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| Basic Course Information |
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|-------------------|--|---------------------|--|
| Semester: | Fall 2020 | Instructor Name: | Kevin Howell |
| Course Title & #: | Composition and Reading-English 110 | Email: | Kevin.Howell@imperial.edu |
| CRN #: | 10256, 11520, 11530, & 11537 | Webpage (optional): | |
| Classroom: | Online | Office #: | Arts and Letters Room 2781 |
| Class Dates: | 8/24- 12/12/20 | Office Hours: | Monday- Thursday on Zoom from 11 to noon. |
| Class Days: | Online | Office Phone #: | 760-355-5712 |
| Class Times: | Online | Emergency Contact: | 760-355-6224 (Dept. Secretary) |
| 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)

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

PREREQUISITES, if any:

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. Compose college-level essays that contain clear thesis statements, effective support, and unified organization. (ILO1, ILO2, ILO4)
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
3. Demonstrate an ability to comprehend and interpret a variety of college-level texts, including complex arguments and at least one full-length novel, play, or non-fiction book, without relying on outside sources for assistance (ILO1, ILO2, ILO3, ILO4)

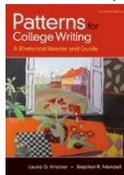
Course Objectives

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 **6000 words** of formal writing. 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 & Other Resources or Links

1. Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. **14 edition** New York: Bedford/St. Martin's, ©2018 ISBN- 1319120814



2. Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House. ISBN 0345514408



3. Lee, Harper. *To Kill a Mockingbird*. Any edition.
4. Access to Purdue Online Writing Lab (OWL) @ [Link to Purdue OWL](#)
5. Highly recommend that you buy Reference Guide for Research with MLA formatting

Course Requirements and Instructional Methods

1. **Peer-Revising/Editing Collaboration:** These are worth 10% of your grade. These peer-revising/editing collaborations will take place in the Discussion Board. Here you will revise and edit another student's essay. There will be guiding questions that you must follow, and an overall feedback paragraph/summary must be included as well. More elaborate instructions will be given when you complete your first collaboration.

2. **Individual Compare and Contrast Essay:** 10%

3. **Midterm Essay (Compare and Contrast):** This is worth 15% of your grade.

4. **Research Paper (Argumentative):** Detailed guidelines will be given on the steps to complete the research paper. We will use the essay rubric with a few alterations. This will be worth 20% of your grade.

5. **Final Essay (Argumentative):** This is worth 20% of your grade.

- **Note-** There is a -10-point deduction for each day for late essay submittals. However, no papers accepted after three days late.

6. **Reading/Grammar Quizzes:** We will have reading quizzes. If they are not completed by midnight (Pacific Time) on Sunday, you will receive a 0%. These reading quizzes will come from readings from *I Know Why the Caged Bird Sings* and Grammar Quizzes.

7. **"Homework" Assignments:** First, they will mainly concentrate on the articles that we read from the *Patterns* book. However, to receive credit the assignments must be completed on Canvas by midnight (Pacific Time) on Sunday, or you will receive a 0%.

8. **Discussion Boards/Journals:** There will be weekly Discussion Board (DB)/Journal assignments. They are important because they will help you with a better comprehension of the readings and material covered in this class and will help you improve your writing. Starting with Week 2, your initial (post) for each DB/Journals will have to be written very formally. Each week you will receive a DB/Journal prompt. Make sure that you answer all questions that are in the prompt. Your answers/replies should be written in a formal manner- grammar, usage, and mechanics will be graded and should contain at least 250 words. Also, if the prompt requires the use of MLA format, it must be used as you cite resources to support your initial DB/Journal postings. Read the DB/Journal Rubric for a better understanding of the requirements. The DB/Journal posting due dates include the following:

- Make your initial post on Wednesday by midnight (Pacific Time).
- Reply to two other posts on Friday by midnight (Pacific Time).
- Respond to two others who responded to your post on Sunday by midnight (Pacific Time).

****I will also check in to add comments and to answer questions.****

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.

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Course Grading Based on Course Objectives

| Assignment Descriptors | Percentage |
|--|------------|
| 1. Peer Revising/Editing Collaborations | 10 |
| 2. Individual Compare and Contrast Essay (at least 1000 words/Week 4) | 10 |
| 3. Compare and Contrast Midterm Essay (at least 1000 words/Week 8) | 15 |
| 4. Research Paper (at least 2000 words/Due week 15) | 20 |
| 5. Final Essay Exam/Persuasive (1000 words/Week 16) | 20 |
| 6. Reading/Grammar Quizzes (If not completed, you will receive a 0%.) | 05 |
| 7. Homework Assignments (Grammar and Reading Assignments, & Peer Editing) (If not completed, you will receive a 0%.) | 05 |

8. Discussion Boards (These will be written in a formal manner. This will be approximately 2000 formal words.) 15

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.

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. 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, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

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

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.

- **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.
- **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.

Disabled Student Programs 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 provide 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 Class Schedule/Calendar

*****Tentative, subject to change without prior notice*** I am adding another novel to this course, so that will be add as we go. However, follow the Modules in the Online Course for the best agenda and instructions.**

Week 1- 8/17

Topics:

1. Course Introduction
2. Review of the Syllabus
3. Online Student Readiness
4. Critical Reading
5. Before, During, and After Reading Strategies

- Reading Assignments:
1. Read “Introduction” in *Patterns*, pages 1-10
 2. Read “Reading to Write: Becoming a Critical Reader” in *Patterns*, pages 13-27
 3. Read document on Reading Strategies
 4. “What’s in a Name” by Henry Louise Gates Jr. *Patterns*, pages 2-9
 5. “Cutting and Pasting: A Senior Thesis by (Insert Name)” by Brent Staples. *Patterns*, pages 17-20
 6. Read "Let Steroids into the Hall of Fame" by Zev Chafets in *Patterns* pages 21-23.
- Homework Assignments:
1. *What’s in a Name* by Henry Louise Gates Jr. *Patterns*, pages 2-9
 2. *A Supreme Sotomayor: How My Country Has Caught Up to Me* by Maria Hinojosa *Patterns*, pages 21-23
 3. Read "Let Steroids into the Hall of Fame" by Zev Chafets in *Patterns* pages 21-23.
 4. [These homework assignments are due on Sunday.](#)
- Quizzes:
1. Quiz on Syllabus
 2. Quiz on Critical Reading and Reading Strategies
 3. OEI Readiness Quiz
- [Due on Sunday by 11:59 p.m.](#)
- Discussion:
1. Make your initial post by [Friday](#). [Make sure this is completed by Friday](#) so that other students have to respond to your post. Also, if you post late, points will be deducted. Follow the rubric.
 2. Reply to two other posts by [Saturday](#).
 3. Reply to people who have responded to your post by [Sunday](#).

4. If no one replied to your post, then reply to other students' post. You need at least 5 posts in all for each discussion board.
5. You must post by Wednesday for this first week of classes or you will be dropped. This is your way of letting me know that you are indeed going to take the class. If not, you will be dropped.

Week 2- 8/24

Topics:

Reading Assignments:

Writing Process-Emphasis on Prewriting Strategies, Activating Prior Knowledge for the class novel- I Know Why the Caged Bird Sings (Caged Bird), and Exemplification Overview

1. Read Chapter 2- Invention through Chapter 5- Editing and Proofreading in *Patterns*, pages 29-93
2. Read chapters 1-6 of Caged Bird
3. Read Guiding Questions for Chapters 1-6 of Caged Bird
4. Read poem, "Sympathy" by Paul Laurence Dunbar
5. Read Two Documents about Maya Angelou and her novel
6. Read 9 short articles that will give background for Caged Bird in Folder
7. Helpful Writing Hints for Essays- Document and Video
8. Read Brent Staples, "Just Walk On By: A Black Man Ponders His Power to Alter Public Space" from the *Patterns* pages 238-241
9. Read Chapter 8- Exemplification from *Patterns* pages 207-221

10. Read “Midnight” from Patterns page 217.
There is a video that goes with the story as well.

11. Read the Writing Strategies Document and watch the video.

There is a lot of reading this week, so plan your time wisely.

Writing Assignments:

1. Write in Journal by using the guiding questions as reference (optional)

Homework Assignments:

1. Brent Staples, "Just Walk On By: A Black Man Ponders His Power to Alter Public Space"
2. Exemplification Overview

Quizzes:

1. Quiz on Caged Bird Chapters 1-6, other assigned readings, and story elements
2. Quiz on Prewriting Strategies
3. Quiz- Choose the Topic Sentence
4. Quiz- The Writing Process

Due by Sunday

Discussion: Effective Introduction?

1. Make your initial post by **Wednesday**.
2. Reply to two other posts by **Friday**.
3. Respond to two people who have responded to your post by **Sunday**.

Week 3: 8/31

Topics

1. Compare and Contrast Pattern/Mode
2. MLA documentation (in-text citations and works cited)

- Quizzes:**
3. ICE- Introduce, Cite, and Explain Direct Quotes
 1. Compare and Contrast Quiz
 2. MLA Documentation Quiz
 3. IVC Library Tutorials Quiz
 4. MLA 8th Edition Quiz
- Reading Assignments:**
1. Read pp. 382-387 from *Patterns* on Compare and Contrast
 2. Be sure to read documents and watch videos that are uploaded where needed in each assignment or quiz.
 3. Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" *Patterns*, pages 232-239 Read this story before Friday so that you can answer the group discussion board prompt
 4. Read or refer to Chapter 18 of *Patterns* pp. 729-741 for MLA format.
- Homework Assignments:**
1. Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" by Judith Ortiz Cofer from *Patterns* pp. 230- 235.
 2. Due by Sunday
- Discussions:**
1. No Discussion Board/Journal this well. Get well prepared for next week's first formal discussion board/journal.
- Week 4- 9/7**
- Topics:**
1. Compare and Contrast Mode
 2. Formal Discussion Board/Journal
 3. Sentence Types
 4. Correcting Sentence Errors

- Reading Assignments:**
1. Read Chapter 5 in Patterns, pages 81-93 (Focus on Subject-Verb Agreement, Run-ons, Comma Splices and Fragments. Also, these elements are worth 20 points on each essay, so know them well).
 2. Review Chapter 5 of Caged Bird.
 3. Review Cofer's "The Myth of the Latin Woman: I Just Met a Girl Named Maria."

- Writing Assignments:**
1. First Formal Compare and Contrast Discussion Board/Journal Due by Wednesday.
 2. See the Discussion Board Prompt for this week. You should have started on this last week because I gave the instructions for the Cofer reading last week. Good luck.

- Homework Assignments:**
1. 19-3 Sentence Fragments
 2. 21-3 Subject-Verb Agreement
 3. 20-4 Run-on Sentences

Due on Sunday.

- Quizzes:**
1. Fragments
 2. Comma Splices and Run-ons
 3. Subject-Verb Agreement

Due by Sunday

- Discussion Board:**
1. Initial Post by Wednesday (Must be formal. Follow instructions.)
 2. Respond to two other posts by Friday
 3. Respond to at least two who responded to you on Sunday.

Week 5- 9/14

Topics:

Introduction to Compare and Contrast, Complete Collaborative Exemplification Essay, Continue with MLA format, and Writing Strategies (Before, During, and After), and Caged Bird

Quizzes

1. Quiz on Cage Bird, Chapters 7-12

Due by Sunday

Reading Assignments:

1. Chapter 11 in Patterns, pages 371-390
2. Chapters 7-12 in Caged Bird
3. Read the Guiding Questions for Caged Bird- [You do not need to complete the guiding questions, but they will help you answer the quiz questions.](#)
4. Read “Helpful Hint for the Writing Process of Essays” Document- Emphasis on Thesis Statements and Introduction Paragraphs- [You should have a copy of this already, but use this for writing your essays because it is a good reference.](#)
5. David J. Birnbaum, “The Catbird Seat” -Patterns, pages 228-231
6. Deborah L. Rhode, “Why Looks Are the Last Bastion of Discrimination” - Patterns, pages 246-252
7. Jamaica Kincaid, “Girl” -Patterns, pages 258-260
8. Zev Chafets, “Let Steroids into the Hall of Fame” -Patterns, pages 253-257
9. [Read and annotate numbers 5-8 because you will start to use MLA for all new discussion board prompts and essays. If you annotate while you read, you will save yourself time later when you are completing the actual writing assignments.](#)

Writing Assignments:

1. Write in your Journal Responding to the Guiding Questions ([optional](#))

Video Assignments:

1. Compare and Contrast Overview YouTube Video (Kevin)

Homework Assignments:

2. Homework Assignments:
 - David J. Birnbaum, “The Catbird Seat” -Patterns, pages 228-231
 - Deborah L. Rhode, “Why Looks Are the Last Bastion of Discrimination” -Patterns, pages 246-252

- Jamaica Kincaid, “Girl”-Patterns, pages 258-260
- Zev Chafets, “Let Steroids into the Hall of Fame”-Patterns, pages 253-257
- These are due by Sunday

Discussion Board:

1. [Follow the Collaborative Essay Document from Week 4 to complete this discussion board.](#)
2. [By midnight on Sunday, \(Date to be determined\) the collaborative essay should be posted to Save Assign by the group leader.](#)

Week 6- 9/21

Topics:

Compare/Contrast, Clear Sentences, Commas, Parallelism, Review (Comma Splices, Run-ons, and Fragments), Metacognition, and Self-Assessment

Quizzes:

1. Quiz on Parallelism
2. Quiz on Comma Usage
3. Quiz on Semicolons

Due by Sunday

Writing Assignments:

1. Individual Compare and Contrast Essay 4-6 pages long.

Reading Assignments:

1. Chapter 11 in Patterns, pages 371-390 (Review)
2. “I’m Your Teacher, Not Your Internet-Service Provider” by Ellen Laird from Patterns, pages 417-422
3. Parallelism PowerPoint
4. Comma Usage PowerPoint

Homework Assignments:

1. Editing and Proofreading- Clear Sentences · Ex. 89 and 90 (Parallelism)
2. Editing and ProofreadingPunctuation · Ex. 32-8, Ex. 32- 9, Ex. 33-3, and Ex. 33-4 (Commas)
3. Editing and Proofreading Homework from Chapter 5- Review · Ex. 19-5 and 19-6 Fragments · Ex. 20-6 and Ex. 20-7 Run-on Sentences · Ex. 21-5 SubjectVerb Agreement
4. “I’m Your Teacher, Not Your Internet-Service Provider” by Ellen Laird from Patterns, pages 417-422

Due by Sunday

- Discussion:** 1. Post your first draft of the compare and contrast paper by
- This week will be used for peer revising and editing** 2. Revise and Edit one other student’s paper by
3. Final Copy of your Essay is due
4. Dates to be determined.

Week 7- 9/28

Topics: Individual Compare and Contrast Essay Due, Caged Bird, and Discussion Board

Quizzes: 1. Quiz on Chapters 13-17 of *Caged Bird*

- Reading Assignments:**
1. Read Chapters 13-17 of *Caged Bird*
 2. “Suicide Note” by Janice Mirikitani- *Patterns*, page 366
 3. “Why Chinese Mothers are Superior” by Amy Chua- *Patterns*, pages 410-416

- Writing Assignments:**
1. Individual Compare and Contrast Essay
 2. Guiding questions for Caged Bird 13-17

- Homework Assignments:**
1. “Suicide Note” by Janice Mirikitani- *Patterns*, page 366
 2. “Why Chinese Mothers are Superior” by Amy Chua- *Patterns*, pages 410-416

- Discussion Board:**
1. Initial Post by Wednesday
 2. Respond to two other posts by Friday
 3. Respond to at least two who responded to you on Sunday.

Week 8- 10/5

Compare and Contrast Essay Exam and Caged Bird 18-21

Topics:

Quiz 1. Quiz on *Caged Bird* 18-21

Due by Sunday

Reading Assignments: 1. Read Chapters 18-21 of *Caged Bird*

2. Guiding Questions for *Caged Bird* Chapters 18-21
3. Bharati Mukherjee, “Two Ways to Belong in America” *Patterns*, pages 404-409
4. Amy Tan, “Mother Tongue” *Patterns*, page 466.

Read these #3 and #4 before completing the homework assignments.

Writing Assignments:

1. Compare and Contrast Essay Due by midnight on Sunday. Upload to Safe Assign
2. Write in journal referring to the guiding questions for Caged Bird (optional)
3. Write in a journal or annotate about any of the readings done to complete the homework for this week. This will help you prepare for the Midterm Compare and Contrast Essay.

Homework Assignments:

1. Bharati Mukherjee, “Two Ways to Belong in America” *Patterns*, pages 404-409
2. Amy Tan, “Mother Tongue” *Patterns*, page 466

Due by Sunday

Discussion:

1. Make your initial post by midnight on Wednesday.
2. Reply to two other posts by Friday.
3. Reply to at least two people who have responded to you. If no one has responded to your post, reply to two different posts by Sunday

Week 9- 10/12

Introduction to Argumentation/Persuasive Writing and Review of Sentence Types, Run-ons, and Comma Splices

Topics:

Quizzes:

1. Quiz on argumentation overview
 2. Quiz on comma splices and run-ons
 3. Quiz on sentence types
- All due on Sunday by midnight

Reading Assignments:

1. Read Chapter 14- Argumentation pages 525-550 -This reading will cover Argumentation, Coordinating and Subordinating Conjunctions, and a Student Essay that I will talk about in the video of argumentation for this week. -

Your quizzes will be also based on the reading of this chapter, so take careful notes.

2. Read "Thanks to Modern Science...(Ad)" on page 551 in Patterns. Your discussion board prompt is based on this, so you may want to read the discussion prompt first. This way, you can look for evidence/support to answer the discussion board prompt as you read.

3. There is a PowerPoint Presentation of an Overview to Persuasion and Argumentation attached below. Read this before taking the quiz.

4. There is also a document that walks you through an actual argumentative essay about a scholarship. This will help you better understand this rhetorical mode and will help with the quiz.

5. The third document to read is a "lecture" about sentence types and ways to correct run-ons and comma splices. There is also a video presentation of this document under the Video's Tab for this week. Read the document and watch the video and you will have a better understanding of the material.

6. Remember to use Mozilla/Firefox in order to read the comments that I have posted to each of the presentations. Google has its own filter that prohibits the comments from showing. Read all material and watch videos before taking the quizzes. This will help you do better on the quizzes.

Writing Assignments:

1. No writing assignments for this week. Refer to the discussion board, though.

Video Assignments:

1. Overview of Argumentation
2. Overview of Sentence Types and Correcting Run-ons and Comma Splices

Homework Assignments:

No homework assignments this week. Please concentrate on the parts of argumentation, sentence types, correcting run-ons and comma splices, and the discussion board.

Discussions:

1. Make your initial post by Wednesday.
2. Reply to two other posts by Friday.
3. Respond to two replies to your initial post by Sunday.

Week 10- 10/19

This week's topics are a Collaborative Argumentative Essay; the proper use of "you" in academic writing

| | |
|------------------------------|---|
| Topics: | and other helpful hints; and point of view in academic writing |
| Reading Assignments: | <ol style="list-style-type: none">1. Read "Take This Internship and Shove It" by Anya Kamenetz. From Patterns, pages 582-585. Be sure to read page 582 first because it is an overview of the topic and will help you form ideas as you read both articles for this week.2. Read "No Pay? Many Interns Say, 'No Problem'" by Jennifer Halperin. From Patterns, pages 588-591.3. "Point of View in Academic Writing" Document4. "Using You and other Hints for Formal Writing" Document5. For #1 and #2, take notes because the essay is based on these. For #3 and #4, there are short videos to watch as well. |
| Video Assignments: | <ol style="list-style-type: none">1. "Point of View in Academic Writing"2. "Using You and other Hints for Formal Writing"3. Both are short video overviews. |
| Writing Assignments: | <ol style="list-style-type: none">1. Collaborative Argumentative Essay |
| Homework Assignments: | <ol style="list-style-type: none">1. "Take This Internship and Shove It" by Anya Kamenetz. From Patterns, pages 582-585.2. "No Pay? Many Interns Say, 'No Problem'" by Jennifer Halperin. From Patterns, pages 588-591.3. Due by Sunday |
| Quizzes: | <ol style="list-style-type: none">1. Quiz- Formal Vs. Informal Writing Hints2. Due by Sunday |
| Discussions: | <ol style="list-style-type: none">1. This week's discussion board will be used for the Collaborative Argumentative Essay. Follow the specific due dates that are listed on the document to print from the weekly module. Also, join a group |

that you would like to work with. The final copy of the essay is not due until next week, though.

Week 11 10/26

Topics:

This week's topics are an Argumentative Collaborative Essay, the uses of quotation marks, annotate readings for possible research paper prompt, and continue to read I Know Why the Caged Bird Sings

Quizzes:

1. I Know Why the Caged Bird Sings, Chapters 22-24
2. Quotation Marks Usage Complete the readings before attempting these quizzes. Both quizzes are due by Sunday.

Reading Assignments:

1. Debate: "Should American Citizenship Be a Birthright?" Patterns, pages 593- 594
2. Linda Chavez, "The Case for Birthright Citizenship" Patterns, pages 595-597
3. George F. Will, "An Argument to Be Made About Immigrant Babies and Citizenship" Patterns, pages 600-603
4. Sherman Alexie, "Indian Education (Fiction)" Patterns, pages 142-147
5. I Know Why the Caged Bird Sings, Chapters 22-24
6. Link to "Quotation Marks Usage" PowerPoint
7. Link to "Quotation Marks Rules" Document

Writing Assignment:

For this week's writing assignment, continue to work on the Collaborative Argumentative Essay. It is due by the end of the week. The group leader should upload the completed essay to the Safe Assign. For the students who are not the group leader, they should all revise and edit the paper following the explicit instructions listed on the Collaborative Argumentative Essay document from last week. I

have attached the document here, just in case someone needs another copy of it.

Homework Assignments:

1. Linda Chavez, "The Case for Birthright Citizenship" Patterns, pages 595-597
2. George F. Will, "An Argument to Be Made About Immigrant Babies and Citizenship" Patterns, pages 600-603
3. Sherman Alexie, "Indian Education (Fiction)" Patterns, pages 142-147

Complete by Sunday. If you decide to make this your topic for the research paper, annotate these articles well.

Discussions:

For this week, continue to use the Discussion Board to collaborate on the Argumentative Essay. Remember there will be participation deductions for students who do not fulfill their part of this writing assignment. If you are not the group leader, make sure that you revise and edit the essay by copying and pasting the criteria directly from the Argumentative Collaborative Essay document. Follow the specific due dates on Essay document. The group leader will upload a final/good copy to Safe Assign by Midnight on Sunday.

Week 12- 11/2

Topics:

This week you will continue to read articles that may be used for your Research paper, you will continue to review Comma Splices and Run-ons, and you will continue to read and analyze I Know Why the Caged Bird Sings.

Reading Assignments:

1. Casebook- "How Can We Address the Shortage of Organ Donors?" Patterns, page 605- 606 Overview of the issue.

2. Alex Tabarrok- "The Meat Market" Patterns, pages 607- 611.

3. Scott Carney- "The Case for Mandatory Organ Donation" Patterns, pages 614-617.

4. Charles Krauthammer- "Yes, Let's Pay for Organs" Patterns, pages 620-623.

5. Virginia Postrel- "The Surgery Was Simple; the Process Is Another Story" Patterns, pages 625-627.

6. The article that you found Kevin from f2f class include here.

7. I Know Why the Caged Bird Sings, Chapters 25-29.

8. This is the same review from Week

9- Link to "Correcting Comma Splices and Run-ons" Complete these readings before attempting the quizzes and homework assignments.

Writing Assignments:

1. Annotate and/or keep note cards on this week's readings, especially if you are going to choose this as your Research Paper topic.

2. Journal entry for I Know Why the Caged Bird Sings based on the Guiding Questions. (Optional)

Video Assignments:

1. Review video for Correcting Comma Splices and Run-ons.

Homework Assignments:

1. Alex Tabarrok- "The Meat Market" Patterns, pages 607- 611.

2. Scott Carney- "The Case for Mandatory Organ Donation" Patterns, pages 614-617.

3. Charles Krauthammer- "Yes, Let's Pay for Organs" Patterns, pages 620-623.

4 Virginia Postrel- "The Surgery Was Simple; the Process Is Another Story" Patterns, pages 625-627.
Due by Sunday night

Quizzes:

1. I Know Why the Caged Bird Sings, Chapters 25-29.
2. Review of Comma Splices and Run-ons. Due by Sunday night

Discussions:

1. Make your initial post by Wednesday.
2. Reply to two other posts by Friday.
3. Respond to two replies to your initial post by Sunday.

Week 13- 11/9

Topics:

This week you will continue to read articles that may be used for your Research paper, review MLA documentation (direct quoting, paraphrasing, and summarizing), and you will continue to read and analyze I Know Why the Caged Bird Sings.

Quizzes:

1. Quiz on Caged Bird
2. Quiz on MLA documentation (Watch Videos First)
3. Quizzes due by Sunday at midnight

Reading Assignments:

1. Casebook Should Government Tax Sugary Drinks? Patterns, page 630
2. Richard F. Daines, A Tax That Invests in Our Heath, Patterns page 632
3. David Leonhardt, Fat Tax, Patterns page 363
4. Daniel Engber, Let Them Drink Water! page 641
5. Jeff Osbourne, Does This Tax Make Me Look Fat? Patterns page 647
6. "A 6-Cent Tax" Document (At the beginning of this article there is a large soda can, I apologize for the big graphic.)
7. I Know Why the Caged Bird Sings, chapters 30-33
8. "MLA Documentation PowerPoint with Annotations"

Writing Assignments:

1. Annotate and/or keep note cards on this week's readings, especially if you are going to choose this as your Research Paper topic.
2. Journal entry for I Know Why the Caged Bird Sings based on the Guiding Questions. (Optional)

Video Assignments:

1. Video of MLA Documentation
2. Video of Paraphrasing and Direct Quotations

Homework Assignments:

1. Richard F. Daines, A Tax That Invests in Our Health, Patterns page 632
2. David Leonhardt, Fat Tax, Patterns page 363
3. Daniel Engber, Let Them Drink Water! page 641
4. Jeff Osbourne, Does This Tax Make Me Look Fat? Patterns page 647
5. Assignments due by Sunday at midnight.

Discussions:

1. Make your initial post by Wednesday.
2. Reply to two other posts by Friday.
3. Respond to two replies to your initial post by Sunday.
4. Prompt: Junkyard: Trash or Treasure?

Week 14 11/16

Topics:

This week you will continue to read articles and resources that may be used for your Research paper, review MLA documentation (direct quoting, paraphrasing, and summarizing), and you will finish reading I Know Why the Caged Bird Sings.

Reading Assignments:

There are five reading assignments for this week.

1. Finish reading Caged Bird, Chapters 34-36
2. Read, "Still I Rise" by Maya Angelou

3. Read, "Caged Bird" poem by Maya Angelou

4. Link to "Still I Rise" Poem

5. Link to "Caged Bird" Poem

Writing Assignments:

This week you will start your Research Paper. Please review the Research Paper Requirements and My Helpful Hints for Research.

1. Link to "Research Paper Requirements" Document

2. Link to "My Helpful Hints for Research" Document

Video Assignments:

1. Video on Locating IVC Research Tutorials

2. Video of Conducting Research through IVC databases via the Internet

Discussions:

1. Make your initial post by Wednesday.

2. Reply to two other posts by Friday.

3. Respond to two replies to your initial post by Sunday.

Quizzes:

There are two quizzes to be completed this week.

1. Last Mockingbird Quiz, Chapters 34-36

2. Quiz on IVC Library Research Tutorials (You will have two attempts for this quiz. The average score will be recorded.)

Week 15- 11/30

Topics:

This week's topics are to have your Research Paper revised and edited. You will also revise and edit another student's Research Paper. The final copy of your Research Paper is due by midnight on Sunday under Safe Assign. Make sure to follow MLA for both parenthetical citations and for the works cited page.

Writing Assignments:

The only writing assignment to complete this week is the Research Paper. Remember to post your Rough

Copy by midnight on Wednesday to the Discussion Board so that another student can revise and edit your paper by Friday.

I will also look over the Research Paper as well. Please, please, please, email me if you need help with any part of the writing process. Post final copy to UniCheck.

Final Note- be sure to follow the requirements carefully because points will be deducted, especially for missing citations and for not using two of the sources that I have provided.

Here are the documents that were posted last week so that you can view them again if needed.

[Link to "Research Paper Requirements" Document](#)

[25TLink to "My Helpful Hints for Writing a Research Paper" Document](#)

Homework Assignments:

There is only one homework assignment for this week. Please revise and edit another student's research paper by midnight on Friday. All students should have their rough copies posted to the Discussion Board by midnight on Wednesday. Research Papers are longer than other essays; therefore, give yourself enough time in order to complete a comprehensive revising and editing. The revising and editing will take place in the Discussion Board.

Discussion:

Used for revising and editing this week.

Week 16- 12/7

Complete Final Essay.

Topics:

Complete the Course Evaluation- Anonymous

Course Evaluation

Under Quizzes in Canvas. It is anonymous