

Clarendon College
Liberal Arts Division
English 1301 Clarendon
English Composition I
Spring 2026 --- 3 Semester Hours
Online

INSTRUCTOR: Mrs. Roberta Sain

CONTACT INFORMATION:

I can be reached through the “Participants” block located on the Course Dashboard on the course’s main page. I can also be contacted by email. My Clarendon College e-mail is roberta.sain@clarendoncollege.edu ; I will respond to emails and messages within 24 hours.

OFFICE: Clarendon—201B: Inside the Computer Lab

OFFICE HOURS: Online through email or OpenLMS messaging

SPRING 2026 CALENDAR OF IMPORTANT DATES:

Classes Begin	Tuesday, January 20
Last Day to Register and/or Add/Drop	Thursday, January 22
Census Date (12 th Class Day)	Wednesday, Feb. 4
Spring Break (College Closed)	Mon.-Fri., Mar. 16-20
60% of Term Completed	Monday, Mar. 30
Good Friday (College Closed)	Friday, April 3
Pre-Registration Begins for Summer 2026/Fall 2026	Monday, April 6
Last Day to Drop with a “W”	Thursday, April 9
Commencement	Friday, May 8
Final Exams	Mon-Wed, May 11-13
Final Grades Due @ 2:00PM	Thursday, May 14
Semester Ends (Grades on Transcripts@ 2:00PM)	Friday, May 15

Accommodation 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.

STUDENT RIGHTS AND RESPONSIBILITIES:

Student Rights and Responsibilities are listed on Clarendon College's website at --- <https://www.clarendoncollege.edu/Sites/ClarendonCollegeNew/Resources/Legal/24-25/StudentRightsResponsibilities.pdf>

TEACHING PHILISOPHY:

I believe that successful students take responsibility for their own learning. The course curriculum will come primarily from the required textbook, class handouts, and interaction with me and other students in the class. In other words, class participation and questions show your interest in this class. If you have questions or need extra help, please feel free to call or e-mail me.

COURSE DESCRIPTION:

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

COURSE PURPOSE:

English Composition I 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:

Clarendon College now uses a digital Composition I 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, quizzes, 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

ENGLISH DEPARTMENT PROGRAM OBJECTIVES:

1. Students will understand and demonstrate writing processes through invention, organization, drafting, revision, editing, and/or presentation.
2. Students will develop the ability to research and write a documented paper.
3. Students will be able to demonstrate an awareness of the scope and variety of works in the arts and humanities.
4. 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 Coordinating Board. The THECB 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 (CT)

Communication Skills --- to include effective development and expression of ideas through written, oral and visual communication (COM)

Teamwork --- to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal (TW)

Personal Responsibility --- to include the ability to connect choices, actions and consequences to ethical decision-making (PR)

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes. (Assess CT, COM, PR, and TW through proposal project and essay)
2. Develop ideas with appropriate support and attribution. (Assess CT and COM through proposal project and essay)
3. Write in a style appropriate to audience and purpose. (Assess CT and COM through proposal essay)
4. Read, reflect, and respond critically to a variety of texts. (Assess CT through essays or in-class activities)
5. Use edited American English in academic essays. (Assess CT and COM through essays and pre and post writing test grades)

Students may vary in their competency levels on these abilities. You should expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

COMPUTER/TECHNOLOGY INFORMATION/REQUIREMENTS:

During your orientation course, you learned 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 assuming that you probably have as many or more computer skills than I do; however, if this is your *first online course*, there are some questions you need to consider before beginning this or any online course:

- 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 fairly proficient at navigating the world of computers, including software and digital environments?
- Is your Internet service reliable?
- **Do you have a back-up computer – or another place to go – in case of computer and software issues? Remember – no late work is accepted!!**

If the answer is **no** to any of these questions, you may wish to rethink your decision to take an online course. A face-to-face class may be a better option for you. If, on the other hand, you believe an online course is for you, here a few tips:

- 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. The

state has set a standard for an expected amount of time students should spend on each class. The recommendation is **12 hours per week** for a regular term and **34 hours per week** for a summer semester. **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 is difficult to catch up on readings. Moreover, **I may accept 1 (one) late assignment for the entire semester**, so you must keep up, yourself, with the schedule and turn work in on time.
- Make sure you can fit the exams into your schedule. **No make-up exams will be available.**
- **If you have a problem, let me know as soon as you can.** Do not wait or just do nothing. Remember that I am not a computer instructor, but an English one. Furthermore, the excuse “my computer crashed” or “my Internet went down” is very like the old “the dog ate my homework” excuse. The dog MAY have eaten your homework, but these excuses will not be accepted.
- **Do not wait until the last minute to complete a test or submit material. Things can and do go wrong!**
Please be aware that all due dates are based on Central Standard Time.
- One more thing and this is so very important. **You must save your documents in a Microsoft Word compatible format – in other words - .doc, or .docx, or .rtf. Open LMS will not open Google docs; I cannot grade or critique a .pdf file .** This is especially something to be cautious of if you have an Apple computer because much of Apple's software is not compatible with what we use on the PCs. Again, I simply cannot grade work that I cannot open. *****If I receive a document that is not compatible, you may receive one warning and then a zero on all following assignments if the above directions are not followed.*****
- *****One advantage of using Open LMS is that you can access your course, check assignments, and check grades on your smart phone or tablet device. HOWEVER, please be aware that you cannot use these devices, however marvelous they are, to prepare and submit your written assignments because the font style, font size, and formatting will not be correct unless that device has MSWord.*****

Clarendon College students have access to **Onedrive and Office 365**, which provide 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 section in CAMS. Click on the appropriate link for accessing your Bulldogsmail/Office 365 account. You will also find useful information on using Onedrive and the Office 365 Apps.

If you do plan to use your phone for preparation of major writing assignments, -- **Note - this is not recommended!!!** you must have MSWord on your phone. You can install the app version of MSWord on your phone.

INSTRUCTIONAL METHODS:

You will access your course through Open LMS Open LMS. Your textbook for this class is free to you and will be accessed through Open LMS. All of the text, readings, assignments, and Final Exam are located in and accessed through Open LMS. **All major writing assignments are submitted through the appropriate link in Open LMS.**

CLASS POLICIES

Attendance

Regular attendance for college classes is up to the student, but necessary for successful completion of any class. No progress could jeopardize good standing and financial aid. Students can be placed on academic probation or lose financial aid for chronic non-attendance. Regular “attendance” is also part of your Class Participation grade that is 20% of your final grade in this class

Required Enrollment Verification Activity

Students who fail to complete the Syllabus Agreement EVA activity (located in the Class Orientation section of the online course) by February 4 (Census Day) cannot continue in the course and will receive a W (Withdrawn) at the end of the term. Students may also not be eligible for a financial aid refund. If you receive financial aid, you may also be required to reimburse tuition and fees.

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 and on the first page of this syllabus.

Respectful Behavior

I will always show you the respect you deserve as a student. In return, I expect respectful behavior from you. An on-line class presents certain differences from the regular classroom concerning behavior. Since most of our communication is via either e-mail or phone, please be considerate and respectful while using these lines of communication with me and with other students in the class. **Remember the ramifications of posting anything on the Internet.** One infraction will result in my warning you verbally or by e-mail. A second infraction will result in our consulting the Vice President of Academic Affairs and the possibility of your withdrawal from the class, possibly with an “F.”

Course Withdrawal

Students desiring to make schedule changes after their initial registration each semester must do so during the designated “Drop and Add” period as scheduled in the College Catalog. Students will be required to pay tuition and fees applicable to any class(es) added to their schedule.

Official withdrawal from a course is initiated in the Office of the Registrar. However, each student should consult with his/her academic advisor or the Associate Dean of Enrolment before

officially withdrawing from a course. A student who stops attending a class without officially dropping it may receive a grade of “F” for that class.

The final drop date for Spring 26 is Thursday, April 9.

Student Academic Integrity and Classroom Ethics

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 an 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 activity; 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 pro-program coordinator, the vice president, and/or dean. 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.

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 re-solve 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 Academic Affairs. The Vice President of Academic Affairs will maintain a file on all violations. If a faculty member prefers to report the case directly to Vice President of Academic Affairs, 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 Academic Affairs. If the Vice President of Academic Affairs observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Vice President of Academic Affairs 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 Academic Affairs 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 Student Appeals and Grievance Procedure.

More about plagiarism will follow.

Students are responsible for ensuring that their work is consistent with Clarendon College's expectations concerning academic integrity. In this course you **may** be asked to submit some papers using an online tool, **Turnitin.com**, to confirm that you have submitted your own work or that you have used sources accurately in your papers. If an assignment is required to be submitted to Turn-it-in, you must **still** submit that assignment through the appropriate Open LMS link in the class.

Additional information about the Turnitin.com plagiarism prevention tool is available at <http://turnitin.com>

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of the course will file a report with Brad Vanden Boogaard, Vice President of Academic Affairs, when a “cheating” event occurs, whether the class is a workforce or academic course. The report shall include the course, instructor, student’s name, and the type of cheating involved. The Vice President shall discipline students who are reported as offenders more than once. The Vice President will notify all involved parties within fourteen days of any action taken.

PLAGIARISM: Please read and make sure you understand the following!

1. Word-for-word plagiarism: The student quotes his or her source without using quotation marks. Even if the student cites the source, he or she is still plagiarizing because proper quotation procedures were not used. Proper documentation **must** include quotation marks and the proper citation.
2. Paraphrased plagiarism: The student uses a source and with the exception of changing a few words or phrases essentially quotes the original. Even if the source is properly cited, the writing is still plagiarized because the student has used the author’s style, vocabulary, and content and claimed it as his or her own.
3. Improper citations: If a student uses someone’s information other than his or her own, the source of the material must be properly cited. Failure to do so is plagiarism.
4. Improper use of ideas: Ideas are as equally protected as words. If the student uses someone’s ideas, but expresses them in his or her own words, the student plagiarizes if he or she does not cite the source of the idea.
5. Internet use: Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism.
6. Student sharing: While students are certainly free to work together and study together, an assignment that calls for individual work to receive an individual grade must reflect the student’s personal effort. In other words, if each student is to turn in a paper for a grade, it must be obvious to me that each student has done his/her own work. The papers should not be exactly alike!!! If a student borrows or copies another student’s work, that is plagiarism. One student writing a paper for another student is plagiarism. Plagiarism also occurs if two students collaborate on an individual assignment and turn in the same work.
7. Student sharing: Plagiarism also occurs when you use someone else’s electronic files or allow another student to use any of your personal files. It is important to protect all of your electronically saved files. The Student Handbook states that accounts (IDs and passwords) are approved and issued by the Dept. of Information Systems and Computer

Operations and are issued to individuals and intended for the sole use of that individual. The individual to whom the account has been issued is responsible for the proper use of the account . . . and shall keep his or her keywords and passwords confidential to protect himself/herself and said files. Users shall not give or sell passwords to others.

8. Programs that “edit” or exchange words for synonyms – ie. *Grammarly.com* – are not acceptable for writing assignments or discussions. **Many times your writing context does not make any sense.** I want to see YOUR writing and YOUR thoughts, not a computer-generated facsimile.

***Your responsibility is to protect your electronically saved files. If someone else turns in an assignment as if it were that student’s work, but is the work that you have completed, I will have to assume that you allowed this to happen. **Both of you will suffer the same consequences.** Therefore, make sure your saved files are kept in a place where others cannot copy them. **DO NOT SHARE FLASH DRIVES, COMPUTERS, ETC.**

Plagiarism is also committed if you use work that you have turned in for another instructor *if you do not get my permission first*. **Always ask! If you have previously taken this course, you may NOT resubmit the assignments from the first time. Doing so is plagiarism.**

NEVER LET ANYONE ELSE USE YOUR COLLEGE LOGIN OR PASSWORD!!!!

The 9th edition of the *MLA Handbook* states that student plagiarism does considerable harm because, “one instance of plagiarism can cast a shadow across an entire career because plagiarism reflects poorly on a person’s judgment, integrity, and honesty and calls into question everything about that person’s work. The consequences of plagiarism are not just personal, however. The damage done is also social. Ultimately, plagiarism is serious because it erodes public trust in information.” Plagiarism is cheating and is unfair to other students who make the effort to do their own work.

My policy is that anyone who commits any of the above infractions (#1 - #8) will receive a zero on that assignment or test with no opportunity to make up the zero. You will receive an “F” in the course for more than one violation. This “F” will be given for a second offense if the assignment is a major writing assignment or something as simple as a daily assignment. In addition, **this instructor reserves the right to give the student an “F” for the class if there is any one cheating violation which she perceives as a deliberate, not accidental, infraction.** In other words, cheating and plagiarism will not be tolerated.

Clarendon College Campus Carry Policy: Please click the following link to become informed about our campus carry policy: <https://www.clarendoncollege.edu/aboutcc/campuscarry.html>

The full details of Student Rights and Responsibilities policies can be viewed on Clarendon College's website

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

ASSIGNMENTS:

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 0 will be given if the assignment is not completed.

To offset a grade that might be missed and consequently a zero given, I will drop the **two (2) lowest daily grades** at the end of the semester. Any exemptions to this policy must be handled through the Vice President of Academic Affairs.

Daily grades will be averaged as part of your final grade. Major writing assignments, discussions, and the Final Exam will be part of your final grade and must be satisfactorily completed in order to pass this course.

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 12 hours on this class per week for a regular semester and 34 hours per week for a summer semester.

GRADING PROCEDURE:

The final grade in this course will be determined by the following:

Major writing assignments.....	40%
Quizzes/Tests/Final Exam.....	40%
Daily assignments (Including discussions.....	20%

The final semester grades will be figured as set in the current catalog:

90-100 --- A 80-89 --- B 70-79 --- C 60-69 --- D Below 60 --- F

GRADE 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. Students have **three (3)** business days from the day grades are posted at the end of the semester in which the course was taken to challenge the assigned grade.

COURSE EVALUATION:

Clarendon College has implemented a new policy wherein a student must complete the Class Evaluation by the end of the semester in the Student Portal in order to be able to view his or her final grade for this class. Please let me know if you have questions about this.

Final Exams: The schedule of final exam times is published at the beginning of the semester. You can find the schedule for final exams at: <https://www.clarendoncollege.edu/insideCC>. Do not make plans to leave school before your scheduled final exam. Faculty members cannot on their own authorize a student to take a final exam early. In exceptional circumstances if a student needs to take a final exam early, he/she may request early final exams by filling out the form at:

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

TENTATIVE COURSE SCHEDULE FOR ENGLISH 1301, SPRING 2026

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 a 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 Sundays (the designated day for major deadlines).

As mentioned in the online attendance policy section, regular attendance is mandatory in all online courses. ***Assignments in Red should be completed to be counted as “present” for weekly attendance***

Weeks 1-2: January 20-February 1	
<p><u>Read by Sunday, February 1:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Course Introduction in the Syllabus and Quick Links Area <input type="checkbox"/> Syllabus and Quick Links Section <input type="checkbox"/> Syllabus <input type="checkbox"/> Course Overview Section 	<p><u>Do by Sunday, January 25</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Log into this course in OpenLMS: ENGL 1301 <input type="checkbox"/> Notify instructor through email if you have any problems logging in: roberta.sain@claredoncollege.edu <p><u>Do by Sunday, February 1 in the Class Orientation Section</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus EVA <input type="checkbox"/> Syllabus Quiz <input type="checkbox"/> Practice using the Messages feature <input type="checkbox"/> Send Me an Email <input type="checkbox"/> Discussion: Ice Breaker <input type="checkbox"/> Student Feedback
Week 3: February 2-8	
<p><u>Read by Sunday, February 8:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Integrity Tutorial <input type="checkbox"/> Digital Text Chapter 1: “The Composing Process” pages 22-112 in <i>Composing Ourselves and Our World</i> <input type="checkbox"/> View videos included in the chapter 	<p><u>Do by Sunday, February 8</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: College Writing <input type="checkbox"/> Plagiarism Information and Quiz <input type="checkbox"/> Student Feedback

<input type="checkbox"/> Start reading Chapter 2: “The Rhetorical Context” pp. 121-134	
Weeks 4-5: February 9-22	
<u>Read by Sunday, February 16</u> <input type="checkbox"/> Chapter 2: “The Rhetorical Context” pp. 121-134 <input type="checkbox"/> Chapter 3: “Defining the Composing Process” pp. 135-164 <input type="checkbox"/> Chapter 5: “Composing Strategies” pp. 223-320	<u>Do by Sunday, February 16</u> <input type="checkbox"/> Discussion: The Importance of Audience <u>Do by Sunday, February 22</u> <input type="checkbox"/> Essay: Writing Anxiety <input type="checkbox"/> Student Feedback
Week 6: February 23-March 1	
<u>Read by Sunday, March 1</u> <input type="checkbox"/> Chapter 9: “Components of a Narrative Essay” pp. 387-392 *NOTE* There is a narrative essay assignment in this chapter. DO NOT use this prompt! Use the one located in the Literacy Narrative section of OpenLMS	<u>Do by Sunday, March 1</u> <input type="checkbox"/> Essay: Literacy Narrative <input type="checkbox"/> Student Feedback
Week 7: March 2-8	
<u>Read by Sunday, March 8</u> <input type="checkbox"/> Chapter 4: “Academic Reading and the Rhetorical Situation” pp. 165-222	<u>Do by Sunday, March 8</u> <input type="checkbox"/> Discussion: Importance of Tone <input type="checkbox"/> Quiz #1: Run-on Sentences/Sentence Fragments <input type="checkbox"/> Essay: Mood and Tone in Literature and Life <input type="checkbox"/> Student Feedback
Week 8: March 9-15	
<u>No additional reading this week</u>	<u>Do by Sunday, March 15</u> <input type="checkbox"/> Discussion: Strong Paragraphs

	<input type="checkbox"/> Discussion: Introduction/Conclusion <input type="checkbox"/> Essay: TV Show Introductions <input type="checkbox"/> Student Feedback
Weeks 9-10: March 16-29 *Including Spring Break*	
<u>Read by Sunday, March 29</u> <input type="checkbox"/> Chapter 10: “Analysis and Evaluation Assignment” pp. 393-389 *NOTE* There is an analysis and evaluation essay assignment in this chapter. DO NOT use this prompt! Use the one located in the Literacy Narrative section of OpenLMS <input type="checkbox"/> Chapter 11: “Argument” pp. 398-405 <input type="checkbox"/> Read/View “Short Stories” PowerPoint or PDF (They both have the same information.)	<u>Do by Sunday, March 29</u> <input type="checkbox"/> Essay: Analytic/Evaluation <input type="checkbox"/> Student Feedback
Week 11: March 30-April 5	
<u>Read by Sunday, April 5</u> <input type="checkbox"/> Chapter 6: “Revising and Recomposing” pp. 321-370	<u>Do by Sunday, April 5</u> <input type="checkbox"/> Discussion: Use of Reverse Outlines <input type="checkbox"/> Discussion: Peer Review <input type="checkbox"/> Quiz: Capitalization <input type="checkbox"/> Student Feedback
Week 12: April 6-12	
<u>Read by Sunday, April 12</u> <input type="checkbox"/> PowerPoint: Examples of Signal Verbs <input type="checkbox"/> Citing an Article in an Online Scholarly Journal	<u>Do by Sunday, April 12</u> <input type="checkbox"/> Discussion: Your Thoughts on Research <input type="checkbox"/> Essay: Making a Sandwich <input type="checkbox"/> Student Feedback

Week 13: April 13-19

Read by Sunday, April 19

Chapter 11: “Argument” pp. 398-405
***NOTE* There is an argument essay assignment in this chapter. DO NOT use this prompt! Use the one located in the Literacy Narrative section of OpenLMS**

Watch “Argument Sketch” by Monty Python

Do by Sunday, April 19

Essay: Academic Argument
 Student Feedback

Week 14: April 20-26

Read by Sunday, April 26

Chapter 7: “Publishing/Circulation: Media Matters” pp. 371-379
 Study Guides for Quiz #3:
 Introduction to Pronouns
 Antecedent Agreement

Do by Sunday, April 26

Discussion: Writing for the Web
 Quiz: Pronouns/Antecedent Agreement
 Student Feedback

Week 15: April 27-May 3

Read by Sunday, May 3

“Occurrence at Owl Creek”
 “Story of an Hour”

Do by Sunday, May 3

Essay: Compare/Contrast “Occurrence at Owl Creek” with “Story of an Hour”
 Student Feedback

Week 16: May 4-10

Read by Sunday, May 10

Review for Final Exam
 Ask questions of your instructor as needed

Do by Sunday, May 10

Review for Final Exam
 Ask questions of your instructor as needed

Week 17: May 11-13 Finals Week

APPLY:

Final Exam opens 6:00am Monday, May 11 and closes 11:59pm Wednesday, May 13