

# 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> Spring 2019 <b>Class Days/Times:</b> Tuesdays and Thursdays, 10:15-11:30 a.m.	<b>Credit Hours:</b> 3 <b>Course Title:</b> Writing II <b>Campus:</b> Main <b>Building:</b> Gewkdag Son Ki: Building (GSK) <b>Room:</b> GSK 2
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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-Mascamdah Ha-Ki: Building <b>Office hours:</b> M. & W.: 11:00-11:30 a.m.; T. & Th.: 2:00-4:00 p.m.; and, by appointment.
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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.

# TOHONO O'ODHAM COMMUNITY COLLEGE

## 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*. (Eleventh Edition). Boston: Bedford/St. Martin's, 2017.
-  Hacker, Diana, and Nancy Sommers. *Rules for Writers*. (Ninth Edition). Boston: Bedford/St. Martin's, 2019.
- 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

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

# TOHONO O'ODHAM COMMUNITY COLLEGE

(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

# TOHONO O'ODHAM COMMUNITY COLLEGE

- **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/Drafts of Short Papers/Re-written 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 *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 and, in this way, to further develop writing skills based on literature.

Initial drafts of sections of the Short Paper #1 will be due at regular intervals during the early part of the semester. Initial drafts of Short Paper #2 and Short Paper #3 will also be due at regular intervals during the semester.

**Note: If any initial draft of a particular essay is not submitted, the final draft of that particular essay will not be accepted and points will be forfeited.** For example, if initial draft sections of Short Paper #1 are not submitted by the due dates, then the final draft of Short Paper #1 will not be accepted. Furthermore, if initial drafts have not been submitted for Short Paper #2 and Short Paper #3, then the final drafts of these essays will not be accepted and a corresponding loss of points will be applied. **Initial drafts of all course essays must be submitted in preparation for the final draft.**

**Initial drafts of essays are an essential part of the writing process, and, as such, they need to be submitted.**

Final drafts of 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.

# TOHONO O'ODHAM COMMUNITY COLLEGE

Here are the following required procedural steps for final drafts of 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. If this appointment for rewriting the essay is not scheduled within this two-week time frame and without a valid excuse, points will be deducted for lateness.**
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.**

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

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

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.**

**Again, 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 with inclusion of in-text citations. Library-researched, in-text citations (using Modern Language Association [MLA] formatting) from credible sources are a requirement for Short Paper #3. If Short Paper #3 does not contain library-researched, in-text citations (using MLA formatting), it will not be accepted.**

**Please request assistance from the course instructor during office hours regarding how to format in-text citations (using MLA formatting) based on research. In addition, in the latter part of the course, review of in-text citations (using MLA formatting) will be reviewed. Finally, the college librarian can assist with formatting in-text citations (using MLA formatting).**

**Library-based, in-text citations are a highly important part of a college-level essay and general, college-level writing skills. Thus, it is highly important that Short Paper #3 have**

# TOHONO O'ODHAM COMMUNITY COLLEGE

**library-researched, in-text citations (using MLA formatting). Again, if Short Paper #3 does not contain library-researched, in-text citations (using MLA formatting), it will not be accepted.**

**Note:** It is best to submit all essays (including drafts and rewritten 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**

Specific topic prompts will be assigned for you throughout the semester to write on as entries for your journal in a Word document, and they will need to be submitted to Turnitin. Appropriate questions for your journal will also be distributed in class or sent to your college Gmail address. 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. **However, journal entries should be paragraph-length only (i.e., five to twelve sentences), double spaced, and in Times New Roman font. The specific prompt and journal number should be placed before the paragraph response.** Again, specific instructions will be provided.

**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.**

**Again, journal entries 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.

# TOHONO O'ODHAM COMMUNITY COLLEGE

- **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 entries, 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?



# TOHONO O'ODHAM COMMUNITY COLLEGE

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.



# TOHONO O'ODHAM COMMUNITY COLLEGE

## 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=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.

# TOHONO O'ODHAM COMMUNITY COLLEGE

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 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 and chronic 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. 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.**

**Supplemental documentation may be required regarding tardiness.**

# TOHONO O'ODHAM COMMUNITY COLLEGE

- **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.**

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 instructor 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. Supplemental documentation, however, may be required regarding absences.

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

Confidential support and academic advocacy can be found with:

Ms. 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*

# TOHONO O'ODHAM COMMUNITY COLLEGE

*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.*

- **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.

- **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 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 first, and the device must be used for course-related work only.**

- **Coursework Submission:**

**Please notify by email communication when coursework (including any rewritten coursework) has been submitted either by electronic means (i.e., essays, journal entry 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

# TOHONO O'ODHAM COMMUNITY COLLEGE

assignment. Start your work early. Having trouble? Contact me early. 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.

# TOHONO O'ODHAM COMMUNITY COLLEGE

## WRT 102 Reading Assignments

### Spring 2019 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:**

**February 5:** The initial draft introduction and thesis for Short Paper #1 are due.

**February 14:** Initial draft body paragraphs of Short Paper #1 are due.

**February 21:** Initial draft conclusion of Short Paper #1 is due.

**March 5:** Final draft of Short Paper #1 is due.

**March 5:** Midterm Review (In-Class) Session

**March 7:** Midterm Examination

**March 19:** Initial draft of Short Paper #2 is due.

**April 2:** Final draft of Short Paper #2 is due.

**April 23:** The initial draft thesis and draft essay for Short Paper #3 are due.

**May 2:** Final draft of Short Paper #3 (based on secondary-sources research) is due.

**May 2:** Personal Review Cover Memo/Portfolio is due.

**May 2:** Final Examination Review Session (In-Class)

**May 7:** Final Examination

**Note:** Quizzes will be given throughout the semester.

**Note:** Journal entries will be due throughout the semester (see below).

# TOHONO O'ODHAM COMMUNITY COLLEGE

Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p><b>Week I:</b></p> <p><b>January 15 &amp; 17</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> <hr/> <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 1/15.</p> <p>For 1/17, read in <i>The Compact Bedford Introduction to Literature</i> (11<sup>th</sup> Edition), Chapters 1, pp. 13-45, and 2, pp. 46-65, Chapter 47, "Critical Strategies for Reading," pp. 1355-1376, and other possible handouts.</p> <p><b>Recommended Reading:</b> "The Value of Literature," pp. 4-5.</p>



# TOHONO O'ODHAM COMMUNITY COLLEGE

Class Meeting Dates	Conceptual Topic/Activity, Etc.	Assignment Due Dates
<p><b>Week II:</b> <b>January 22 &amp; 24</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> <hr/> <p><b>Writing about Fiction Workshop:</b></p> <p>What is a <b>rhetorical situation</b> in writing? (handout and brief video)</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 <b><u>due on 1/24.</u></b></p> <p><b>Recommended Reading:</b> pp. 1425-1427 (stop before “Types of Exams”).</p>
<p><b>Week III:</b> <b>January 29 &amp; 31</b></p>	<p><b>Peer Group Literary Reading Discussion:</b> Continuation of Van der Zee and Godwin</p> <hr/> <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 48, “Reading and the Writing Process,” pp. 1377-1407.</p> <p><b>Journal Writing Assignment:</b></p> <p><b>Journal Entry #2</b> based on Van der Zee and Godwin is <b><u>due on 1/31.</u></b></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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<b>Week IV:</b> <b>February 5 &amp; 7</b>	<p><b>Peer Group Literary Reading Discussion:</b> Continuation of Van der Zee and Godwin</p> <hr/> <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> <b>February 5: <u>The initial draft introduction and thesis for Short Paper #1 are due.</u></b></p>
<b>Week V:</b> <b>February 12 &amp; 14</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> <hr/> <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. 66-75 (stop before Walker), pp. 77-88 (Faulkner's "A Rose for Emily") (stop before Dubus).</p> <p><b>Journal Writing Assignment:</b> <b>Journal Entry #3</b> based either on Burrough's <i>Tarzan of the Apes</i> or Faulkner's "A Rose for Emily" is <b><u>due on 2/14.</u></b></p> <p><b>Composition Phase of Writing:</b> <b>February 14: <u>Initial draft body paragraphs of Short Paper #1 are due.</u></b></p>
<b>Week VI:</b> <b>February 19 &amp; 21</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> <hr/> <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. 107-114 (stop before Kincaid) and pp. 116-125 (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 <b><u>due on 2/21.</u></b></p> <p><b>Composition Phase of Writing:</b> <b>February 21: <u>Initial draft conclusion of Short Paper #1 is due.</u></b></p>

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<b>Week VII:</b>  <b>February 26 &amp; 28</b>	<b>Setting</b> and Discussion Points  <b>Peer Group Literary Reading</b> <b>Discussion:</b> Setting and Hemingway's "Soldier's Home"	<b>Read/Homework:</b> Chapter 5, "Setting," pp. 155-157 and pp. 157-163 (Hemingway's "Soldier's Home").  <b>Journal Writing Assignment:</b> <b>Journal Entry #5</b> for discussion on Hemingway's "Soldier's Home" is <b>due on 2/28</b> .  <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>Week VIII:</b>  <b>March 5 &amp; 7</b>	<b>On 3/5:</b> <i>Review Session</i> for Midterm Examination.  <b>On 3/7:</b> <i>Midterm Examination</i>	No assignments due, but please review all relevant materials for preparation for the midterm examination.  <b>March 5:</b> <b><u>Final Draft of Short Paper #1 is due.</u></b>
<b>Spring Break</b>	<u>No class meetings on Tuesday, March 12, and Thursday, March 14</u>	

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<b>Week IX:</b>  <b>March 19 &amp; 21</b>	<b>Symbolism and Theme and Discussion Points</b>  <b>Peer Group Literary Reading</b> <b>Discussion:</b> Symbolism in Ellison's "Battle Royal" and Theme in Twain's "The Story of the Bad Little Boy"	<b>Read/Homework:</b> Chapter 7, "Symbolism," pp. 216-219 (stop before Wolff), pp. 222-236 (Ellison's "Battle Royal"), and Chapter 8, "Theme," pp. 239-242 (stop before Crane), and pp. 254-257 (Twain's "The Story of the Bad Little Boy").  <b>March 19: <u>Initial draft of Short Paper #2 is due.</u></b>  <b>Journal Writing Assignment:</b> <b>Journal Entry #6</b> based on Ellison's "Battle Royal" is <b><u>due on 3/21.</u></b>
<b>Week X:</b>  <b>March 26 &amp; 28</b>	<b>Poetry: The Elements of Poetry</b>  <b>Reading Poetry and Discussion Points</b>  <b>Writing about Poetry (<u>recommended if writing about poetry in Short Paper #3</u>)</b>  <b>Peer Group Literary Reading Discussion:</b>  Various Poems (as assigned)	<b>Read/Homework:</b> Chapter 19, "Reading Poetry," pp. 527-542, pp. 544-545 (stop before Collins poem); <b>Recommended Reading:</b> "Encountering Poetry," pp. 555-562, and Chapter 20, "Writing about Poetry," pp. 563-570 ( <b><u>recommended if writing about poetry in Short Paper #3.</u></b> )  <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 directions) is <b><u>due on 3/28.</u></b>  <b>Reminder: <u>Short Paper #2 is due on April 2.</u></b>

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<b>Week XI:</b>  <b>April 2 &amp; 4</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. 571-580 (stop before Espada poem), pp. 581-582 (skip Dunbar poem and begin with Herrick poem and relevant questions only), pp. 586-591 (begin with Olds poem and stop before Laméris poem), and pp. 595-598 (stop before Jones poem).  <b>April 2: <u>Final draft of Short Paper #2 is due.</u></b>  <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 directions) is <b><u>due on 4/4.</u></b>
<b>Week XII:</b>  <b>April 9 &amp; 11</b>	<b>Drama: The Study of Drama</b>  <b>Discussion Points about Reading Drama</b>  Writing about Drama ( <b><u>recommended if writing about drama in Short Paper #3</u></b> )  <b>Peer Group Literary Reading and Discussion:</b>  Glaspell’s <i>Trifles</i>	<b>Read:</b> Chapter 39, pp. 967-988 (stop before Hollinger’s <i>Naked Lunch</i> ), and Chapter 40, pp. 1004-1009 ( <b><u>recommended if writing about drama in Short Paper #3</u></b> ).  <b>Note: <i>Begin the writing process for Short Paper #3 by drafting some preliminary ideas based on assignment directions.</i></b>  <b>Journal Assignment:</b>  <b>Journal Entry #9</b> based on Glaspell’s <i>Trifles</i> is due 4/11.

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<b>Week XIII:</b>  <b>April 16 &amp; 18</b>	<b>Developing Research Skills and Literary Argumentative Research:</b>  Critical Strategies for Reading & The Literary Research Paper  Library Research Methods (Online Secondary Sources) and the College Library	<b>Read/Homework:</b> Re-read Chapter 47, “Critical Strategies for Reading,” pp. 1355-1376, and Chapter 49, “The Literary Research Paper,” pp. 1408-1424.  <b>Reminder:</b> Short Paper #3 draft due date is approaching.  <b>Note:</b> <i>Continue the writing process for a draft of Short Paper #3.</i>  <i>Begin online research on secondary sources</i> in Tohono O'odham Community College Library for Short Paper #3.
<b>Week XIV:</b>  <b>April 23 &amp; 25</b>	<b>Developing Research Skills and Literary Argumentative Research:</b>  <b>Composing the Research Essay and Discussion Points</b>  Critical Strategies for Reading & The Literary Research Paper  Library Research Methods (Online Secondary Sources) and the College Library  <hr/> <b>Peer Group Activity:</b>  Research Methods Writing Workshop  Research Discussion  Research Writing Process Discussion  <b><u>Bring draft copies of Short Paper #3 for 4/25</u></b> for peer review and discussion	<b>Re-Read/Homework:</b> Chapter 47, “Critical Strategies for Reading,” pp. 1355-1376, and Chapter 49, “The Literary Research Paper,” pp. 1408-1424.  <b>Note:</b> <i>Begin online research on secondary sources</i> in Tohono O'odham Community College Library for Short Paper #3.  <b>April 23: <u>The initial draft thesis and draft essay for Short Paper #3 are due.</u></b>  <b>Journal Assignment:</b>  <b>Journal Entry #10</b> based on another aspect of Glaspell’s <i>Trifles</i> is <b><u>due on 4/25</u></b> . (Note: <b><u>This paragraph is the final journal entry.</u></b> )  <b>Note: Invention and Composition and Revision Phase of Writing Assignment:</b>  <b>Recommended:</b> Hacker and Sommers, <i>Rules for Writers</i> , “Research,” pp. 358-390; “Writing Papers in MLA Style,” pp. 391-476.

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<b>Week XV:</b>  <b>April 30 &amp; May 2</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></p> <p>Peer Review Essay Workshop</p> <p>On 5/2:</p> <p><b>Final Examination Review Session</b></p>	<p><b>Re-read/Homework:</b> Chapter 47, “Critical Strategies for Reading,” pp. 1355-1376, and Chapter 49, “The Literary Research Paper,” pp. 1408-1424.</p> <p><b>Note:</b> <i>Continue online research on secondary sources</i> in Tohono O'odham Community College Library and <i>composing for the final draft</i> of Short Paper #3.</p> <p><b>Recommended:</b> Hacker and Sommers, <i>Rules for Writers</i>, “Research,” pp. 358-390; “Writing Papers in MLA Style,” pp. 391-476.</p> <p><b>Begin review of previously read chapters for final examination.</b></p> <p><b>May 2: <u>Personal Review Cover Memo/Portfolio is due.</u></b></p> <p><b>May 2: <u>Final draft of Short Paper #3 is due.</u></b></p>
<b>Final Examination Week:</b>  <b>May 7</b>	<p>On 5/7:</p> <p><b>Final Examination</b></p>	<p><b>Have a safe and fun summer!</b></p>