

# TOHONO O'ODHAM COMMUNITY COLLEGE



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## Syllabus: **WRT 102, Writing II**

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### Course Information

<b>Course Prefix/Number:</b> WRT 102, Section 2 <b>Semester:</b> Fall 2018 <b>Class Days/Times:</b> Tuesdays and Thursdays, 1:00-2:15 p.m.	<b>Credit Hours:</b> 3 <b>Course Title:</b> Writing II <b>Campus:</b> Main <b>Building:</b> I-Wem:ta Ki: Building (IWK) <b>Room:</b> IWK-24
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<b>Instructor Information:</b>  <b>Name:</b> Edison Cassadore, PhD	<b>Phone/Voice Mail:</b> (520) 383-0103 <b>E-mail:</b> ecassadore@tocc.edu <b>Office location:</b> Room 109, Ha-Mascamdam Ha-Ki: Building <b>Office hours:</b>
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### Course Description:

This course is the continuation of Writing 101, which includes writing analytical or critical papers, analysis and discussion of various types of literature, developing research skills, and written works. It also consists of writing a research paper.

### Student Learning Outcomes (SLOs) :

After completion of the course students will be able to:




1. Write critically about literature.
2. Read, comprehend, and analyze a variety of literary works.
3. Research primary and secondary sources and write a paper utilizing the techniques of quotation, paraphrase, summary, and documentation.
4. Write essays and a research paper.

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## Course Structure:

This course will relate various methods and skills for students to become more effective and organized writers, especially by focusing on the continuing development of analytical and inference skills that lead to writing critical, literary essays. Critical thinking and writing mean communicating your ideas in a persuasive, thorough manner with clearly written sentences and factual evidence garnered from the text(s) and research from credible sources.

## Texts and Materials:

-  Michael Meyer, Ed. *The Compact Bedford Introduction to Literature*. (Tenth Edition). Boston: Bedford/St. Martin's, 2014.
-  Hacker, Diana, and Nancy Sommers. *Rules for Writers*. (Eighth Edition). Boston: Bedford/St. Martin's, 2015.
- Also, the instructor may distribute short articles, essays, and other relevant reading material for the course in class.
-  Please bring **loose-leaf writing paper** for each class meeting to be used for in-class writing activities, etc.
- **Additional Required Materials:** A jump drive (for backing up and submitting written work); a spiral-bound notebook (with *perforated edges* on the sheets of paper) with tab dividers; a planner; a vocabulary-builder text; a dictionary; and a thesaurus.

**Recommended Materials:** A two-pocket folder to save all your work is strongly recommended. Additionally, a folder with metal prongs and pockets and sheet protectors for the writing portfolio is strongly recommended.

Please ensure that you have access to Microsoft Word. Schedule time to use the computer lab if you do not have a computer at home. All drafts of essays, final drafts of essays, journals, and the cover memo must be typed. Handwritten work will not be accepted.

Keep a spare ink cartridge for your printer at home and plenty of printer paper so you don't run out at a crucial moment. If a home computer and a printer are unavailable, the Student Success Center and the college library have computers and printers available for student use.

## Online Text:

The OWL at Purdue

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<http://owl.english.purdue.edu/owl/resource/557/01/>

(This is an online handbook that will teach you Modern Languages Association [MLA] format for college writing. You can also look up punctuation, grammar, writing process ideas, and other useful information such as citing secondary sources. You can also use this resource for *any* class you take that requires writing.)

## Evaluation and Grading and Assignments:

The final grade for this course will be determined from your performance on many small tasks rather than on a few major projects such as a term paper, mid-term and final. This means that a poor performance on any one task will not hurt you greatly, and a very strong performance on any one task will not help your final grade very much. **Thus, it is highly important to complete and submit all required work.**

**Furthermore, please ensure that all necessary coursework has been electronically backed up and saved.**

Indeed, to do well in this course, you should plan to attend and participate in class meetings on a regular and consistent basis. Academic success means consistently working at your best possible level. In addition, chronic lateness to class meetings will also impinge on your participation since group cohesion will lose its effectiveness.

- Your final grade will be based on Individual and Group Work. It will be calculated using the following percentage scale: **A**=90 to 100%; **B**=80 to 89%, **C**=70 to 79%; **D**=60 to 69%; and **F**=50 to 59%.

### Key Performance Areas in Individual Work:

a. readiness tests.....	60 pts.
b. short papers.....	300 pts.
c. journal.....	100 pts.
d. midterm examination.....	100 pts.
e. final examination.....	100 pts.
f. personal review cover memo/portfolio.....	100 pts.
g. group work.....	50 pts.

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Total.....810 pts.

### Semester Points Range:

810-729 points=A  
728-648 points=B  
647-567 points=C  
566-486 points=D  
Below 486 points=F

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- **Readiness Tests:**

Several times during the semester, you will be given a short objective quiz over the reading material you were to have prepared for that day. Unless you have an extenuating circumstance, missed readiness tests cannot be made up.

**Note:** It is best to take quizzes as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

- **Short Papers/Re-written Short Papers:**

Three *five (minimum) to seven-page (maximum) papers* on assigned topics will be due at regular intervals during the semester to give you practice in developing and sustaining an argument or a line of thought in writing persuasive and interpretative and analytical essays on literature.

Papers will be marked “A” (superior), “B” (above average), “C” (average), “D” (below average), “F” (failure), and “R” (paper must be re-written).

Appropriateness (whether the essay does what the assignment asks), structure and development of ideas, content, format, and mechanics will be considered in evaluating these short papers. A paper must receive a “D” or better to obtain credit.

No paper may be re-written more than once. If the re-written essay is unsuccessful, then it shall receive a grade of “F.”

Papers that receive an “R” must be rewritten and turned in within two weeks. Students doing rewrites must discuss their paper with the course professor before two weeks have elapsed so that their rewriting will be productive. The rewrite must be submitted to the Turnitin website. Finally, the grade for the rewrite will be the grade the student receives for the assignment.

*Please notify the course professor by email message when the rewritten essay has been submitted electronically.*

*Unless you have an extenuating circumstance, late papers will not be accepted.*

*Furthermore, two essays of your choosing and your Personal Review Cover Memo will comprise your Portfolio for the semester (see below).*

I will distribute a style format before these assignments are due.

**For backup purposes, please make sure that you save all your short papers on a thumb drive (or memory stick) and/or make photocopies of your written work. In addition, please consider emailing yourself by placing the completed assignment in a Word document attachment.**

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**All essays (including rewrites) must be submitted to the Turnitin website.**

**Note: Short Paper #3 must include active engagement with researched secondary sources and must directly support this essay's argumentative thought.**

**Note:** It is best to submit all essays (including drafts) on time as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required and points deducted. Only rarely will late work will be approved for credit.

- **Journal**

Specific topics will be assigned for you to write on as entries for your journal in a Word document. Appropriate questions for your journal will also be distributed in class. Furthermore, journal entries will be due throughout the semester. The main intent of this journal is for you to track your own development as a critical-thinking writer and to generate discussion during class meetings in peer groups. Hence, it will serve as one of the sources for writing the final Personal Review Cover Memo.

Specific instructions will be distributed regarding this assignment.

**For backup purposes, please make sure that you save all your journal entries on a thumb drive (or memory stick) and/or make photocopies of your written work. In addition, please consider emailing yourself by placing the completed assignment in a Word document attachment.**

**Journals must be submitted to the Turnitin website.**

**Note:** It is best to submit the journal assignment as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

- **Examinations**

The midterm examination will evaluate your understanding of the course material from the beginning to the approximate midpoint of the semester. The final examination will not be comprehensive. Instead, it will cover course material from the approximate midpoint to the end of the semester.

**Note:** It is best to take exams as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

- **Personal Review Cover Memo/Portfolio:**

The Personal Review Cover Memo for the Portfolio is an opportunity for you to explore your development as a writer and a person throughout the semester. Thus, students will analyze and evaluate their own voice and how it develops. Use quotations from your short papers, the journal, and any other relevant sources that show changes or continuities in your writing style, voice, attitudes, beliefs, and subject matter. This cover memo (please refer to appropriate pages in the Hacker and Sommers text for the formatting style of a memo) will be submitted along with (at least two) essays of your choosing and other items such as the checklist (see below). This constitutes the **Portfolio** for the semester. Specific instructions will be distributed to students before the assignment is due. Finally, please maintain objectivity by fairly analyzing your experiences that influenced your writing voice and refraining from expressing overly personalized bias.

### **Mandatory Minimum Requirements:**

- I. A specific assignment sheet and/or checklist will be distributed for the Personal Review Cover Memo/Portfolio. The portfolio checklist must be included in the submission per the specific instructions for its placement. Writing Portfolios that do not include the checklist will not be accepted.
- II. The cover memo **must** be word processed and in appropriate memo format (see appropriate pages in the Hacker and Sommers text). Cover memos handwritten in ink or pencil will not be accepted. The cover memo should be submitted electronically to the course professor's email address as well as a hard copy of the cover memo should be placed within the folder of the portfolio.
- III. Each subheading must be answered with a minimum of three sentences.
- IV. As with all writing assignments (e.g., journal entries, essays), please **proofread** the Personal Review Cover Memo for grammatical, spelling, and punctuation errors.
- V. In addition, you may be asked to rewrite the cover memo if it does not address the six questions below.
- VI. A folder with metal prongs and inside pockets and sheet protectors are required materials for the Personal Review Cover Memo/Portfolio.

### **The following questions must be used as subheadings in writing this cover memo:**

1. What concerns (i.e., personal, social) did you contend with this semester?;
2. What skills (i.e., writing, social) did you build on?;
3. What struggles did you overcome?;
4. What efforts are still unresolved?;
5. What moral or academic or social issues remain highlighted for you?; and,
6. How far have you progressed as a student, a writer, and a person?

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Please address and answer all of the above questions in your cover memo. Again, if the six questions are not addressed, it will need to be rewritten. If you have any further questions about this assignment, please do not hesitate to contact the instructor.

**Note:** It is best to submit the Personal Review Cover Memo/Portfolio as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

- **Group Work**

Students will be assigned to a particular peer group to help develop analytical skills in relation to the assigned literature and to generate the basis for literary discussion. The peer group participants are expected to be engaged with collaborating, commenting, and leading discussion, etc., by responding to specific assigned questions and/or generating literary analysis questions based on the journal entry prompts. In addition, dialogue among peer group members should further comprehension of assigned literature by generating collaborative responses to assigned questions related to the short stories, poems, and plays.

Other course-related peer group activities, as necessary, may also be assigned along with focusing on specific literary analysis questions.

Group work comprises a section of your overall course grade, so please fully participate in group discussion and activities.

- **Attendance**

Please plan to attend class meetings on a regular basis. Attendance is an important factor and requirement for this course.

**PLEASE NOTE:** Passing the course requires that you hand in all short papers and tests and required assignments as well as your active participation in class discussion. Evidence of plagiarized essays (or evidence of plagiarism with any written work) is also grounds for an automatic failing grade for the specific writing assignment.

## **Himdag Cultural Component:**

How would you apply the T-So:son values to any of the stories in the course? Choose at least four pieces of literature (e.g., a poem, a short story, or a play) that you believe illustrate (or not) each of the T-So:son values, and then write a paragraph (or more, but not to exceed two pages) stating why the piece of literature exemplifies (or does not) a particular value. An in-class activity may be planned to further understand the meaning of the T-So:son values.



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## Policies and Expectations:

- **Academic Honesty**

I encourage you to talk to each other about the readings and ideas brought up in class. However, in all assignments to be graded as individual work you are expected to do your own written work. It is best to express the ideas you use in your own words.

In the case of both individual and group work, words or ideas that come from someplace or someone else must be cited: “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea—say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990).

**Plagiarism** is defined as “taking another person’s ideas or work and presenting them as your own” and “is especially intolerable in academic culture. Just as taking someone else’s property constitutes physical theft, taking credit for someone else’s ideas constitutes intellectual theft” (*Your College Experience: Strategies for Success*, 162). As the Tohono O’odham Community College *Student Handbook*, Academic Year 2010-2012, states, “Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor” (26).

Any instance of plagiarism is unacceptable and is grounds for an automatic failing grade on a specific assignment. Indeed, “Submitting a paper you purchased from an Internet source or from an individual will cause you to miss out on the discovery and skill development that research assignments are meant to teach” (*Your College Experience: Strategies for Success*, 207). Search engines (and other electronic methods such as Turnitin) can easily detect instances of plagiarism, so please do not plagiarize.

- **Incompletes**

I=In order to be considered for an Incomplete, you must successfully pass and complete at least 60 percent of the semester course work with a “C” grade average and then submit a written request. The incomplete is awarded at the sole discretion of the instructor, and each case is judged on individual merit and extenuating circumstances.

**Note:** The instructor requires that a brief written and dated request be submitted by 4:30 p.m., Thursday, November 29<sup>th</sup>, 2018, in class or sent to my email address above. You must state the circumstances of your request and why you feel you qualify for an Incomplete. An “I” is not automatically awarded to students.

If a student is awarded an “I,” it is the student’s primary responsibility to maintain communication with the course professor for any further requirements for completion of course work. For any awarded “I” grade, a “Learning Agreement” form will need to be completed which will stipulate specific time frames for when outstanding coursework will need to be submitted.



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For further clarification of the “I” grade, please refer to the current Tohono O'odham Community College Catalog that is officially in use.

- **Withdrawals**

**W**=If you have not completed your course work in a timely manner, you may be withdrawn from the course at the discretion of the instructor.

**NOTE:** If you miss four or more class meetings without a valid excuse communicated to the instructor in a timely manner, you will be withdrawn, and a “W” or “Y” will be recorded.

- **Chronic Lateness**

Persistent tardiness will not be tolerated since key information is usually given at the beginning of class. It is unfair, disruptive, and inconvenient for the instructor and your colleagues to repeat statements made at the start of the class session. Please try to arrive on time for each class meeting.

- **Absences**

You have seen from the explanations above that absences are not a good idea in this course. While one or two missed class meetings will not harm your opportunity to do well, a large number of absences—particularly unexcused ones—will. It is always a student's choice to attend or not, but the course professor strongly urges class meeting attendance on a regular basis.

**Please do not schedule outside appointments that conflict with the class meeting times and days.**

However, if you have an extenuating circumstance, please communicate with the instructor about your particular situation as soon as possible.

- **Americans with Disabilities Act (ADA) Compliance**

Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

- **Title IX**

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex—this includes the following: sexual misconduct; harassment; stalking; domestic and dating violence; and, sexual assault.

Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual

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misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with:

Christie Kelly, M.A.

Counselor/Title IX Coordinator

[ckelly@tocc.edu](mailto:ckelly@tocc.edu)

- **Cultural/Religious Observance & Accommodations**

The college recognizes the importance of the religious and Native American cultural observances and practices of its students unless it will result in undue hardship for college programs. *At least two weeks before the religious observance, students must submit to the instructor a written statement that contains the date of the observance.* Absences for religious and cultural observance and practices do not count in the number of absences allowed by an instructor.

- **General Classroom Behavior**

Students should behave and speak in a mutually respectful, mature, and courteous manner when addressing other students and the instructor. Indeed, the classroom experience and environment should encourage positive feelings and thoughts and your full attention is required. Because of this, any disruption of the lecture and usual classroom activities will not be tolerated.

In addition, during class lecture and other activities, *students must turn off cellular telephones. Text messaging is forbidden during the entire class meeting time.*

**Note: Computer laptops, computer tablets, MP3 players, iPads, and iPods are not to be used during the entire class meeting time. Please do not listen to music while class is in session. Again, all electronic devices are not permitted during the entire allotted class meeting time.**

- **Coursework Submission:**

Please notify by email communication when coursework (including any rewritten coursework) has been submitted either by electronic means (i.e., essays, journal assignment submissions) to Turnitin (including the course professor's email address) or by hand if submitted to the course professor's mailbox (i.e., portfolio assignment).

- **Strive to Maintain Keys to Academic Success\*:**

**Participation:** Come to class and stay involved. Participate in class discussions and activities, so you can develop your writing skills.

**Self-discipline:** Don't miss any of the deadlines. Give yourself plenty of time to do your studying and assignments. Set aside specific times each day and each week to read, reflect, and complete your assignments. Don't wait until the last possible moment to complete your

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assignment. Start your work early. Having trouble? Contact me. I'm here for you.

**Habits of Mind** are ways of approaching learning that are both intellectual and practical and will support student success. They were developed by the Council of Writing Program Administrators, National Council of Teachers of English, and the National Writing Project.

- **Curiosity** – the desire to know more about the world.
- **Openness** – the willingness to consider new ways of being and thinking in the world.
- **Engagement** – a sense of investment and involvement in learning.
- **Creativity** – the ability to use novel approaches for generating, investigating, and representing ideas.
- **Persistence** – the ability to sustain interest in and attention to short- and long-term projects.
- **Responsibility** – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- **Flexibility** – the ability to adapt to situations, expectations, or demands.
- **Metacognition** – the ability to reflect on one's own thinking and use what one learns from reflection on one writing project to improve writing on subsequent projects.

(\*Courtesy of and adapted from Shawn Hellman, PhD)

## Course Outline:

- I. Writing Analytical or Critical Papers
  - A. Analysis of literary texts
  - B. One or more critical essays of five pages (*minimum*)
- II. Analysis and Discussion of Various Types of Literature
  - A. Poetry
  - B. Drama
  - C. Prose fiction
  - D. Literary non-fiction
- III. Developing Research Skills
  - A. Gathering information from primary and secondary sources
  - B. Formatting and documentation
  - C. Proper Citations
  - D. Writing a research paper or annotated paper of 5-8 pages
- IV. Written Works
  - A. Essays
  - B. Research paper
  - C. Other written works

**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

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## WRT 102 Reading Assignments

### Fall 2018 Semester

**PLEASE NOTE:** *Timelines and assignments are an approximation; the instructor may change due dates and assignments and submission instructions of assignments as needed because of unforeseen circumstances. Changes will be announced during the class session and/or through other means such as e-mail communication, etc. Furthermore, any changes in due dates for essays, etc., should not be construed as a lessening of academic responsibility and/or rigor. Indeed, academic rigor is not synonymous with rigidity.*

#### Important Due/Test Dates:

October 9:	Short Paper #1
November 6:	Short Paper #2
October 16:	Midterm Review Session (In-Class)
October 18:	Midterm Examination
November 2:	Short Paper #3 (based on secondary-sources research)
November 30:	Journal
November 30:	Personal Review Cover Memo/Portfolio
December 5:	Final Examination Review Session (In-Class)
December 7:	Final Examination
<b>Note:</b>	Quizzes will be given throughout the semester.

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Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p><b>Week I:</b></p> <p><b>August 21 &amp; 23</b></p>	<p><b>Introduction: Welcome to the Course</b></p> <p>Pre-diagnostic Questions</p> <p><b>Course Motto:</b> <i>Reading-Thinking-Writing</i></p> <p><b>Reading-Thinking about Fiction:</b></p> <p>Review: <b>Critical-Thinking Method</b></p> <p>Review: <b>Paragraph Structure:</b> The Point-Illustration-Explanation (P.I.E.) System</p> <p>Review: <b>Thesis Statement</b></p> <p>Review of <b>Essay Structure:</b> The Five-Paragraph Model</p> <p><b>Definition of Theme:</b> How is this different from subject in a fictional work?</p> <p><b>Handouts:</b> Critical-Thinking, P.I.E., and Theme</p> <p><b>Active Reading of Fiction:</b> Kate Chopin's "The Story of an Hour"</p>	<p><b>Read/Homework:</b> None for 8/21.</p> <p>For 8/23, read in <i>The Compact Bedford Introduction to Literature</i> (10<sup>th</sup> Edition), Chapters 1, pp. 13-44, and 2, pp. 47-66, Chapter 48, "Critical Strategies for Reading," pp. 1441-1444 (stop before "The Literary Canon"), and other handouts.</p>

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Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p><b>Week II:</b> <b>August 28 &amp; 30</b></p>	<p><b>Active Reading of Various Fictional Texts:</b></p> <p><b>Peer Group Literary Reading Discussion:</b> Contrasting Examples of Marriage in Van der Zee and Godwin</p> <p><b>Key Questions:</b> What does love in marriage mean and how is it re-presented in both texts? How do they compare? Why?</p> <p><b>Writing about Fiction Workshop:</b></p> <p>What is a <b>rhetorical situation</b> in writing?</p> <p>What is <b>Ethos-Pathos-Logos</b>?</p> <p><b>Rhetorical Situation:</b> Comparative Literary Analysis of the Idea of Marriage in Short Paper #1</p> <p><b>Handout(s):</b> Rhetorical Situation Graphic Ethos, Pathos, Logos</p>	<p><b>Read/Homework:</b> See above.</p> <p><b>Journal Writing Assignment:</b></p> <p><b>Journal Entry #1</b> based on Chopin is <u>due on 8/30</u>.</p>
<p><b>Week III:</b> <b>September 4 &amp; 6</b></p>	<p><b>Peer Group Literary Reading Discussion:</b> Continuation of Van der Zee and Godwin</p> <p><b>Writing about Fiction Workshop:</b> The Writing Process of Invention (i.e., Generating Ideas for Composition); Composition (i.e., Drafting); Revision (i.e., Checking for Errors); and, the Literary Essay (i.e., Literal Meaning and Figurative Meaning)</p>	<p><b>Read/Homework:</b> See above and read Chapter 49, "Reading and the Writing Process," pp. 1465-1483.</p> <p><b>Journal Writing Assignment:</b></p> <p><b>Journal Entry #2</b> based on Van der Zee and Godwin is <u>due on 9/6</u>.</p> <p><b>Invention Phase of Writing:</b> Generate some preliminary ideas for Short Paper #1 about Van der Zee and Godwin and bring these ideas for Peer Group discussion next week.</p>

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Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<b>Week IV:</b>  <b>September 11 &amp; 13</b>	<p><b>Peer Group Literary Reading Discussion:</b> Continuation of Van der Zee and Godwin</p> <p><b>Writing about Fiction Workshop:</b> Writing an Analytical, Literary Thesis</p> <p><b>Rhetorical Situation:</b> Comparative Literary Analysis of the Idea of Marriage in Short Paper #1</p>	<p><b>Read/Homework:</b> See above.</p> <p><b>Writing Assignment:</b>  Based on this week's further discussion, write any other additional, reflective ideas for the meaning of love and marriage as re-presented in Van der Zee and Godwin for Short Paper #1.</p> <p><b>Invention Phase of Writing:</b> <u>The draft introduction and thesis for Short Paper #1 is due on 9/11.</u></p>
<b>Week V:</b>  <b>September 18 &amp; 20</b>	<p><b>Reading-Thinking-Writing about Fiction: Some Elements of Fiction</b></p> <p>Plot and Discussion Points</p> <p><b>Peer Group Literary Reading Discussion:</b> Plot (see also <i>Tarzan of the Apes</i> example) and Faulkner's "A Rose for Emily"</p> <p><b>Writing about Fiction Workshop:</b></p> <p><b>Outlining</b> (continuation of Writing as a Process)</p> <p><b>Building Evidentiary Support</b> (continuation of Writing as a Process)</p>	<p><b>Read/Homework:</b> Chapter 3, "Plot," pp. 67-93 (stop before Dubus)</p> <p><b>Journal Writing Assignment:</b></p> <p><b>Journal Entry #3</b> based either on Burrough's <i>Tarzan of the Apes</i> or Faulkner's "A Rose for Emily" is <u>due on 9/20.</u></p> <p><b>Composition Phase of Writing:</b> <u>Draft body paragraphs of essay of Short Paper #1 are due on 9/20.</u></p>
<b>Week VI:</b>  <b>September 25 &amp; 27</b>	<p>Character and Discussion Points</p> <p><b>Peer Group Literary Reading Discussion:</b> Character (see also Dickens excerpt example) and Xi's "Famine"</p> <p><b>Writing about Fiction Workshop:</b> Drawing Critical-Thinking <b>Conclusions</b> (continuation of Writing as a Process)</p> <p><b>Revision and Proofreading</b> (continuation of Writing as a Process)</p>	<p><b>Read/Homework:</b> Chapter 4, "Character," pp. 112-119 (stop before Diaz) and pp. 123-132 (stop before Melville)</p> <p><b>Journal Writing Assignment:</b> <b>Journal Entry #4</b> based either on Dickens' excerpt from <i>Hard Times</i> or Xi's "Famine" is <u>due on 9/27.</u></p> <p><b>Composition Phase of Writing:</b> <u>Draft conclusion of Short Paper #1 is due on 9/27.</u></p>



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Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<b>Fall Break</b>  <b>October 2 &amp; 4</b>	<b>No Class Meetings</b>	<b>Read/Homework:</b>  <b>Homework:</b> For this and next week, begin review of all relevant assignments for midterm examination.  <b>Reminder:</b> Short Paper #1 due date is approaching.
<b>Week VII:</b>  <b>October 9 &amp; 11</b>	<b>Setting and Discussion Points</b>  <b>Peer Group Literary Reading Discussion:</b> Setting and Hemingway's "Soldier's Home"	<b>Read/Homework:</b> Chapter 5, "Setting," pp. 163-172 (stop before Weldon)  <b>Journal Writing Assignment:</b> <b>Journal Entry #5</b> for discussion on Hemingway's "Soldier's Home" is <u>due on 10/11</u> .  <b>Note: Invention and Composition and Revision Phase of Writing Assignment:</b> Generate some preliminary ideas about "Soldier's Home" and continue process of drafting next essay, Short Paper #2, with introduction and thesis, body paragraphs, and drawing meaningful conclusions.  <b>October 9:</b> <b>Final Draft</b> of Short Paper #1 is due.
<b>Week VIII:</b>  <b>October 16 &amp; 18</b>	<b>On 10/16:</b> <i>Review Session</i> for Midterm Examination.  <b>On 10/18:</b> <i>Midterm Examination</i>	No assignments due, but please review all relevant materials for preparation for the midterm examination.

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Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<b>Week IX:</b>  <b>October 23 &amp; 25</b>	<b>Symbolism and Theme and Discussion Points</b>  <b>Peer Group Literary Reading Discussion:</b> Symbolism and Theme in Gilb's "Romero's Shirt"	<b>Read/Homework:</b> Chapter 7, "Symbolism," pp. 219-222 (stop before Wolff), and Chapter 8, "Theme," pp. 242-245 (stop before Crane), and pp. 258-263.  <b>Journal Writing Assignment:</b>  <b>Journal Entry #6</b> based on Gilb's "Romero's Shirt" is due on 10/25.  <b>October 23:</b> Draft of Short Paper #2 is due.
<b>Week X:</b>  <b>October 30 &amp; November 1</b>	<b>Poetry: The Elements of Poetry</b>  <b>Reading Poetry and Discussion Points</b>  <b>Writing about Poetry</b>  <b>Peer Group Literary Reading Discussion:</b>  Various Poems (as assigned)	<b>Read/Homework:</b> Chapter 19, "Reading Poetry," pp. 545-561 (skip Barreca poem), pp. 562-564 (stop before Collins poem), and Chapter 20, "Writing about Poetry," pp. 580-587.  <b>Journal Writing Assignment:</b>  <b>Journal Entry #7</b> based on one of the writing prompt questions related to selected, various poems (see Journal assignment directons).  <b>Reminder:</b> <u>Short Paper #2 is due on November 6.</u>
<b>Week XI:</b>  <b>November 6 &amp; 8</b>	Word Choice, Word Order, and Tone  <b>Peer Group Literary Reading Discussion:</b>  Various Poems (as assigned)	<b>Read/Homework:</b> Chapter 21, "Word Choice, Word Order, and Tone," pp. 588-593, pp. 595-598 (stop before Espada poem), and pp. 606-607.  <b>Journal Assignment:</b>  <b>Journal Entry #8</b> based on one of the writing prompt questions related to selected, various poems (see Journal assignment directons).  <b>November 6: Final draft</b> of Short Paper #2 is due.

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Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<b>Week XII:</b>  <b>November 13 &amp; 15</b>	<b>Drama: The Study of Drama</b>  <b>Discussion Points about Reading Drama</b>  Writing about Drama (recommended)  <b>Peer Group Literary Reading and Discussion:</b>  Glaspell's <i>Trifles</i>	<b>Read:</b> Chapter 40, pp. 1035-1049, pp. 1052 (beginning with "Elements of Drama")-1056 (stop before <i>Naked Lunch</i> ), and Chapter 41, pp. 1080-1085 (recommended).  <b>Journal Assignment:</b>  <b>Journal Entry #9</b> based on Glaspell's <i>Trifles</i> is due.
<b>Week XIII:</b>  <b>November 20</b>	<b>Reading Ancient Greek Drama and Discussion Points:</b> A Study of Sophocles  Narrative Structure of Ancient Greek Drama  <b>Screening on your own:</b> <i>Oedipus Rex</i> . (Note: The play should be read in advance of the screening.)  <b>No class meeting</b> on Thursday, November 22 <sup>nd</sup> , 2018, because of Thanksgiving Day.	<b>Read/Homework:</b> Chapter 42, "A Study of Sophocles," pp. 1086-1138 (stop before Freud).  <b>Reminder:</b> Short Paper #3 draft due date is approaching.  <b>Begin online research on secondary sources</b> in Tohono O'odham Community College Library for Short Paper #3.

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Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p><b>Week XIV:</b> <b>November 27 &amp; 29</b></p>	<p><b>Developing Research Skills and Literary Argumentative Research:</b></p> <p><b>Composing the Research Essay and Discussion Points</b></p> <p>Critical Strategies for Reading &amp; The Literary Research Paper</p> <p>Library Research Methods (Online Secondary Sources) and the College Library</p> <p><b>Peer Group Activity:</b> Research Methods Workshop</p>	<p><b>Read/Homework:</b> Chapter 48, “Critical Strategies for Reading,” pp. 1441-1464, and Chapter 50, “The Literary Research Paper,” pp. 1499-1516.</p> <p><b>Recommended Reading:</b> Chapter 51, “Taking Essay Examinations,” pp. 1517-1521.</p> <p><b>Journal Assignment:</b></p> <p><b>Journal Entry #10</b> based on Sophocles’ <i>Oedipus Rex</i> is due on 11/29.</p> <p><i>Begin online research on secondary sources</i> in Tohono O’odham Community College Library for Short Paper #3.</p> <p><b>Note: Invention and Composition and Revision Phase of Writing Assignment:</b> <u>The draft thesis and draft essay for Short Paper #3 is due.</u></p> <p><b>Recommended:</b> Hacker and Sommers, <i>Rules for Writers</i>, pp. 420-456 and 458-532; 597-599; 603-622.</p>

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Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<b>Week XV:</b>  <b>December 4 &amp; 6</b>	<p><b>Continuation of Literary Argumentative Research:</b></p> <p>The Literary Research Paper &amp; Critical Strategies for Reading</p> <p>Library Research Methods (Online Secondary Sources)</p> <p><b>Peer Group Activity:</b> Research Methods Workshop</p>	<p><b>Re-read/Homework:</b> Chapter 48, “Critical Strategies for Reading,” pp. 1441-1464, and Chapter 50, “The Literary Research Paper,” pp. 1499-1516.</p> <p><i>Continue online research on secondary sources</i> in Tohono O'odham Community College Library for Short Paper #3.</p> <p><b>Recommended:</b> Hacker and Sommers, <i>Rules for Writers</i>, pp. 420-456 and 458-532; 597-599; 603-622.</p> <p><b>Reminders:</b> <i>Journal, and Personal Review Cover Memo/Portfolio due dates are approaching.</i></p> <p><b>Begin review of previously read chapters for final examination.</b> Paper #3 is due.</p> <p><b>December 4:</b> Journal is due.</p> <p><b>December 4: Final draft</b> of Short Paper #3 is due.</p>
<b>Final Examination Week:</b>  <b>December 11 &amp; 13</b>	<p>On 12/11:   <b>Final Examination Review Session</b></p> <p>On 12/13:   <b>Final Examination</b></p>	<p><b>Happy Holidays!</b></p>