
- Accessing IVC databases: PDF vs html document formats
- Evaluating quality of sources: Identifying scholarly articles: magazines vs journals
- Finding sources (variety)

HW:  Bring a printed copy of paper #3 next class


Tu 7

DUE: **Working draft of paper #3 (typed)** ★

TOPICS:

- **Sign up subjects for research paper.** *Research conference day #1*
- Primary vs secondary research
- **Activity:** Walk-through editing and individual conferencing of paper #3

HW:

- Finish paper #3  **Don't forget to submit to Canvas**
 - Start finding materials for the research paper
 - Put working bibliography (15+ entries) and outline together
-

Th 9

DUE: **Paper #3** ★

TOPICS: Writing college-level research papers continued:

- Forming signal phrases
- Working with parenthetical in-text citations pp. 98-100
- **Activity:** Practice parenthetical citations
- Embedding summaries, quotations and paraphrases (the "Cormier hamburgers") pp. 101-108
- Sample mini-research paper (NCLB)
- Avoiding plagiarism and understanding "fair use"
- Inserting pictures, graphs, charts and appendices in research papers
- Matching internal citations to works cited page
- Balancing your paper (avoiding "top-loading")

HW:  Bring *Macbeth* to next class

13-18 Spring break



Tu 21

DUE: -----

TOPICS:

- Numbering lines in the play
- Setting up note charts: 3-hole punch and put in secure folder
- Background and introduction to *Macbeth*

We will study and practice the following subjects and skills as we progress through the play:

- ❖ Writing a literary analysis paper. MLA for fiction
- ❖ Applying historical context (historicism)
- ❖ 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
- ❖ Text annotation skills

HW:

- Number lines in the play and set up your note charts
- Work on research outline and bibliography

Th 23

DUE: -----

TOPICS: *Macbeth* Act I

HW: Work on research outline and bibliography

Tu 28

DUE: -----

TOPICS: *Macbeth* Act I

HW:  **Working bib and outline are due next class**

Th 30

DUE: **Working bibliography (15+ entries) and outline (typed)** ★

TOPICS: Working bibliography and outline (typed). **Research conference day #2**

HW: -----

May

Tu 5

DUE: -----

TOPICS: *Macbeth* Act II

HW: Work on research paper

Th 7

DUE: -----

TOPICS: *Macbeth* Act II

HW: Work on research paper

Tu 12

DUE: -----

TOPICS: *Macbeth* Act III

HW: Work on research paper

Th 14

DUE: -----

TOPICS: *Macbeth* Act III

HW:  ***The first four pages of the research paper and partial works cited page are due next class***

Tu 19

DUE: **The first four pages of the research paper and partial works cited page** 

TOPICS: ***Research conference day #3***

HW: Work on research paper

Th 21

DUE: -----

TOPICS: *Macbeth* Act IV

HW: Work on research paper

Tu 26

DUE: -----


TOPICS: *Macbeth* Act IV

HW: Work on research paper

Th 28

DUE: -----

TOPICS: *Macbeth* Act V

HW:  ***Bring completed research paper draft for conferencing and editing next class.
Don't forget completed works cited page.***

June

Tu 2

DUE: **Completed draft of research paper and full works cited page for conferencing** ★

TOPICS: Completed research paper for individual conferencing. **Research conference day #4**

HW: Final draft research paper

Th 4

DUE: -----

TOPICS: ★

- Writing an argumentative literary analysis paper. "Writing a Critique" pp. 50-63
- **Activity:** Guide questions/test prep and topics

HW: Finish research paper → **Don't forget to submit to Canvas.**

→ Bring note charts, book, paper, black ink pen and physical dictionary next class

Tu 9

DUE: **Research paper (paper #4)** ★

TOPICS: Drafting and editing the final essay

HW: 3-hole punch and put charts into secure folder

Th 11

DUE: **Paper #5 and note chart folder** ★

TOPICS: Final drafting of paper #4. Last day



Have a great break!