

CLARENDON COLLEGE

Division of Liberal Arts

ENGL 1302 Course Syllabus Freshman

Composition II

Spring 2026 – 3 semester hours

INSTRUCTOR: Mrs. Elizabeth Cranford

OFFICE: Clarendon—ADM 111

You can reach me at elizabeth.cranford@clarendoncollege.edu or send me a message in Open LMS.

My email address, not the Messages feature in Open LMS, is the main method you should use to contact me. I check my email daily and will respond to your questions within 24 hours. It may take longer than 24 hours for a response if you submit a message over the weekend. The message feature in Open LMS is only visible to me if I am in Open LMS, it may take longer for me to get back to you if I use this feature. For any question that needs an immediate response, please email me.

CALENDAR OF IMPORTANT DATES

College Offices Re-open after Christmas Break -----	Monday, January 5, 2026
Faculty Report -----	Wednesday, January 14
New Faculty Orientation -----	Wednesday, January 14
In-Service -----	Thursday, January 15
Registration -----	Friday, January 16
Residence Hall Check-in 1:00pm – 6:00pm -----	Sunday, January 18
Cafeteria Opens for Evening Meal -----	Sunday, January 18
MLK Holiday (Closed) -----	Monday, January 19
Classes Begin -----	Tuesday, January 20

Late Registration Begins -----	Tuesday, January 20
Last Day to Register and/or Add/Drop -----	Thursday, January 22
Last Day for Financial Settlement -----	Thursday, January 29
Census Date (12th Class Day) -----	Wednesday, February 4
Cafeteria Closes after Lunch -----	Friday, March 13
College Closes for Spring Break at 4:00pm -----	Friday, March 13
Spring Break -----	Monday - Friday, March 16-20
Classes Resume and Cafeteria Re-Opens -----	Monday, March 23
60% Term Completed -----	Monday, March 30
Good Friday (College Holiday – Closed, no classes) -----	Friday, April 3
Pre-Registration Begins Summer 2026 & Fall 2026 -----	Monday, April 6
Last Day to Drop a Class with a “W” -----	Thursday, April 9
Commencement -----	Friday, May 8
Final Exams -----	Monday – Wednesday, May 11-13
Cafeteria Closes after Evening Meal -----	Wednesday, May 13
Residence Halls Close at Noon -----	Thursday, May 14
Final Grade Rolls Submitted by 2:00pm -----	Thursday, May 14
End of Spring Semester (Grade Posted to Transcripts by 2:00pm) -----	Friday, May 15
Nursing Commencement 6:00pm -----	Friday, May 15
Memorial Day (College Holiday – Closed) -----	Monday, May 25
Board Amended 8-15-24	

COURSE WEBSITE

This course uses Open LMS as its online course management program. All instructions, tutorials, exams, and assignments are provided on the course website. All assignments will be submitted there.

Deadlines for all assignments are listed in the tentative course schedule located at the end of the syllabus. The syllabus is subject to change. Assignments may be added after

the course start day; check weekly to see if new assignments have been added for the week.

Most communication between you and I, as well as fellow classmates, will be handled in OpenLMS through the Messages feature and discussion forums. You will be able to log on to the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this 3-credit hour course, you should plan to spend between 6-9 hours per week on the course.

The information explaining how to log on to your course website can be obtained by going to Clarendon College's home page, and clicking the Online Classes button. If you have any difficulty logging on, email our help desk at:
administrator@clarendoncollege.edu

REQUIRED ENROLLMENT VERIFICATION ACTIVITY

Students who fail to complete the Syllabus Agreement EVA (Enrollment Verification Activity) by the official census date may not be able to continue in the course. This could result in an F for the course and forfeiture of Financial Aid. The census date for this term can be found on the Academic Calendar located at the Inside CC link on Clarendon College's home page. The Syllabus Agreement EVA is located in the Class Orientation section of your course.

COURSE DESCRIPTION

- ✓ Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.
- ✓ Study of a classic work of Literature. We will read, discuss and analyze a classic work of fiction in order to draw parallels between the world of the novel and our modern lives.

Prerequisite: ENGL 1301 or its equivalent.

STATEMENT OF PURPOSE

English Composition and Rhetoric II partially satisfies the requirements for the Associate degree at Clarendon College and is designed for transfer to a senior college.

COURSE VALUE

Ability to communicate across the curriculum; ability to interpret what is read and to accept or reject ideas projected from that reading; designed to fulfill the requirements of the core curriculum.

REQUIRED INSTRUCTIONAL MATERIALS

Online Textbook: Burrows, Elizabeth, Fowler, Angela, Fowler, Heath, Locklear, Amy.

Composing Ourselves and Our World: A Guide to First-Year Writing

Clarendon College now uses a digital text, Composing Ourselves and Our World. You do not have to pay for this text. You will be accessing this text via your class in Open LMS. You will be given instructions in your Student Portal for accessing Open LMS. We will do all of our reading, discussions, and Final Exam online through Open LMS. All major writing assignments will be submitted online through the appropriate link in Open LMS. You can print your text, if you desire.

*Any good dictionary (Optional, but recommended) i.e. The American Heritage Dictionary,

Webster's Collegiate or access to any good on-line site such as <http://www.m-w.com/>

A flash drive or other additional means of saving your work is HIGHLY recommended

Online copy of Frankenstein by Mary Shelley. Provided by Guttenburg Press.

STUDENT REQUIREMENTS/COURSE EXPECTATIONS

You may expect a response time from me of 24 hours for messages or e-mail, and perhaps two to three days for major writing assignment grades/feedback. However, it is

your responsibility to contact me if you wish to receive feedback before the next major writing assignment is due. Major writing assignments will be due on Sundays. If you wish to receive feedback on an assignment, you must email it to me by the Wednesday before it is due.

RESPECTFUL BEHAVIOR

Students are required to treat one another with respect. Students are entitled to personal opinions, but they must be presented in a tactful manner. Any derogatory comments regarding gender, race, religion, sexual orientation, etc. will not be tolerated. Acknowledge the “etc.” Numerous comments could offend peers and these subjects are not limited to the ones mentioned in this document.

Etiquette expectations (netiquette) for all types of communication: You are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. Please be polite and maintain a professional tone in your writing. No abusive language will be tolerated in this course.

COMPUTER/TECHNOLOGY REQUIREMENT

This course uses a variety of web resources that require a good Internet connection and an up-to date browser. You should use the latest version of Mozilla Firefox for best results with OpenLMS, but Microsoft Edge also works well. Unfortunately, Google products do not work well with Open LMS. Do not use Google slides, Google Docs, ect for written assignments. The formatting of an assignment in MLA is worth at least 10 points and there is no guarantee that format will still be in place if you submit a Google Doc. Use Microsoft Word for written assignments. Other technology requirements will be listed in your Open LMS course.

COMPUTER/TECHNOLOGY REQUIREMENTS: During your orientation course, you learned of the

following Open LMS requirements:

- Compatible internet browsers and special browser settings
- Adobe Reader

- Flash Player

In addition, I would like you to consider the following items. I am sure you probably have as many or more computer skills as I do; however, before you commit to this course, there are some questions you need to consider:

- Are you self-motivated? Can you get assignments finished and submitted on time?
- Do you understand what you read? Can you follow written directions?
- Do you have the use of a computer--one that fits YOUR schedule and the COURSE schedule?

Furthermore, are you proficient at navigating the world of computers, including software and digital environments?

- Is your internet service reliable? If the answer is no to any of these questions, you may wish to rethink your decision to take this course.
- If you are in a dual credit or online section of this course, be prepared to spend as much or more time as you would in a face-to-face class. Students should be very disciplined and responsible in online classes—students are expected to participate as if they are in a classroom, but in an online environment. Students are expected to read the assigned text and be prepared to contribute to the class discussion in the online format as well as turn work in on time.
- Make the most of your time and try not to fall behind—it's difficult to catch up on readings. Moreover, only one assignment shall be accepted late, so you must keep up, yourself, with the schedule and turn work in on time.
- Make sure you can fit the exams and assignments into your schedule. There aren't going to be any make-up exams or extra-credit opportunities.
- If you have a problem, let me know as soon as you can. Don't wait or just do nothing. Remember that I am not a computer teacher but an English one. Furthermore, the excuse “my computer crashed” or “my internet went down” is very like the old excuse “the dog ate my homework”. The dog MAY have eaten your homework, and your computer may have crashed, but these excuses will not be accepted.
- Don't wait until the last minute to complete a test or submit material. Things can and do go wrong!
- One more thing and this is so very important. You will submit all of your assignments to TurnItIn to be graded. TurnItIn will automatically convert your file to a PDF, but sometimes the formatting will adjust during this process. MLA format is very important

in this course. I strongly encourage you to convert your files to a PDF yourself before submitting them to TurnItIn, and then checking all formatting to make sure everything is still in MLA format.

Clarendon College students have access to Onedrive and Office 365, which provides access to some software you might need for this class, for free. For further instructions on how to access these resources, go to your Student Portal Help sections in CAMS.

METHODS OF INSTRUCTION

Course material will be taught online through a combination of written assessments and feedback for individual essays and student writing, readings, collaborative exercises, discussion forums, group work activities, peer reviews, quizzes, various media examples such as online videos, conference drafts, emails, and optional office hour conferences for on-campus students.

ENGLISH DEPARTMENT PROGRAM OBJECTIVES

The following objectives will be encompassed throughout all core classes in the English Department at Clarendon College and these objectives are not particular to ENGL 1302 alone. These objectives apply to other English courses, too.

1. The students will understand and demonstrate writing processes through invention, organization, drafting, revision, editing, and/or presentations.
2. The students will develop the ability to research and write a documented paper.
3. The students will be able to demonstrate an awareness of the scope and variety of works in the arts and humanities.
4. The students will demonstrate understanding of various works of literature as expressions of individual and human values within a historical and social context.

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Board. The Board has determined the following categories as necessary achievements of core curriculum in higher education:

THECB CORE OBJECTIVES

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility: the ability to connect choices, actions, and consequences to ethical decision making.

COURSE OBJECTIVES

As a result of this course, you should be able to meet the learning outcomes listed below. (You should expect to meet these outcomes only if you honor all course policies, earn online attendance, complete all assigned work in good faith and on time, and meet all other course expectations).

LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes. (Assess COM, CR, TW, and PR through the research paper)
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Assess COM, CR, and PR through the research paper)
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Assess COM, CR, TW, and PR through evaluating sources and through the Evaluative Annotated Bibliographies)

4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Assess COM, CR, and PR through the research paper)

5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)—(Assess COM and CR through the research paper)

ASSIGNMENT GRADING SCHEMA

Research Assignments 70%

1. Topic/Plan (Proposal)-----	5%
2. Written Summary/Source Evaluation-----	5 %
3. First Evaluative Annotated Bibliography-----	5%
4. Persuasive Research Thesis Statement and Intro Paragraph-----	5%
5. Second Evaluative Annotated Bibliography-----	5%
6. Topic Outline-----	10%
7. Rough Draft-----	15%
8. Final Draft-----	20%

Novel Analysis 20%

1. Vocabulary and comprehension questions-----	10%
2. Novel Analysis Paper-----	10%

Participation

(Discussion Posts, Daily Writing Activities, and Final Exam) --10%

DEFINITION OF LETTER GRADES FOR FINAL SEMESTER GRADE

A 90 – 100%

B 80 – 89.9%

C 70 – 79.9%

D 60 – 69.9%

F 0 – 59.9%

Your official final course grade will appear in the student portal.

PAPER FORMAT & SUBMISSIONS POLICY

Your major writing assignments will meet the following criteria:

- Format: MLA
- Font: Times New Roman • Font Size: 12 pt.
- Top, Bottom, Left, & Right Margins: 1 inch
- Spacing: Double
- File: .doc or .docx (Microsoft Word file)

I will not accept documents if they fail to meet the aforementioned requirements, specifically the file type. You must submit Microsoft Word documents (files saved as .doc or .docx). If I am unable to open your document because you failed to follow instructions, I cannot grade that assignment. This will result in an automatic failing grade for that particular assignment. Also, I grade electronically, which means I can highlight your text and make adjustments to determine whether or not you altered the text to increase the length of the essay.

PLAGIARISM

I will use turnitin.com to check all student work for plagiarism for ALL papers in this course.

Instructions on how to do this are posted in those sections. Turnitin.com also contains an AI checker.

I also check for AI by using ChatGPT Zero and Quillbot. If you write your assignment in another language and then use Google translate, it will come back as 100% AI. Please come speak to me if this is how you have been completing your assignments. Also, if you use Grammarly or CoPilot to refine your paper, it will also be considered AI. Please limit your use of AI and only ever use it as an aid to your education. AI is not a substitute for studying and if you try to pass an AI written assignment off as your own, you will fail the assignment, and if it happens again, the course.

Internet use: Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism. Copying and running a “rewrite” program (such as Grammarly) is the same as plagiarism, and will also trigger the AI detector. Google Translate will also trigger the AI detector. Furthermore, these programs do not take into

consideration the context of the synonyms used and often do not make sense. DO NOT use Grammarly or Google Translate to check your work in this class.

LATE ASSIGNMENT GRADING POLICY

Assignments are due as stated in the “Tentative Course Schedule” and in each Open LMS section for each writing assignment, discussion, and Final Exam. No exceptions!!!!

Late work ----- I may accept one (1) late assignment due to extenuating circumstances.
This decision will at my discretion and must be discussed with me. You will receive a grade no higher than a 70.

This must be turned in within a week of the original due date. A zero will be given if the assignment is not completed.

Important: Assignments must be computer generated. The MLA format must be used for all typed assignments. Always keep at least two (2) saved copies of your work. Flash drives are your best option. See the REQUIRED INSTRUCTIONAL MATERIALS section of this syllabus. Any lost or damaged data will not be accepted as an excuse for late work.

You must be prepared to spend a minimum of 9-12 hours on this class per week for a regular semester and 17-26 hours per week for a summer or fall mini semester.

Assignments must be uploaded by the designated deadline. Since this course reflects the expectations of potential future employers, it is important to remember that deadlines are deadlines. In the working world, late work interferes with productivity and could even result in termination. This course intends to prepare students for such environments.

SELF-PLAGIARISM

If you have previously taken this course, or have papers from another course, the submission of papers that were previously written is NOT ALLOWED. If it is found that a paper is submitted more than once, you will receive a 0 on that assignment. Also,

programs that “edit” or exchange words for synonyms are not acceptable: I want to see YOUR thoughts, not a computer-generated facsimile!

REVISION POLICY

I do not allow revisions. Similar to the examinations students take in other classes that exist to assess overall knowledge of course content at a particular moment in the semester, the major writing assignments are a way of assessing the students’ writing skills on the assignment’s deadline.

If students wish to discuss progress prior to the deadline, they should feel free to e-mail assignments to me prior to the deadline. I would be happy to review the work and provide feedback that can be used to polish the assignment.

CONFERENCE DRAFTS

Students are allowed to submit a conference draft (an early version of the essay that I will review similar to the way I would provide feedback during an office conference during office hours). Conference drafts must be a complete rough draft of your essay. When I receive a conference draft, I will review the document and provide the same feedback and marginal comments I would provide if I were grading the assignment (with the exception of the actual letter grade). Conference drafts should be submitted via e-mail as an attached Microsoft Word file (.doc or .docx file) to elizabeth.cranford@clarendoncollege.edu no later than the Thursday before the major writing assignment’s deadline. If I receive a conference draft, I will provide feedback within 24-48 hours and you can revise the essay according to my feedback.

ONLINE and DUAL CREDIT ATTENDANCE POLICY

Regular weekly attendance is mandatory in all online courses. Activities under the “APPLY” heading on the tentative course schedule must be completed in order for students to be considered “in attendance.” These activities are labeled. Attendance will be posted to the Student Portal.

Failure to complete these assignments can result in forfeiture of Financial Aid and failure of the class.

For this course, I will submit an attendance report each week and on the census date. Students who are following the online attendance policy are marked "present."

FACE-TO-FACE ATTENDANCE POLICY

- Students are expected to attend every class meeting. If you are involved in school-sponsored activities/sports, the absences associated with that activity/sport are excused absences. You MUST come to my office hours to get the work you missed while you were absent from class. REGARDLESS OF YOUR ACTIVITY/SPORT SCHEDULE, ASSIGNMENTS ARE DUE ON SUNDAYS BY 11:59 PM. As a student athlete it is your responsibility to keep up with your academics. Come see me during my office hours and we will get you caught up before the next deadline.
- If you miss more than 5 classes over the course of the semester, the at-risk counselor will be notified. Students with 10 or more absences will fail the course.

COLLEGE POLICIES

Academic Integrity Policy Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to:

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion;
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given;
- (3) observing the work of another during an examination or providing answers to another during the course of an examination;
- (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment;
- (5) entering an office, classroom, laboratory, or building to obtain unfair advantage;
- (6) taking an examination for another person;
- (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person;
- (8) altering grade records;
- (9) using any unauthorized form of an electronic communication device during an

examination, classroom activity, or laboratory exercise; and/or,

(10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate vice president, and/or the vice president. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Vice President of Instruction. The Vice President of Instruction will maintain a file on all violations. If a faculty member prefers to report the case directly to the Vice President of Instruction, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Vice President of Instruction. If the Vice President of Instruction observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Vice President of Instruction is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Vice President of Instruction is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Vice President of Student Services.

Dropping a Course

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services. (Refer to other policies concerning this issue in the current college catalog online.)

Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6th dropped class, he/she will no longer be able to withdraw from any classes.

Withdrawal from College

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number, and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."

Student Rights and Responsibilities

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>.

Grievance/Appeals

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

Accommodations Statement

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / janean.reish@clarendoncollege.edu or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

Nondiscrimination Policy

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

CHANGES TO POLICIES, DEADLINES, OR SYLLABUS

The policies and course calendar are subject to change according to the needs of the class. Students will be notified in a timely manner if such changes occur. Students are responsible for reading and making adjustments according to the most recent version of the course syllabus.

TENTATIVE COURSE SCHEDULE

Note: I highly encourage you to review the required readings prior to the designated deadlines. If you procrastinate, readings may interfere with your ability to post to discussion forum, or draft major writing assignments. The course is structured in a way that allows you to manage one task at a time, but you may be responsible for many tasks in a single day if you wait until Friday for assignments due on Sunday.

Week 1-2: January 20- February 1, 2026

READ

- * Read the Course Introduction in the Syllabus and Quick Links area. Follow all instructions.
- *Read the Syllabus and Quick Links section. Open and read the syllabus very carefully. Print if desired.
- *Read all of the material in the Course Overview section. Follow all instructions.
- * Attendance will be taken the second Monday based on students logging in.

APPLY

Due by January 30, 2026

In the Class Orientation Section, complete the following:

- * Syllabus Quiz
- *Attendance: Syllabus EVA
- *Practice using the Messages feature
- *Send Me an E-mail
- *Discussion: Ice Breaker

- LEARN

*Read the unit overview/learning outcomes

* Read the Articles to Choose From: Evaluating Sources/Written Summary document before you begin Research Assignment #2.

*Read Chapter 16: “Researching: How, What, When, Where, and Why” (pages 590-769 in Composing Ourselves and Our World)

*Read Chapter 19: “Citing Your Sources” (pages 1112-1202 in Composing Ourselves and Our World)

- **APPLY**

Online Discussion: Initial Thoughts o RA #1: Evaluate a Source—Written Summary (submit in PDF to TurnItIn)

- **LEARN**

- Read all of the material in the Tutorial on Using the Clarendon College Library section

*Read “Chapter 2: Critical Concepts” (pages 113-126 in Composing Ourselves and Our World)

- Read “Chapter 15: Entering the Discourse Community” (pages 461-589 in Composing Ourselves and Our World)

APPLY

Due February 1, 2026

- Online Discussion: Importance of Purpose
- Online Discussion: My Direction
- RA #2: Topic/Plan (submit in PDF to TurnItIn)

Week 3-4: February 2-15, 2026

- **LEARN**

- Read Chapter 13: “Annotated Bibliography” (pages 417-423 in Composing Ourselves and Our World)

- Read Chapter 17: “Reviewing and Analyzing Your Sources” (pages 770-879 in Composing Ourselves and Our World)

- Read the instructions in the Plagiarism Homework assignment

- Read the Evaluative Annotated Bibliography (RA#3) assignment.

- **APPLY**
- Online Discussion: Sharing Knowledge
- RA #3: First Evaluative Annotated Bibliography (Submit in PDF to TurnItIn)

Week 5: February 16-22, 2026

LEARN

- Read Chapter 5: “Composing Strategies” (pages 215-312 in Composing Ourselves and Our World)
- Read “RA 4 Materials”

• **APPLY**

- Online discussion: Ethical Argumentation—Acknowledging the Opposition
- Online Discussion: Because I Said So
- Online Discussion: Practice Thesis Statements
- RA #4: Introduction paragraph with thesis statement underlined (Submit in PDF to TurnItIn)

Week 6: February 23- March 1, 2026

LEARN

- Review Chapter 13 in Composing Ourselves and Our World (pages 417-423)
- Review Instructor Comments on your RA #3 First Evaluative Annotated Bibliography

APPLY

- RA #5: Second Evaluative Annotated Bibliography (Submit in PDF to TurnItIn)

Week 7: March 2-8, 2026

LEARN

- Review the 1302 Persuasive Research Paper—Instructions document.

- Read the Rough Draft (RA #7) assignment.
- Read Topic Outline example/template

APPLY

- Online Discussion: In the News
- RA #6: Topic Outline (Submit in PDF to TurnItIn)

Week 8: March 9-15, 2026

APPLY

Review the following chapters:

- Chapter 18 (pp-880-1111)
- Chapter 19 (pp. 1112-1202)

Discussion: Research and Thesis Statement Due

- RA #7: Rough Draft (Submit in PDF to TurnItIn)

Week 9 is Spring Break. Enjoy!!!

Week 10: March 23-29, 2026

LEARN

- Read Chapter 20: Revising Your Research Project

APPLY

- RA #8: Final Draft (Submit in PDF to TurnItIn)

Week 11: March 30- April 5, 2026

LEARN

- Read Letters 1-4, and Chapters 1-5 of Frankenstein by Mary Shelley.

APPLY

- Vocabulary Crossword 1
- Questions for Letters 1-4, Chapters 1-5
- 1 page response to a selected prompt

Week 12: April 6- 12, 2026

LEARN

- Read Chapters 6-9 of Frankenstein

APPLY

- Vocabulary Crosswords 2 & 3
- Questions for Chapters 6-9 of Frankenstein

Week 13: April 13- 19, 2026

LEARN

- Read Chapters 10-15 of Frankenstein

APPLY

- Vocabulary Crossword 4
- Questions for Chapters 10-15 of Frankenstein
- Quiz over chapters 1-15

This Quiz must be taken in lock-down browser. If you are a dual credit student, you must take the quiz during school hours in the presence of a facilitator. Face-to-face students will take this quiz in class on Friday.

Week 14: April 20- 26, 2026

LEARN

- Read Chapters 16- 20 of Frankenstein

APPLY

- Vocabulary Crosswords 5 & 6
- Questions for Chapters 16-20
- 1 page response to a selected prompt

Week 15: April 27- May 3, 2026

LEARN

- Read Chapters 20-24 of Frankenstein

APPLY

- Vocabulary Crossword 10
- Questions for Chapters 20-24
- Week 16: May 4- 10, 2026

LEARN

- Reflect on the novel now that you have finished reading it. Think about the major themes in the novel and who you believe the true antagonist and protagonist are.

APPLY

- You will write a 2-3 page essay over 1 of 3 available prompts.

- Final Exams are open for dual credit students from 6:00am on May 10 through 11:59 pm on Tuesday, May 12, 2026
- Face-to-face students will take the exam according to the Finals schedule scheduled by the College.

LINKS:

<https://www.clarendoncollege.edu/aboutcc/campuscarry.html>

<https://www.clarendoncollege.edu/Sites/ClarendonCollegeNew/Resources/Legal/24-25/StudentRightsResponsibilities.pdf>

<https://www.clarendoncollege.edu/studentservices/files/Request%20for%20Early%20Final%20Exams%20FV.pdf>