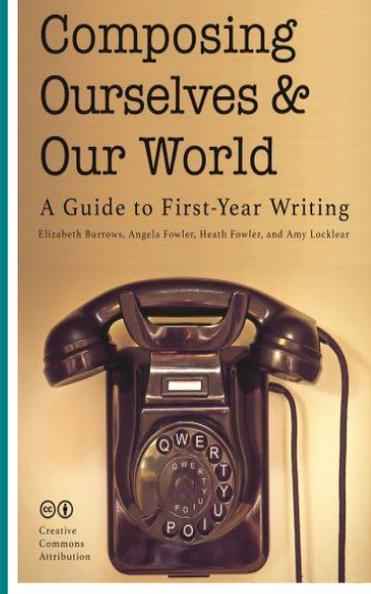


CLARENDON COLLEGE
Division of Liberal Arts
ENGL 1302 Online Course Syllabus
Freshman Composition II
Spring 2026 — 3 semester hours
Location: Online



INSTRUCTOR: Mrs. Roberta Sain

OFFICE: Clarendon—201B

You can also reach me at roberta.sain@clarendoncollege.edu or send me a message in Open LMS.

OFFICE HOURS: Online

You can also Zoom me if you would like. Please email or message me to set up a meeting. My Zoom # is: 386.123.8968

The **Messages** feature in Open LMS is the main method you should use to contact me. I will check the course website every weekday and 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.

CALENDAR OF IMPORTANT DATES

Classes Begin	Tuesday, January 21
Last Day to Register and/or Add/Drop	Thursday, January 23
Census Date (12 th Class Day)	Wednesday, February 5
Spring Break	Mon-Fri, March 17-21
Last Day to Drop with a "W"	Thursday, April 10
Good Friday	Friday, April 18

Commencement	Friday, May 9
Final Exams	Sun.-Tues., May 11-13
Final Grades due at 2pm	Thursday, May 15
Grades Posted to Transcript	Friday, May 16

ONLINE COURSE WEBSITE

This online course uses Open LMS as its online course management program. All instructions, tutorials, exams, and assignments are provided at 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.

Most communication between you and your instructor as well as fellow classmates will be handled in Open LMS 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, e-mail 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.

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

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 Mondays. If you wish to receive feedback on an assignment, you must email it to me by the Thursday 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 or Google Chrome. 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 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 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 an online course. A face-to-face class may be the right one 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. 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! Remember that the due date is not the date to do your assignment. It is the last possible date that an assignment will be accepted for full credit.
 - One more thing and this is so very important: **You will submit all of your assignments to TurnItIn to be checked for plagiarism and AI.** 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, e-mails, 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

<u>Research Assignments</u>	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—10%	
5. Second Evaluative Annotated Bibliography—5%	
6. Topic Outline—10%	
7. Rough Draft—10%	
8. Final Draft—20%	
<u>Additional Paper</u>	10%
<u>Frankenstein</u>	
<u>Participation</u>	10%
Discussion Posts and Quizzes	
<u>Final Exam</u>	± 10%
	100%

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.

I will use TurnItIn 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 also contains an AI checker. **Do NOT use Grammarly for assignments in this course.** Grammarly will flag the AI checker. Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools (University of Delaware).

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 0 will be given if the assignment is not submitted by that one week deadline.

Important: 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 (such as Grammarly) 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; please see the next section on conference drafts.

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 roberta.sain@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 ATTENDANCE POLICY

Regular weekly attendance is mandatory in all online courses. Specific activities will be identified on the tentative course schedule that must be completed for students to be considered “in attendance.” These activities are labeled and highlighted. 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."

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 FOR ENGLISH 1302, 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***

Week 1: January 20-January 25	
<p><u>Read by Sunday, January 25</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 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 2: January 26-February 1	
<p><u>Read by Sunday, February 1:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Overview/Learning Outcomes <ul style="list-style-type: none"> <input type="checkbox"/> Articles to Choose From: Evaluating Sources/Written Summary <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 16: “Researching: How, What, When, Where, and Why” (pages 590-769 in <i>Composing Ourselves and Our World</i>) <input type="checkbox"/> Chapter 19: “Citing Your Sources” (pages 1112-1202 in <i>Composing Ourselves and Our World</i>) <input type="checkbox"/> Watch the MLA formatting video 	<p><u>Do by Sunday, February 1</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Online Discussion: Initial Thoughts <input type="checkbox"/> Plagiarism Information and Quiz <input type="checkbox"/> RA #1: Evaluate a Source/ Written Summary <input type="checkbox"/> Student Feedback

<ul style="list-style-type: none"> <input type="checkbox"/> Watch the RA #1 Video Example <input type="checkbox"/> Citing an Article in an Online Scholarly Journal <input type="checkbox"/> Academic Integrity Tutorial 	
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Week 3: February 2-8

<p><u>Read by Sunday, February 8</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutorial on Using the Clarendon College Library <input type="checkbox"/> “Chapter 2: Critical Concepts” pages 113-126 <input type="checkbox"/> “Chapter 15: Entering the Discourse Community” pages 461-589 	<p><u>Do by Sunday, February 8</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Online Discussion: Importance of Purpose <input type="checkbox"/> Online Discussion: My Direction <input type="checkbox"/> RA #2: Topic/Plan <input type="checkbox"/> Student Feedback
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Week 4-5: February 9-22

<p><u>Read by Sunday, February 15</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 13: “Annotated Bibliography” pages 417-423 <input type="checkbox"/> Chapter 17: “Reviewing and Analyzing Your Sources” pages 770-879 <input type="checkbox"/> Chapter 19: “Citing Your Sources” pages 1112-1202 <input type="checkbox"/> Read additional material in the “Other Materials” section, including the MLA guidelines and Sample Annotated Bibliography 	<p><u>Do by Sunday, February 15</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Online Discussion: Sharing Knowledge <p><u>Do by Sunday, February 22</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RA#3: First Annotated Bibliography <input type="checkbox"/> Student Feedback
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Week 6: February 23-March 1

<p><u>Read by Sunday, March 1</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 5: “Composing Strategies” (pages 215-312 in <i>Composing Ourselves and Our World</i>) <input type="checkbox"/> Read Powerpoints <input type="checkbox"/> Read RA#4 Grading Rubric <input type="checkbox"/> Read Research Writing Tutorial <input type="checkbox"/> Read “Creating an Effective Persuasive Thesis Statement” <input type="checkbox"/> Read “Checking for Fallacies” <input type="checkbox"/> Read “Example Essay” <input type="checkbox"/> Read “1302 Research Project—Approved Topics and Assignment” <input type="checkbox"/> Watch “Argument Clinic” 	<p><u>Do by Sunday, March 1</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion: Ethical Argumentation <input type="checkbox"/> Discussion: Because I Said So <input type="checkbox"/> Discussion: Practice Thesis Statement <input type="checkbox"/> RA#4: Introduction paragraph with thesis statement underlined <input type="checkbox"/> Student Feedback
<p>Week 7: March 2-8</p>	
<p><u>Read by Sunday, March 8</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Chapter 13 in <i>Composing Ourselves and Our World</i> (pages 417-423) <input type="checkbox"/> Review Chapter 17 in <i>Composing Ourselves and Our World</i> (pages 770-879) <input type="checkbox"/> Review Chapter 19 in <i>Composing Ourselves and Our World</i> (pages 1112-1202) <input type="checkbox"/> Review Instructor Comments on your RA #3 First Evaluative Annotated Bibliography 	<p><u>Do by Sunday, March 8</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RA#5: Second Evaluative Annotated Bibliography <input type="checkbox"/> Student Feedback
<p>Week 8: March 9-15</p>	
<p><u>Read by Sunday, March 15</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the 1302 Persuasive Research Paper Approved Topics and Assignment document. <input type="checkbox"/> Read the Rough Draft (RA #7) assignment 	<p><u>Do by Sunday, March 15</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Online Discussion: In the News <input type="checkbox"/> RA #6: Topic Outline <input type="checkbox"/> Student Feedback

<input type="checkbox"/> Read Topic Outline example <input type="checkbox"/> Read Topic Outline template <input type="checkbox"/> Read Topic Outline rubric	
Week 9-10: March 16-29 *Including Spring Break*	
<u>Read by Sunday, March 29</u> <input type="checkbox"/> Read Chapter 18 (pages 880-1111) in the <i>Composing Ourselves and Our World</i> textbook <input type="checkbox"/> Read Chapter 19 (pages 1112-1202) in the <i>Composing Ourselves and Our World</i> textbook <input type="checkbox"/> Read Chapter 20 (pages 1203-1231) in the <i>Composing Ourselves and Our World</i> textbook <input type="checkbox"/> Read RA #8 Final Draft rubric <input type="checkbox"/> Review 1302 Approved Topics and Assignment <input type="checkbox"/> Start reading <u>Frankenstein</u> by Mary Shelley: Chapters: Title Page-Vol. I, Chapter 5, pages 1-43	<u>Do by Sunday, March 29</u> <input type="checkbox"/> Online Discussion: Epistolary Writing in <u>Frankenstein</u> <input type="checkbox"/> Student Feedback
Week 11-12: March 30-April 12	
<u>Continue Reading by Sunday, April 5</u> <input type="checkbox"/> Read Chapter 18 (pages 880-1111) in the <i>Composing Ourselves and Our World</i> textbook <input type="checkbox"/> Read Chapter 19 (pages 1112-1202) in the <i>Composing Ourselves and Our World</i> textbook	<u>Do by Sunday, April 5</u> <input type="checkbox"/> Online Discussion: Research and Thesis Statement <input type="checkbox"/> Online Discussion: Imagery/Mood/Tone in <u>Frankenstein</u> <u>Do by Sunday, April 12</u> <input type="checkbox"/> RA #7: Rough Draft (Be sure to also submit to the Turnitin Box)

<input type="checkbox"/> <u>Frankenstein</u> by Mary Shelley: Chapters: Vol. I, Chapter VI, to Vol. III, Chapter III. Pages 44-121	<input type="checkbox"/> Student Feedback Your grade you will see on Open LMS is the grade you would get if this were the Final Paper (RA #8). If you turn in the rough draft <u>AND</u> make the appropriate corrections on the final draft of the paper, then I will raise this grade to match the grade on the final draft when I compute overall grades.
Week 13: April 13-19	
<u>Read by Sunday, April 19</u> <input type="checkbox"/> Frankenstein: Vol. III, Ch. IV to the end of the story: pages 122-160 <input type="checkbox"/> Read Chapter 20: Revising Your Research Project <input type="checkbox"/> Start revising your Rough Draft into your Final Draft as they are returned to you	<u>Do by Sunday, April 19</u> <input type="checkbox"/> Discussion: Frankenstein: Characterization of the Monster <input type="checkbox"/> Student Feedback
Week 14: April 20-26	
<u>Read by Sunday, April 26</u> <input type="checkbox"/> Read Chapter 20: Revising Your Research Project	<u>Do by Sunday, April 26</u> <input type="checkbox"/> RA #8: Final Draft (Submit to TurnItIn) <input type="checkbox"/> Student Feedback
Week 15: April 27-May 3	
<u>Read by Sunday, May 3</u> <input type="checkbox"/> Powerpoint over Literary Criticism	<u>Do by Sunday, May 3</u> <input type="checkbox"/> Short paper over Frankenstein: 1000-1100 words

Week 16: May 4-10	
<u>Read by Sunday, May 10</u> <input type="checkbox"/> Review for Final Exam <input type="checkbox"/> Ask questions of your instructor as needed	<u>Do by Sunday, May 10</u> <input type="checkbox"/> Review for Final Exam <input type="checkbox"/> Ask questions of your instructor as needed
Week 17: May 11-13 Finals Week	
	<u>Do by Wednesday, May 13</u> <input type="checkbox"/> Final Exam opens 6:00am Monday, May 11 and closes 11:59pm Wednesday, May 13