

# TOHONO O'ODHAM COMMUNITY COLLEGE



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## Syllabus: *WRT 101, Writing I*

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### Course Information

Course Prefix/Number: WRT 101, Section 2	Credit Hours: 3
Semester: Spring 2019	Course Title: Writing I
Class Days/Times: Tuesdays and Thursdays, 9:00-10:15 a.m.	Campus: Main Building: Gewkdag Son Ki: Room: 1

<b>Instructor Information:</b>  Name: Edison Cassadore, Ph.D.	Phone/Voice Mail: (520) 383-0103 E-mail: <a href="mailto:ecassadore@tocc.edu">ecassadore@tocc.edu</a> Office location: Ha-Mascamdham Ha-Ki: Building, Room 109 Office hours: 11:00-11:30 a.m., Mondays and Wednesdays; 2:00-4:00 p.m., Tuesdays and Thursdays; and, by appointment.
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### Course Description:

The course will cover the principles and practices of writing, and it includes writing college-level essays, review of basic writing skills, and written works. Furthermore, Writing 101 will also focus on narrative/descriptive, expository, and persuasive writing. It may be offered in modules.

### Student Learning Outcomes (SLOs) :

After completion of the course, students will be able to:

1. Develop ideas about a topic for the purpose of writing, organizing, selecting, and relating ideas, and develop them in coherent paragraphs and essays.
2. Use a variety of writing styles for different audiences, and improve writing by correcting errors, restricting, and rewriting.
3. Write essays and other works to include drafts, journals, and in-class writing.

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## Course Structure:

This class will use an informal “lecture” format that emphasizes class participation, discussion and questions, and both individual and group work. A journal assignment will be required based on the reading assignments.

Class participation and attendance are very crucial for academic success. Please come prepared to discuss issues raised in the course.

## Texts and Materials:

- Kennedy, X.J., Dorothy M. Kennedy, Jane E. Aaron, and Ellen Kuhl Repetto. *The Brief Bedford Reader*. (Thirteenth Edition) Boston: Bedford/St. Martin's, 2017.
- Hacker, Diana, and Nancy Sommers. *Rules for Writers*. (Ninth Edition) Boston: Bedford/St. Martin's, 2019.
- *Merriam-Webster's Vocabulary Builder* text.
- Please bring loose-leaf writing paper for each class meeting to be used for any in-class writing activities, etc.
- **Additional Required Materials:** A fresh, unused memory stick (if necessary); a spiral-bound notebook with tab dividers; a planner; a dictionary; a thesaurus; a folder with metal prongs and inside pockets and sheet protectors for one of the assignments. **Note:** Please use the memory stick to save all your essay work for any possible “rewrites.”

### Online Text:

The OWL at Purdue

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

(This is an online handbook that will teach you MLA [Modern Languages Association] 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**

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**and submit all required coursework. Indeed, the semester grade is a composite of various areas of academic work.**

- Thus, to do well in this class, you should plan to attend and participate in class on a regular and consistent basis. Academic success means consistently working at your best possible level. In addition, chronic lateness to class will also impinge on your participation since group cohesion will lose its effectiveness. Students are responsible for informing the instructor about all absences in a timely manner. Please communicate with the course professor.
- 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%.**

## **Individual and Group Work**

- *All work handed in as individual work must be done individually.* This means that you need to be careful in writing your own words rather than “borrowing” words, phrases, or ideas from other students with whom you may have discussed an assignment. See the statement on Academic Honesty below.

### **Key Performance Areas in Individual and Group Work:**

a. Readiness Quizzes.....	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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<b>Total</b>	810 pts.
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- **Semester Points Range:**

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

## **Explanations of Assignments and Grading in each Key Performance Area**

- **Readiness Quizzes:**

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.

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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:**

Course assigned essays are due at regular intervals during the semester to the Turnitin system. Pertinent log-in information for how to submit the essays will be provided through an email notification from Turnitin. Log-in information will be provided early in the semester.

Three papers (**three to five full-pages in length**) on assigned topics will be due at regular intervals during the semester to give you practice in developing and sustaining a clear thesis statement, an argument or a line of thought and writing other types of essays (e.g., narrative-descriptive, process analysis and persuasion) and to enhance further general writing skills.

Papers will be marked “A” (superior), “B” (above average), “C” (average), “D” (below average), “F” (failure), and “R” (paper must be rewritten). Appropriateness (whether the essay does what the assignment asks), structure and development of ideas, content, grammar, and mechanics will be considered in evaluating these short papers. A paper must receive a “D” or better to obtain credit.

Here are the following required procedural steps for essays that receive an “R”:

1. Before resubmitting a rewritten paper (“R”), **students must schedule an appointment with the instructor to discuss their paper so that their rewriting will be productive and effective.**
2. **The appointment should be scheduled in a timely manner before two weeks have elapsed.**
3. Remember, papers marked with an “R” are due **two weeks** after you have received a review summary of them through Turnitin.
4. The grade for the rewrite will be the grade the student receives for the assignment.
5. **Please notify the course professor by email message when rewritten essays have been submitted electronically since Turnitin does not provide notifications.**

**No paper may be rewritten more than once.**

If the re-written essay is unsuccessful, then it shall receive a grade of “F.”

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.

**If you have a concern regarding any essay assignment, please communicate in a timely manner with the course professor before the deadline.**

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I will distribute a style format handout 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 or saved with some other electronic means. In addition, please consider emailing yourself by placing the completed assignment (i.e., essays) in a Word document attachment.**

**All essays (including rewrites) must be submitted electronically to the Turnitin website. If there is a technical glitch with an essay submission, please notify the course instructor immediately to make other submission arrangements before the specific deadline until the technical glitch is resolved.**

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

**Note:** It is best to submit all essays 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**

For most weeks during the semester, a specific topic prompt will be assigned for you to write on as an entry in your journal to practice forming opinions through writing and clarifying thinking about a topic. The main intent, indeed, of the journal entries is for you to track your own development as a writer and to enhance writing skills. Hence, it will serve as the major source for writing the final Personal Review Cover Memo in the Portfolio. The journal entries will be considered as in-class writing assignments (related to weekly discussions) that you complete as homework, and they will be due at various times throughout the semester. Specific instructions will be distributed regarding this assignment.

**For backup purposes, please make sure that you save your journal 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 (i.e., essays) in a Word document attachment.**

**Individual journal entries must be submitted to the Turnitin website. Please notify the course professor by email communication when a specific journal assignment has been submitted.**

**If there is a technical glitch with any journal entry submission, please notify the course instructor immediately to make other submission arrangements before the specific deadline until the technical glitch is resolved.**

**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.

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- **Midterm Examination**

The midterm examination will assess your comprehension of the course material from the beginning to the approximate midpoint of the semester. The exam *may be* composed of the following sections: multiple choice; true or false; definitions; and a possible mini-examination essay.

**Note:** It is best to take an exam 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.

- **Final Examination**

The final examination will cover course material from the approximate semester midpoint to the end. The exam *may be* composed of the following sections: multiple choice; true or false; definitions; and a possible mini-examination essay.

**Note:** It is best to take an exam 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.

- **Directions for the 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 (see relevant page[s] in Hacker and Sommers text for physical formatting of a memo) will be submitted along with two essays of your choosing and other items like 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 refrain 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. Cover memos handwritten in ink or pencil will not be accepted.
- III. Each subheading (see below) must be answered with a minimum of three sentences.

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- 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?

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

In the spirit of *I-We:mta* (“Working Together”), students will be assigned to a particular group to help develop analytical skills in relation to the assigned essays. All group participants are expected to be engaged fully by rotating through responsibilities with collaborating, commenting, and leading discussion, etc. In addition, discussion among group members should further comprehension of assigned essays by generating collaborative responses to assigned questions.

**Note:** 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 on a regular basis.

**However, if you have an unexpected, extenuating circumstance occur that will disrupt your attendance, please notify the instructor as soon as possible.** In addition, please contact one of your fellow classmates in your group about any missed assignments, handouts, review sheets, etc.



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

**Again, students are responsible for communicating and informing the instructor about any absence from class meetings in a timely manner.**

**PLEASE NOTE:** *Passing the course requires that you hand in all short papers and tests and other required assignments as well as your active participation in class discussion.*

## **Himdag Cultural Component:**

Students will be asked to write at least four journal entries concerning the “*T- So:son*” (“Our Core”) values (*T-Wohocudadag*—Our Beliefs, *T-Apedag*—Our Well-Being, *T-Pi:k Elida*—Our Deepest Respect, and *I-We:mta*—Working Together) developed by Tohono O’odham Community College. Journal entries will relate to specific essays and how the stories illustrate and/or do not illustrate the *T- So:son*.

An in-class activity may be planned to further understand the meaning of the T-So:son values.

## **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 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).

Indeed, **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). Furthermore, 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). Again, certainly, secondary sources used in any of your essays must be cited, and those sources must also actively engage with your essay’s subject.

**Any instance of plagiarism is unacceptable and is grounds for an automatic failing grade.**



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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 computer software in Turnitin, for example) can easily detect instances of plagiarism in submitted work, so please do not plagiarize.**

- **Incompletes**

I=Generally, in order to be considered for an Incomplete, you must successfully pass and complete over 75% of the coursework with a "C" grade average or better, and then submit a written request to substantiate the "I" grade.

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete **only if all three of the following conditions are met:**

1. The student must be in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance.

Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an "F" if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the "I" grade is awarded, is not completed.

The incomplete, however, is awarded at the sole discretion of the instructor, and each case is judged on individual merit and extenuating circumstance(s), **but the request must meet all three requirements above.**

**Note: The instructor requires that a brief written and dated request be either submitted before or by 4:30 p.m., Thursday, May 2<sup>nd</sup>, 2019. A request, however, for an incomplete to the above email address is also acceptable.** You must state the circumstances of your request and why you feel you qualify for an Incomplete. Students, indeed, are responsible for requesting an incomplete grade from the instructor in a timely manner.

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 coursework. For any awarded "I" grade, a "Learning Agreement" form will need to be completed which will stipulate specific time frames for when work will need to be submitted.

For further clarification of the "I" grade, please refer to the current Tohono O'odham Community

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College Catalog that is officially in use.

- **Withdrawals**

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

If you miss **four or more class meetings** without a valid excuse and without communicating with the instructor (e.g., e-mail message), you will be withdrawn, and a “W” or “Y” will be recorded. Students, indeed, are responsible for contacting the course professor in a timely manner regarding any absences.

- **Chronic Lateness**

Persistent tardiness will not be tolerated since key information is usually given at the beginning of the class meeting. 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. Indeed, if a student is more than 15 minutes late to a class meeting without a valid excuse, the student will be considered absent. Chronic and persistent tardiness will not be tolerated.**

- **Absences**

You are expected to arrive to class on time and be prepared to participate in each class period. **Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded.** You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent or have been absent, **please notify the instructor as soon as possible.**

From the explanations above, excessive absences are not a good idea in this course. While one or two missed classes will not harm an opportunity to do well, a large number of absences—particularly unexcused ones—will. It is always a student’s choice as to whether to attend a class meeting or not, but regular attendance is strongly encouraged. Again, if a student has missed a class meeting, please contact the instructor and/or a classmate (e.g., in your assigned group) to discuss any additional assignments, handouts, review sheets, etc. **Students, indeed, are responsible for contacting the course instructor in a timely manner regarding any absences.**

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

If there is, however, an extenuating circumstance(s) that prevents class meeting attendance, please communicate with the course 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

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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 course professor as soon as possible.*

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

Confidential support and academic advocacy can be found with:  
Naomi Tom  
Dean of Student Services

- **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 course professor 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 a course professor.

- **General Classroom Behavior**

In the spirit of *T-Pi:k Elida* ("Our Deepest Respect"), students should behave and speak in a mutually respectful, mature, and courteous manner when addressing each other as well as the course professor. Indeed, the classroom experience and environment should encourage positive feelings and thoughts for academic success. 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 and other electronic devices. 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 unless permitted verbally by the course instructor for class meeting-related work only. Before an electronic device is used, permission from the course instructor must be granted, and the device must be used for course-related work only.**

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- **Email College Account and Communication:**

**Please strive daily to check your Tohono O'odham Community College (TOCC) assigned email account.** The college conducts most of its business through email communication. Indeed, important information, announcements, weather-related college closure announcements, grade progress reports throughout the semester, etc., are communicated through your college-assigned email account. If you are having difficulty accessing your email account, please contact the appropriate TOCC staff member to support your obtaining email account access.

- **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 entry) to Turnitin (including the course instructor's email address) or by hand if submitted to the course instructor'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 assignment. Start your work early. Having trouble? Please 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, Ph.D.)

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## General Course Outline:

- I. Writing college-level essays
  - A. Process of prewriting, writing, revising, and editing
  - B. Organization and outlining
  - C. Writing several essays (minimum 750 words)
  - D. Reading, analyzing, and discussing model writers
    1. Professional/academic writings
    2. Student writings
- II. Review of basic writing skills
  - A. Mechanics
  - B. Sentence structure and variety
  - C. Paragraph development
- III. Written Works
  - A. Drafts
  - B. Essays
    1. Narrative-Descriptive
    2. Process Analysis
    3. Persuasion
  - C. Journals

**NOTICE OF 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 101 Course Assignments and Important Dates

Spring Semester 2019

**PLEASE NOTE:** Timelines and assignments are an approximation; the instructor may change due dates and assignments as needed because of unforeseen circumstances due to class progress, interests, unexpected college closures, instructor absence, etc. You will be notified of any changes as they occur. Furthermore, because of unforeseen circumstances, any changes in due dates for essays, curricular adjustments, etc., should not be construed as a lessening of academic responsibility and/or rigor. Indeed, academic rigor is not synonymous with rigidity.

### Important Due Dates:

February 21: Short Paper #1 (Narration-Description Method)

March 5: Midterm Examination Review

March 7: Midterm Examination

April 4: Short Paper #2 (Process Analysis Method)

April 25: Short Paper #3 (Persuasion Method)

May 2: Personal Review Cover Memo/Portfolio

May 2: Final Examination Review Session

May 7: Final Examination

**Note:** Quizzes will be given throughout the semester at various times.

**Note:** Journal entries are due throughout the semester at various times.

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Class Meeting/ Due Dates	Conceptual Topic/Activity, Etc.	Assigned Reading/Homework
<p><b>Week I:</b> January 15 &amp; 17</p>	<p>Introduction to the course and to each other.</p> <p>Writing as a Process</p> <p>Review of Point-Illustration-Explanation in Paragraph Development</p> <p>The Essay Structure</p>	<p>For 1/15 &amp; 1/17, review relevant handouts.</p>
<p><b>Week II:</b> January 22 &amp; 24</p> <p><b>Due 1/24:</b> Journal Entry #1</p>	<p>Critical Reading, Critical Thinking, Analyzing Essays, Examining Visual Images</p>	<p>Chapter 1, <i>The Brief Bedford Reader (BBR)</i>, pp. 9-28.</p>
<p><b>Week III:</b> January 29 &amp; 31</p> <p><b>Due 1/31:</b> Journal Entry #2</p>	<p>The Writing Process</p> <p>The Rhetorical Situation (<b>handout</b> and <b>video</b>)</p>	<p>Chapter 2, (<i>BBR</i>), pp. 29-60.</p> <p><b>Recommended:</b> Hacker and Sommers' <i>Rules for Writers</i>, pp. 2-25.</p>
<p><b>Week IV:</b> February 5 &amp; 7</p> <p><b>Due 2/7:</b> Journal Entry #3</p>	<p>Narration: Telling a Story</p>	<p>Chapter 3, (<i>BBR</i>), pp. 62-77.</p> <p>Tan's "Fish Cheeks," and Alexie's "Indian Education" (<b>handout</b>).</p>



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Class Meeting/ Due Dates	Conceptual Topic/Activity, Etc.	Assigned Reading/Homework
<p><b>Week V:</b></p> <p>February 12 &amp; 14</p> <p><b>Due 2/14:</b> Journal Entry #4</p>	<p>Description: Writing with Your Senses</p>	<p>Chapter 4, (<i>BBR</i>), pp. 102-126.</p> <p>Manning's "Arm Wrestling with My Father," and Momaday's "The Way to Rainy Mountain."</p>
<p><b>Week VI:</b></p> <p>February 19 &amp; 21</p> <p><b>Due 2/21:</b> Journal Entry #5</p> <p><b>Due 2/21:</b> Short Paper #1 (Narration-Description).</p>	<p>Example: Pointing to Instances</p>	<p>Chapter 5, (<i>BBR</i>), pp. 140-159.</p> <p>Staples' "Black Men and Public Space," and Rae's "The Struggle."</p>
<p><b>Week VII:</b></p> <p>February 26 &amp; 28</p> <p><b>Due 2/28:</b> Journal Entry #6</p>	<p>Comparison and Contrast: Setting Things Side by Side</p>	<p>Chapter 6, (<i>BBR</i>), pp. 170-192.</p> <p>Sedaris' "Remembering My Childhood on the Continent of Africa" and Roman's "We're Not..."</p>
<p><b>Week VIII:</b></p> <p>March 5 &amp; 7</p>	<p>March 5: <i>Midterm Examination Review</i></p> <p>March 7: <i>Midterm Examination</i></p>	<p>Review and study notes from previous class sessions for Midterm Examination. Also, review the study sheet.</p>

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Class Meeting/ Due Dates	Conceptual Topic/Activity, Etc.	Assigned Reading/Homework
<b>Spring Break</b>	<u><b>No class meetings on Tuesday, March 12, and Thursday, March 14</b></u>	
<b>Week IX:</b>  March 19 & 21  <b>Due 3/21:</b> Journal Entry #7	Process Analysis: Explaining Step by Step	Chapter 7, ( <i>BBR</i> ), pp. 210-232.  Lamott's "The Crummy First Draft" and Frahm's "How to Write an A Paper."
<b>Week X:</b>  March 26 & 28  <b>Due 3/28:</b> Journal Entry #8	Classification: Sorting into Kinds  <b>Recommended:</b> Clarity in Writing (Hacker and Sommers): "Tighten wordy sentences"; "Choose appropriate language"; and "Find the exact words."	Chapter 9, ( <i>BBR</i> ), pp. 290-308.  Tannen's "But What Do You Mean?"  <b>Recommended:</b> Hacker and Sommers' <i>Rules for Writers</i> , pp. 166-170; 170-179; 180-186.
<b>Week XI:</b>  April 2 & 4  <b>Due 4/4:</b> Journal Entry #9  <b>Due 4/4:</b> Short Paper #2 (Process Analysis).	Cause and Effect: Asking Why	Chapter 10, ( <i>BBR</i> ), pp. 330-351.  Divakaruni's "Live Free and Starve," and Javdani's "Plata o Plomo: Silver or Lead."  <b>Note:</b> Begin generating some ideas about Short Paper #3 (Persuasion) and proceed with all of the steps in the writing process

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<b>Week XII:</b>  April 9 & 11	Finding and Documenting Sources: Modern Language Association (MLA) and American Psychological Association (APA) Styles  What are the distinctions between MLA and APA citation methods?  <b>Recommended:</b> “Reading and writing arguments” in Hacker and Sommers	Appendix, ( <i>BBR</i> ), pp. 491-535.  <b>Recommended:</b> Hacker and Sommers’ <i>Rules for Writers</i> , pp. 91-117.
<b>Week XIII:</b>  April 16 & 18	Argument and Persuasion: Stating Opinions and Proposals	Chapter 12, ( <i>BBR</i> ), pp. 404-420.
<b>Week XIV:</b>  April 23 & 25  <b>Due 4/25:</b> Journal Entry #10  <b>Due 4/25:</b> Short Paper #3 (Persuasion)	Argument and Persuasion: Stating Opinions and Proposals (continuation)	Chapter 12, ( <i>BBR</i> ), pp. 426-435.  Should Colleges Adopt Trigger Warnings?  Richson and Overton.
<b>Week XV:</b>  April 30 & May 2  <b>Due 5/2:</b> Personal Review Cover Memo/Portfolio.	Argument and Persuasion: Stating Opinions and Proposals (continuation)  <b>Final Examination Review Session</b> on 5/2.	Chapter 12, ( <i>BBR</i> ), pp. 436-448.  Who Needs Privacy?  Carr  Harper

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<b>Class Meeting/ Due Dates</b>	<b>Conceptual Topic/Activity, Etc.</b>	<b>Assigned Reading/Homework</b>
<b>Week XVI:</b>  May 7	<b>Final Examination</b> on 5/7.	Have a great and safe summer!