

"If you wish to be a good reader, read; if you wish to be a good writer, write." ~ Epictetus

English 098 (Section FA310)
Preparation for College Writing
Fall 2011: 8/30/11 – 12/8/11
Tuesdays/Thursdays: 7:00 p.m. – 8:55 p.m.
Room: S-036

Instructor: Scott Drake
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COURSE OVERVIEW:

Prerequisite: WRITING LEVEL 2. Provides those who are not yet prepared for academic work in the regular composition sequence (ENG 111A, ENG 111, ENG 112 or OAT 150, 151, 152) with opportunity to improve their writing skills in an interactive and collaborative setting. Includes practice with personal and academic writing. Does not earn credit for graduation.

COURSE OUTCOMES & OBJECTIVES:

Upon successful completion of this course, the student will be able to:

Outcome 1: Use a writing process for pre-college and college essays at the intermediate level.

Objectives

- ❖ Plan and brainstorm ideas for an essay before beginning to write.
- ❖ Produce drafts of an essay and show an understanding of revision.
- ❖ Participate effectively in writing groups and conferences.
- ❖ Demonstrate an ability to work with written comments.
- ❖ Draw inferences from both fictional/creative and nonfictional reading.
- ❖ Produce edited, properly formatted essays.

Outcome 2: Write intermediate college-level essays.

Objectives

- ❖ Use introductions, conclusions, and paragraphs.
- ❖ Write essays that demonstrate a sense of organization.
- ❖ Use topic sentences.
- ❖ Use transitions between sentences and paragraphs.
- ❖ Write at least two essays with a clear thesis.

Outcome 3: Develop abilities with the more complex aspects of an essay.

Objectives

- ❖ Demonstrate ability to develop significant ideas and use supportive, specific examples.
- ❖ Write essays that lack confusion.
- ❖ Write essays that demonstrate an awareness of audience.
- ❖ Reduce number of errors in grammar and punctuation.

Outcome 4: Produce written responses to and understand texts at the intermediate level.

Objectives

- ❖ Demonstrate ability, both orally and in writing, to make personal connections to the ideas in a piece of reading.
- ❖ Demonstrate an ability to negotiate unfamiliar vocabulary, as well as make new words a part of one's own vocabulary.
- ❖ Demonstrate intermediate skills for information literacy, including accessing, analyzing, and using resources such as dictionaries, encyclopedias, handbooks, and the Internet.

COURSE LEARNING AND TEACHING ACTIVITIES

- ❖ Reading and discussing texts

- ❖ Exploring, focusing, drafting, peer critiquing, and revising activities both in and out of class and on and off the computer
- ❖ Freewriting in and out of class (to reflect, to prompt discussion, to dialogue with me and others in the class)
- ❖ Group activities
- ❖ Individual student-instructor conferences
- ❖ Class discussions

COURSE ASSIGNMENTS:

Because our course emphasizes the process of writing as well as the product, I require that you submit essays with rough drafts showing evidence of your revision work. If you compose on a computer, print out the drafts before revising them. Also, for the three essays, you must review another class member's draft and have yours reviewed by a class member in order to receive a passing grade (we will have class periods set aside for this). Furthermore, if you choose not to bring your drafts in on time (due dates will be indicated on the assignment sheets and are listed in the TENTATIVE COURSE ASSIGNMENT SCHEDULE), I will dismiss you from our session, which, in turn, will have a negative effect on your attendance grade. I will verbally comment on any draft brought to me outside of class (during office hours, for example).

| Tests; Quizzes; Essays; Exam; Homework/Quizzes; Attendance | Percent of Final Grade | Due* |
|--|------------------------|--|
| Chapter Tests | 15% | Chapter Tests will be posted on Delta College's e-Learning Web site (D2L). I will announce each time I post one. |
| <i>The Correct English Language</i> Section Quizzes | 10% | (Various Due Dates) |
| Essay #1: Cause-Effect | 15% | *Session 16 |
| Essay #2: Comparison-Contrast | 15% | *Session 22 |
| Essay #3: Summarizing and Responding | 20% | *Session 28 |
| Final Exam | 10% | Session 28 |
| Homework/Quizzes | 5% | (Various Due Dates) |
| Attendance | 10% | (See *Note Below) |

***Note: Four or more absences equals zero percent for your Attendance grade and either dropped through an instructor-initiated drop or may fail the course.**

Also, regardless of your final grade average, all three Essays must be turned in, or you will receive an "F" in the course.

*Essays #1, #2, and #3 involve drafts that have earlier due dates (see TENTATIVE COURSE ASSIGNMENT SCHEDULE). All essays must be original work you conducted during this course; recycled essays from other courses (including previous ENG 090 courses) are not acceptable.

Submission of such an essay will be considered plagiarism (see Plagiarism, below). Last, occasional homework assignments, not on the syllabus, will be assigned in class.

COURSE POLICIES:

Grades

Specific grading criteria will be included with each paper. Specific papers will be graded “A” through “F”. To help keep you informed of your progress, I will provide written comments and record your grade on each paper. I will also tell you what your midterm grade is. If you would like help determining your grade in the course at any time, please ask me. As far as homework grades are concerned, I will use the following acronyms and point system: **WD** = Well Done (6 points); **NW** = Needs Work (3 points); and **NA** = Not Acceptable (0 points)

Grading Scale

| Grade | Percent | 4-point |
|-------|----------|---------|
| A | Above 92 | 4.0 |
| A- | 92 – 90 | 3.7 |
| B+ | 89 – 87 | 3.3 |
| B | 86 – 83 | 3.0 |
| B- | 82 – 80 | 2.7 |
| C+ | 79 – 77 | 2.3 |
| C | 76 – 70 | 2.0 |
| D | 69 – 60 | 1.0 |
| F | Below 60 | 0.0 |

Paper Revisions

Any of the first two essays that have earned lower than a “C” for reasons **other than lateness** may be revised for a grade change. Unless you make prior arrangements, I will not accept a revision later than **two weeks** after the original is returned in class (or in my mailbox on campus [S-006]). A successful revision will bring the grade of that essay to a “C”. All revisions must be highlighted on the new version. Furthermore, I will read revised essays only if submitted in a folder with all of the required back-up materials, including the previously graded essay, and only if all revisions are clearly indicated on the revised version.

In addition, you may revise one of the first two essays that earned a “C” or better for a new grade (up to an “A”). Again, unless you make prior arrangements, I will not accept a revision later than **two weeks** after the original is returned in class (or in my mailbox on campus [S-006]). This revision must also be submitted in a folder with all of the required back-up materials, including the previously graded essay, and you must clearly indicate all revisions on the revised version. I will not read essays that do not follow these guidelines.

Conferences

Required one-on-one conferences to discuss assignments with me are scheduled at key times during the semester; additional conferences that you initiate are strongly encouraged.

Manuscript Form

Word process all work intended for reader response, including drafts. Please follow the MLA manuscript form guidelines. Please use a common non-script typeface (acceptable fonts: Arial, Courier, or Times New Roman) with a font size of 12. Also please use two spaces after a period or other sentence-ending punctuation. A word of caution: BACK-UP your work on an E-storage device!!! I also suggest e-mailing a copy of your paper (saved in Microsoft Word or RTF format) to yourself in case you have problems with your E-storage devices on campus. Computer errors/disasters do not excuse lateness. Again, ask me any questions you have.

Attendance and Late Assignments

Regular attendance is essential for successfully completing this course. When you read through the TENTATIVE COURSE ASSIGNMENT SCHEDULE, you will see how this course is built on collaboration among you, your peers, and me. You will most likely learn more and your grades will prosper if you consistently come to class well prepared, keep up with the readings and writing, and take the initiative for your contributions to class.

If some situation in your work or home life will prevent you from regularly attending this class and completing the work on time, I recommend that you drop the class now and take it when you will be able to successfully complete it. **Note that a student who misses the first two classes of the semester without making prior arrangements will be automatically dropped from the course. A student who misses two classes in a row without contacting me, or one who misses four or more sessions, will be dropped through an instructor-initiated drop or may fail the course.**

I will take attendance at the beginning of each class session. **Chronic lateness and early departures are disrespectful to me and to your classmates and disrupt the learning environment; therefore, three late arrivals and/or early departures will be counted as one absence in terms of your attendance grade.** There is no such thing as an excused absence; you are simply present or absent (for whatever reason). To avoid being absent, do not schedule routine dental, medical, or other appointments during class time. You already are scheduled during your class time—you are not free to schedule something else. If you must be absent, you are still responsible for all information and assignments given during the class you missed. It is your responsibility to make arrangements—ahead of time, if possible—for missed class work. I am responsible for teaching only those who attend class. If you must be absent when an assignment is due, hand it in early or arrange for someone else to hand it in for you.

Essays are due in class on the stated day and will be downgraded one grade per calendar day late (turning in an essay late, but on the same day, will count as one day late).

Tests, Quizzes, and Homework will not be accepted unless you were absent on the day they were due, in which case they are due when you return to class (you are responsible for showing them to me at the beginning of the period). **All late Tests, Quizzes, and Homework will receive half credit. Forgetting your Tests, Quizzes, and Homework is the same as not turning it in—you cannot get credit for it.** If you were absent when it was assigned, you are still responsible for turning them in when they are due (therefore, ask in advance or call or e-mail me to see if additional Tests, Quizzes, and Homework were assigned; I will reply as soon as I get your message).

Withdraw Deadline

The last day to withdraw with a grade of “W”, to apply for a grade of pass/no credit (P/NC), or to be withdrawn with a grade of “WI” is **Tuesday, November 22**. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an

academic advisor before you withdraw (D102, 686-9330), and if you have or will ever have financial aid, you should also talk to the financial aid office before you drop the course (D101, 686-9080). If you stop coming after this date, you will receive an “F” instead of a “W/WI” at the end of the semester.

Plagiarism

Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an “F” for the project and possibly an “F” for—as well as dismissal from—the course. For more information about Delta’s policies, refer to the “Integrity of Academic Work” section in the “Students’ Rights, Responsibilities, and Conduct” section of the *Delta College Catalog* or the English Division home page (<http://www.delta.edu/english/plagiarism.html>). If in doubt about plagiarism, please ask me for clarification. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Also note that taking any ideas or words from any source (including Internet sources) without proper citation is also plagiarism. In this class, we will use MLA citation methods.

Student Conduct

As a college student, you are expected to follow various guidelines related to your conduct. To read these guidelines, please refer to the “Students’ Rights, Responsibilities, and Conduct” section in the *Delta College Catalog*.

Also, individual student participation is strongly encouraged. Your questions and comments are valuable and are always welcome. However, rudeness and inattentiveness will not be tolerated. No student is to sleep, do his or her homework from other classes, play computer games, chat with friends, or engage in any other disruptive acts during class, especially while I am lecturing or we are discussing course work. Students persistently engaging in disruptive acts will be asked to leave class. **In addition, personal CD players, Ipods, and cellular phones (e.g., NO TEXTING, which is my number one pet peeve) WILL NOT be allowed in class.**

General Education Outcomes

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. For details, including a list of the outcomes, please refer to (<http://www.delta.edu/gened/statement.html>).

Computer Use Guidelines

Delta College has very specific guidelines for accessing and using electronic resources, which you are required to follow. Please read the guidelines and penalties for violations, available at (<http://www.delta.edu/accessanduse.html>). In addition, I expect you to use your time on the computer for course-related work, not for playing games, e-mailing, or using Instant Messenger. If you chose not to use your time on the computer for course-related work, I will dismiss you from our session—which, in turn, will have an effect on your attendance grade.

RESOURCES FOR WRITERS:

Writing Center Café

The Main Campus Writing Center Café:

“Due to the success of the Writing Center’s inaugural year, it has expanded its operations and moved to the LLIC. At the back of the library, near A-125, you will find welcoming faces, comfy chairs, and computers. Whether you need help brainstorming a topic, revising a cover letter for a job application, or just need one final pair of eyes to look over a piece you’ve written, the Writing Center can help. Students, faculty, and staff are welcome, so come early and stay late, and don’t forget to bring a snack if you are hungry. See you there...”

Our Virtual Writing Center:

“Because Delta College is more than one building in University Center and because our students are more than just students, often holding down a full-time job and/or raising a family, we have now opened a Virtual Writing Center to offer advice and assistance anywhere/anytime. All you need to do is answer a few questions and upload your paper and you’ll receive thoughtful feedback within 48 hours (Monday - Friday). For a tutorial of how to submit to our online writing consultants, view the following: Form Tutorial. Our virtual service can also be accessed on myportal.delta.edu, under ‘Tools & Links.’ For those looking for access to handouts, how-to articles, and example papers, see our Virtual Handbook for Students.”

Please consult the Writing Center Café’s Web site (<http://www.delta.edu/writingcenter.aspx>) for additional information. The Writing Center Café is located near A-125 in LLIC.

Teaching/Learning Center

Main campus: LLIC (686-9314; <http://www.delta.edu/tlc>). The professional staff and peer tutors provide free tutoring in all academic content areas, including reading and writing, as well as study skills. Please consult their Web site for their hours. They also offer on-line tutoring at (<http://www.delta.edu/tlc/TLCyber>). You will need your Delta student ID number and the code for the course (ENG 098).

Library

Main campus: LLIC (686-9310; <http://www.delta.edu/library/>). Professional librarians provide personal research assistance and library usage information; ask at the reference desk (686-9560). Please consult their Web site for their hours. Note that food or beverages are not allowed in the LLIC.

Computers

Outside of the classroom, there are computers available for use in the LLIC on the main campus (same hours as the library; for more information, refer to [<http://www.delta.edu/complab/>]). There is a Lab Assistant to help you at the circular desk by the computer pods (where you have to sign in using your ID). Be sure to bring a disk so you can save your work (and be sure to save your document onto the disk frequently as you work; it is also a good idea to have a backup disk). If you do not use Microsoft Word at home, you can still bring your work back and forth. The trick is to save your document in RTF format. Ask me if you need help.

Also, you will be expected to visit Delta College’s “eLearning” Web site from time-to-time and access documents, etc. Please make sure that you have an active Delta College e-mail account in order to access this site.

Disability Support Services

If you have a documented disability and need an academic accommodation, please contact Michael Cooper, Director of Disability Services (D-106, 686-9322).

Educational Advising & Counseling

The Office of Educational Advising & Counseling (D-102, 686-9330) is prepared to assist you with questions about your program of study, choosing courses, making career decisions, and many things about yourself including working with you concerning personal and professional difficulties.

Me

I will make every effort to see that this class is meaningful to you and that you improve both your reading as well as writing. I am happy to discuss both your reading as well as writing with you and to answer questions on anything that may be difficult or confusing to you, either during class, after class, or in my office by appointment or during office hours. Do not hesitate to seek help from me at any time during the semester, or to consult with me concerning your performance and your grades in the course.

REQUIRED MATERIALS:

- ❖ A **three-ring binder** (and—or, access to—a **three-hole punch**) and **tab dividers** to keep your materials organized
- ❖ A **spiral-bound, college-ruled notebook** with **perforated pages** to be used for notes, homework, and freewritings
- ❖ A **folder with horizontal pockets** on both sides. Write your name in the upper-right corner of the cover (if your name cannot be easily seen, please use a label)
- ❖ A set of **pens** (black, blue, and at least one more color of your choice)
- ❖ At least one **highlighter pen**
- ❖ A **stapler**
- ❖ An **E-storage device** (flash drive, etc.). You will use this when we/you visit the Computer Lab/Library

REQUIRED TEXTS:

American Heritage College Dictionary. 4th ed. Boston/NewYork: Houghton Mifflin, 2001. (ISBN-10: 0440237017)

American Heritage College Thesaurus. 1st ed. Boston/NewYork: Houghton Mifflin, 2005. (ISBN-10: 0440242541)

Kirszner, Laurie G. and Stephen R. Mandell. *The Pocket Wadsworth Handbook*. 5th ed. Boston: Thomson Wadsworth, 2011. (ISBN-10: 9780495912958)

Lester, Lanny and Judith Resnick. *Text and Thought: An Integrated Approach to College Reading and Writing*. 2th ed. Pearson-Longman, 2003. (ISBN-10: 0321089197)

TENTATIVE COURSE ASSIGNMENT SCHEDULE

Note: This assignment schedule provides a general idea of the topics covered in the course. The number, length, and content of sessions may vary and is subject to change.

HW = Homework; **Lester** = *Text and Thought: An Integrated Approach to College Reading and Writing*

| Weeks and Sessions | Planned Activities |
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| <p>Week 1 T 8/30 & R 9/1</p> | <p>Session 1 Today: Getting to Know You; Course Overview; Student Introductions HW due in next class: 1) Write two questions/comments about the syllabus; 2) Read Lester pp. 1 – 6 and complete the “Learning Styles Inventory” on pp. 5 – 6; 3) Read Lester pp. 13 – 17 and complete “Practice Exercise #2” on p. 17 (just the “Before Writing” and “During Writing” parts) Session 2 Today: Previewing <i>Text and Thought: An Integrated Approach to College Reading and Writing</i>; Overview of Learning Styles; “Discovering Reading and Writing” HW due today: HW assigned in Session 1 Due in next class: Chapter 1 Test HW due in next class: 1) Read Lester pp. 46 – 52 and complete “Practice Exercises #7 and #8” on pp. 47 – 48 and “Practice Exercise #9” on p. 50</p> |
| <p>Week 2 T 9/6: (Labor Day – College Closed) & R 9/8</p> | <p>Session 3 Today: “Writing Strategies” pp. 46 – 52 Due Today: Chapter 1 Test HW due today: HW assigned in Session 2 Due in next class: Chapter 2 Test HW due in next class: 1) Read Lester pp. 432 – 433 “[1g] Conjunctions” and complete Practice Exercise #8” on p. 433</p> |
| <p>Week 3 T 9/13 & R 9/15</p> | <p>Session 4 Today: Subordinating and Coordinating Conjunctions Due Today: Chapter 2 Test HW due today: HW assigned in Session 3 HW due in next class: 1) Read/review Lester pp. 110 – 121 and complete “Practice Exercise[s] #9, #10, and #11” (only the even numbers) on pp. 112 – 117 Session 5 Today: “Working with Topics and Main Ideas” while <i>Writing</i> HW due today: HW assigned in Session 4 Due in next class: Chapter 3 Test HW due in next class: 1) Read/review Lester pp. 157 – 162 and complete “Practice Exercise[s] #5, #6, # 8 (read pp 172 – 173 first), and #9” on pp. 168 – 175</p> |
| <p>Week 4 T 9/20 & R 9/21</p> | <p>Session 6 Today: “Working with Details”; Major and Minor Details Due Today: Chapter 3 Test HW due today: HW assigned in Session 5 Due in next class: Chapter 4 Test HW due in next class: 1) Read/review Lester pp. 233 – 258 (just read the</p> |

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| | <p>bolded headings and what follows the bolded headings, skip all of the “Practices” except for “Practice Exercise #2” on pp. 236 – 238, complete that one only)</p> <p>Session 7 Today: “Making Inferences”; Preparation for Viewing Vittorio De Sica’s <i>The Bicycle Thief</i> Due Today: Chapter 4 Test HW due today: HW assigned in Session 6 HW due in next class: 1) Review Vittorio De Sica’s <i>The Bicycle Thief</i> questions; 2) Read Lester pp. 469 – 471 “[7a] Independent Clauses” and complete Practice Exercise #37” on p. 471; 3) Read Lester pp. 471 – 472 “[7b] Dependent Clauses” and complete Practice Exercise #38” on p. 472</p> |
| <p>Week 5 T 9/27 & R 9/28</p> | <p>Session 8 Today: Beyond Reading and Writing: Viewing Vittorio De Sica’s <i>The Bicycle Thief</i> Due in next Class: Chapter 5 Test HW due today: HW assigned in Session 7 HW due in next class: 1) Read/review Lester pp. 290 – 298 and complete “Practice Exercise[s] #1, #2, # 3, and #4” on pp. 295 – 298</p> <p>Session 9 Today: “Organizing Essays” Part I Due today: Chapter 5 Test HW due today: HW assigned in Session 8 HW due in next class: 1) Read/review Lester pp. 298 – 301 and complete “Practice Exercise #5 on pp. 300 – 301</p> |
| <p>Week 6 T 10/4 & R 10/6</p> | <p>Session 10 Today: “Organizing Essays” Part II HW due today: HW assigned in Session 9 HW due in next class: 1) Read/review Lester pp. 301 – 303 and complete “Practice Exercise[s] #6 and #7 on pp. 302 – 303</p> <p>Session 11 Today: “Organizing Essays” Part III HW due today: HW assigned in Session 10 Due in next class: Chapter 6 Test HW due in next class: 1) Read/review Lester pp. 309 – 349 (just read the bolded headings and what follows the bolded headings, skip all of the “Practices” except for “Practice Exercise[s] #19 and #20” on pp. 320 – 327, complete those two only); 2) Read Lester pp. 479 – 481 “[8a] Misplaced and Dangling Modifiers” and complete Practice Exercise #44” on pp. 480 – 481</p> |
| <p>Week 7 T 10/11 & R 10/13</p> | <p>Session 12 Today: Computer Lab (M-100); Essay #1: Cause-Effect Introduced Due today: Chapter 6 Test HW due today: HW assigned in Session 11 HW due in next class: Essay #1: Cause-Effect (Introduction)</p> <p>Session 13 Today: Peer Review Essay #1: Cause-Effect (Introduction); Revising an Essay HW due today: HW assigned in Session 12</p> |

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| | HW due in next class (Sessions 14 and 15): Essay #1: Cause-Effect (Introduction, Body Paragraphs, and Conclusion) |
| Week 8 T 10/18 & R 10/20 | <p>Session 14 Today: One-on-One Conferences (Introduction, Body Paragraphs, and Conclusion)</p> <p>Session 15 Today: One-on-One Conferences (Introduction, Body Paragraphs, and Conclusion)</p> <p>Due in next class: Essay #1: Cause-Effect</p> <p>HW due in next class: 1) Read Lester pp. 481 – 486 “[8b] Sentence Fragments” and complete Practice Exercise[s] #45, #46, #47, and #48” on pp. 482 – 486</p> |
| Week 9 T 10/25 & R 10/27 | <p>Session 16 Today: “Application” Textbook Selection: <i>Relationships</i> pp. 350 – 356</p> <p>Due today: Essay #1: Cause-Effect</p> <p>HW due today: HW assigned in Session 15</p> <p>HW due in next class: 1) Read/review Lester pp. 325 – 327 and complete “Practice Exercise[s] #21 and #22” on pp. 327 – 331</p> <p>Session 17 Today: Essay #2: Comparison-Contrast Introduced</p> <p>HW due today: HW assigned in Session 16</p> <p>HW due in next class: Essay #2: Comparison-Contrast (Introduction); 2) Read Lester pp. 486 – 489 “[8c] Run-on Sentences and Comma Splices” and complete Practice Exercise #49 on pp. 488 – 489</p> |
| Week 10 T 11/1 & R 11/3 | <p>Session 18 Today: Peer Review Essay #2: Comparison-Contrast (Introduction)</p> <p>HW due today: HW assigned in Session 17</p> <p>HW due in next class: Essay #2: Comparison-Contrast (Introduction and Body Paragraphs)</p> <p>Session 19 Today: Peer Review Essay #2: Comparison-Contrast (Introduction and Body Paragraphs)</p> <p>HW due today: HW assigned in Session 18</p> <p>HW due in next class (Sessions 20 and 21): Essay #2: Comparison-Contrast (Introduction, Body Paragraphs, and Conclusion)</p> |
| Week 11 T 11/8 & R 11/10 | <p>Session 20 Today: One-on-One Conferences (Introduction, Body Paragraphs, and Conclusion)</p> <p>Session 21 Today: One-on-One Conferences (Introduction, Body Paragraphs, and Conclusion)</p> <p>Due in next class: Essay #2: Comparison-Contrast</p> <p>HW due in next class: 1) Read/review Lester pp. 362 – 367 and complete “Practice Exercise[s] #1 and #2” on pp. 367 – 372; 2) Read Lester pp. 513 – 515 “[10e] The Apostrophe [’]” and complete Practice Exercise #68 on p. 515</p> |
| Week 12 T 11/16 & R 11/17 | <p>Session 22 Today: “Summarizing” Part I</p> <p>Due today: Essay #2: Comparison-Contrast</p> |

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| | <p>HW due today: HW assigned in Session 21</p> <p>HW due in next class: Read Lester “Application” Textbook Selection: <i>Marketing</i> pp. 373 – 378</p> <p>Session 23</p> <p>Today: “Summarizing” Part II</p> <p>HW due today: HW assigned in Session 22</p> <p>Due next class: Chapter 7 Test</p> <p>HW due in next class: Read Lester “Application” Additional Reading: <i>The Telling of Life-Styles</i> pp. 379 – 382</p> |
| <p>Week 12 T 11/22: (Last Day to Drop w/“W”/“WI” is T 11/22) & R 11/24: (Thanksgiving Break – College Closed)</p> | <p>Session 24</p> <p>Today: Essay #3: Summarizing and Responding</p> <p>Due today: Chapter 7 Test</p> <p>HW due today: HW assigned in Session 23</p> <p>HW due in next class: 1) Read Lester pp. 515 – 518 “[10f] Quotation Marks” and complete Practice Exercise #69 on pp. 517 – 518</p> |
| <p>Week 13 T 11/29 & R 12/1</p> | <p>Session 25</p> <p>Today: Peer Review Essay #3: Summarizing and Responding Draft #1</p> <p>Due today: Essay #3: Summarizing and Responding Draft #1</p> <p>HW due today: HW assigned in Session 24</p> <p>Due in next class: Essay #3: Summarizing and Responding Draft #2</p> <p>HW due in next class: 1) Read Lester pp. 521 – 523 “[10j] Italics (Underlining)” and complete Practice Exercise #73 on pp. 522 – 523</p> <p>Session 26</p> <p>Today: Computer Lab (A-121); Peer Review Essay #3: Summarizing and Responding Draft #2</p> <p>Due today: Essay #3: Summarizing and Responding Draft #2</p> <p>Due in next class: Essay #3: Summarizing and Responding</p> |
| <p>Week 14 T 12/6 & R 12/8</p> | <p>Session 27</p> <p>Today: Final Exam Review</p> <p>Due today: Essay #3: Summarizing and Responding</p> <p>Session 28</p> <p>Today: Final Exam; Course Wrap-up; <i>Adios...</i> (Recall that all work is due today.)</p> |