

ENGLISH 112A: WRITING METHODS/COLLEGE COMPOSITION II
Fall 2009

| [Welcome](#) | [Office Hours](#) | [Required Texts](#) | [Required Materials](#) |
| [Course Outcomes and Objectives](#) | [Course Learning and Teaching Activities](#) | [Course Projects](#) | [Course Policies](#) |
| [Resources for Writers](#) | [Tentative Schedule of Sessions](#) |

Section FA130: Tuesdays and Thursdays, 12:00 - 2:25, A123

Instructor: Stuart Barbier, Ph.D., Professor of English

Office/Phone: Campus: S004/686-9136 (voice mail for messages)

Email: sibarbie@delta.edu (I reply to voice and email messages as soon as I retrieve them, but I might not retrieve them in the evening or on weekends, depending on my schedule.)

Internet: <http://www.delta.edu/sibarbie> (this syllabus is at <http://www.delta.edu/sibarbie/Syllabus112AF2009.html>)

English Division Home Page: <http://www.delta.edu/english>

Fine Arts Building Fax: 989-686-0485

Office Hours: Monday 1:30 - 3:30 p.m.

Tuesday 3:00 - 4:30 p.m.

Thursday 3:00 - 4:30 p.m.

(Other times by chance or appointment; if the above times have to temporarily change, I will put a note on my office door.)

Mail Box: Campus: S006

Adverse Weather Line: 686-9179 or 1-800-686-9179 (I follow Delta College's weather policy: see <http://www.delta.edu/delta/weather.html> for details. If Delta is closed because of the weather, we will make up the missed class session during the next class session, at which time any assignments that would have been due during the missed session will be due. I will post a revised schedule of the future class sessions online.)

Course Educator Site Login: <http://www.delta.edu/educator/> (also available through the [Delta College Home Page](#))

Welcome to English 112A! This course, which has completing any approved College Composition I course with a C or better as a prerequisite (e.g., ENG 111/111A/111H), "continues the development of fluent, effective, and confident writers [and] [e]xpands students' abilities and versatility in reading, language awareness, and composing for a range of purposes, audiences, and situations, including academic research writing" (*Delta College Online Catalogue*, <http://www.delta.edu/catalog/courses.asp>). ENG 112A combines the objective of ENG 112 with two additional hours of special attention to particular student problems and needs in the conventions of written composition. Of the five credits earned in this course, three will transfer to universities and partially fulfill the college's English composition requirement. Although the other two hours may not transfer, they do provide a solid background necessary toward success in all college courses (to check how a particular school accepts the credits, go online to <http://www.delta.edu/tguides/> and select the school under the second column, "Course to Course Equivalencies").

Why would you want to take this course? Dorothy Seyler, Professor of English at Northern Virginia Community College, explains it this way:

Our times demand that we understand what we read, that we think critically about others' ideas and argue effectively in support of our own, and that we can sort through the wealth of available information and ideas, rejecting what is unreliable and synthesizing the useful with what we already know and understand. We live increasingly in an information society, a society in which people make their living by collecting, sorting, transmitting, and reacting to a constant flow of pictures, numbers, and words. In this society, those who learn to read, reason, and write effectively will be successful in their work. (*Read, Reason, Write*, 5th ed., Boston: McGraw Hill, 1999, xvi-xvii)

My goal is to help you become a better thinker and writer. Toward this end, in this syllabus, I will explain what you can expect from me, as well as what I will expect from you. **If you are ever unsure about something, please ask—I am here to help you succeed.**

REQUIRED TEXTS

Reid, Stephen. *The Prentice Hall Guide for College Writers*. 8th ed. Upper Saddle River, NJ: Prentice Hall, 2008.

An English handbook. If you do not already own one, please purchase: Kirszner, Laurie G., and Stephen R. Mandell. *The Pocket Wadsworth Handbook* 4th ed. (with the 2009 MLA update.) Boston: Wadsworth Cengage Learning, 2008.

Page numbers for required readings will be based on this book, but the topics (listed within the [Tentative Schedule of Sessions](#), below) can be found in most other handbooks (consult the index; feel free to ask for help as necessary).

- A collegiate dictionary is highly recommended.
- Please bring both texts to class, even though they might not be used every day.
- Copies of both texts are on reserve under my name in the LLIC.

REQUIRED MATERIALS

- o A folder with horizontal pockets on both sides. Write your name in the upper-right corner of the cover (if your name cannot easily be seen, please use a label).
- o Paper for notes, homework and in-class writing (which I will collect from time to time).
- o Pen or pencil and highlighter pen.
- o Two 3.5-inch computer disks (IBM/PC Format; it's best to store your disks in some kind of container so they won't become damaged) or an alternative storage device such as a USB drive. Bring these to class each day.
- o Access to a stapler—I do not carry one with me. Staplers are located in most campus offices as well as the LLIC (e.g.,

Computer Labs desk, Reference desk)

- o This syllabus, most of the course handouts, and the assignments are available on the [course Educator site](#). You may read the materials on the computer or print them out to read.

COURSE OUTCOMES AND OBJECTIVES (also available on the [English Division home page](#))

OUTCOME: Write effective college compositions.

Objectives: Consider audience and purpose.

Plan writing processes, using effective strategies and techniques.

Include a clear articulation of the important ideas.

Select, organize, and present details to support a main idea.

Demonstrate the ability to move between generalizations and detail.

Write effective introductions and conclusions.

Employ the appropriate writing conventions.

OUTCOME: Use writing tasks that involve both reading and writing.

Objectives: Demonstrate the ability to derive meaning from a piece of writing.

Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.

Interpret reading and writing tasks in such a way as to invest them with personal significance, thereby creating ways to make reading and writing vital activities in a lifetime of learning.

Demonstrate critical reading skills.

OUTCOME: Work with others, both in and out of the classroom.

Objectives: Reflect upon and assess one's own work as well as the work of others.

Show willingness to work with others, seeking help where necessary and offering help where it is sought.

OUTCOME: Write an academic research composition.

Objectives: Locate information using a variety of search tools and methods, including library sources.

Select source material appropriate to the writing context.

Integrate one's own opinions with various source points of view.

Quote, paraphrase, and summarize accurately.

Document sources in conventional style with parenthetical references in text.

COURSE LEARNING AND TEACHING ACTIVITIES

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

Because our course emphasizes the process of writing as well as the product, **I require that you submit papers with rough drafts showing evidence of your revision work.** If you do all of your composing on a computer, print out the drafts before revising them. Also, for the four papers, you must review another class member's draft and have yours reviewed by a class member in order to avoid a grade reduction (we will have class periods set aside for this; if you are absent, you will need to make alternative arrangements for peer review with a class member). I will be happy to comment on your drafts at any stage in the writing process (in writing or in a one-on-one conference). In order for you to receive my comments on your drafts, you need to give them to me in a timely manner (due dates for the papers are indicated in the following chart as well as on the assignment sheets, and they are listed in the [Tentative Schedule of Sessions](#)). I will also comment on any draft brought to me during office hours. Please note that you will also be turning in a digital copy of your final paper via [Educator](#) (under "Assessments") and <http://www.turnitin.com>.

| COURSE PROJECTS | Aim | Percent of Final Grade | Due* |
|--|---------------------------------------|------------------------|---------------|
| In-class Diagnostic Essay | Informative (3 participation credits) | 0 | Session 1 |
| Paper 1: Analyzing Advertisements | Persuasive | 10 | Session 8 |
| Paper 2: Original Investigation | Informative | 15 | Session 14 |
| Paper 3: <i>My Turn</i> | Persuasive | 15 | Session 19 |
| Research Proposal | Persuasive | 5 | Session 21 |
| Working Bibliography | Informative | 10 | Session 23 |
| Paper 4: Researched Paper | Argumentative | 30 | Session 28 |
| Presentation of Paper 4 | Informative/Persuasive/Argumentative | 5 | Session 29/30 |
| Participation (which includes in-class writings, | | 10 | Varies |

| | | | |
|--|--|--|--|
| peer response day participation, and homework and its related in-class discussion) | | | |
|--|--|--|--|

NOTE: Regardless of your final grade average, all four papers must be turned in, or you will receive an F in the course. In order to receive a C or better on Paper 4, both the Research Proposal and Working Bibliography must be turned in.

*Papers 1, 2, 3, and 4 involve drafts that have earlier due dates (see Tentative Schedule of Sessions). Unless you are repeating this course with me, all papers must be original work you conducted during this course; recycled papers from other courses (including previous ENG 090, 098, 111/111A/111H, and 112/112A courses) are not acceptable. Submission of such a paper will be considered plagiarism (see Plagiarism, below). Last, occasional homework assignments, not on the syllabus, may be assigned in class.

COURSE POLICIES

Grades

Information on my general grading criteria for papers is contained in a handout entitled "Grading Criteria for Papers," which is available on the course Educator site (<http://www.delta.edu/educator/>). I will include specific grading criteria with each paper assignment. Drawing on the Delta College grading system, I grade paper assignments and the essay exam using letter grades A through F as follows, which I convert to "grade points" in order to calculate an overall grade:

Individual Letter Grade, Grade Point Equivalent, and Description:

| Grade | Grade Points | Description |
|-------|--------------|--|
| A | 4 | Superior, outstanding college-level work in writing and research |
| A- | 3.7 | |
| B+ | 3.3 | Very good, above-average college-level work in writing and research |
| B | 3 | |
| B- | 2.7 | |
| C+ | 2.3 | Satisfactory, average college-level work in writing and research |
| C | 2 | |
| C- | 1.7 | Unsatisfactory, below-average college-level work in writing and research |
| D+ | 1.3 | Unsatisfactory, poor college-level work in writing and research |
| D | 1 | |
| D- | 0.7 | |
| F | 0 | Unacceptable college-level work in writing and research |

Overall Course Grade (see the Delta College Catalog for a description of X, I, W, WI, P, and NC grades):

| | | | | |
|-----------------------------|------------------------------|------------------------------|------------------------------|-----------------------------|
| A 3.85-4.00 grade points | B+ 3.15-3.49 grade points | C+ 2.15-2.49 grade points | D+ 1.15-1.49 grade points | F 0.00-0.49 grade points |
| A- 3.50-3.84 | B 2.85-3.14 | C 1.85-2.14 | D 0.85-1.14 | |
| | B- 2.50-2.84 | C- 1.50-1.84 | D- 0.50-0.84 | |

I determine your participation grade by calculating the percentage of the components completed and applying the following scale:

Participation Grade:

| | | | | |
|------------|-------------|-------------|-------------|-----------|
| A 93-100% | B+ 87-89.9% | C+ 77-79.9% | D+ 67-69.9% | F 0-59.9% |
| A- 90-92.9 | B 83-86.9 | C 73-76.9 | D 63-66.9 | |
| | B- 80-82.9 | C- 70-72.9 | D- 60-62.9 | |

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, and I will show you how to calculate your grade in the course at any other time (using a grade worksheet available in Educator). If you would like help determining your grade, please ask me.

Revisions

Any of the four papers that have earned lower than a C **for reasons other than lateness or plagiarism** may be revised for a grade change. Unless you make prior arrangements, I will not accept revisions later than **two weeks** after the original is returned in class (in the case of Paper 4, no later than 1:00 p.m. on the Friday following our last day of class, under my office door on campus [S004]). A successful revision will bring the grade of that assignment to a C. However, note that **I will read revised papers only if submitted in a folder with all of the required back-up materials, including the previously graded paper and cover sheet, and only if all revisions are highlighted on the new version.**

Conferences

One-on-one conferences to discuss assignments and drafts with me will take place in class throughout the semester;

additional conferences outside of class that *you* initiate are strongly encouraged.

Manuscript Form

Word process all work intended for reader response, including drafts. Please follow MLA manuscript form guidelines (see Kirszner and Mandell, pp. 215-219). Also please use two spaces after a period or other sentence-ending punctuation. **A word of caution:** BACK-UP your work to a second storage device!!! I also suggest emailing a copy of your paper (saved in Microsoft Word or RTF format) to yourself in case you have problems with your disks on campus. Computer errors/disasters do not excuse lateness. Resources are available to help you understand word processing; for example, see “Writing with a Computer” in Reid (p. 37) and “Computer Tips” in Kirszner and Mandell (indexed on p. 385). Also, the T/LC has a document called “College Computer Tips”: <<http://www3.delta.edu/tlc/TLCStudySupport/Handouts/College%20Computer%20Tips.doc>>. Please note that you will also be turning in a digital copy of your final paper via Eduicator (under “Assessments”) and <http://www.turnitin.com> (which I will show you in class). Again, ask me any questions you have—I’m happy to help.

Attendance and Late Assignments

I will take attendance at the beginning of each class session. Regular attendance is important for successfully completing this course. When you read through the class 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 (you should find them challenging), and take the initiative for your contributions to class.

Please note that I expect you to take advantage of our entire class time, so come prepared to work. I am responsible for teaching only those who attend 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. Also, chronic lateness and early departures are disrespectful to me and to your classmates and disrupt the learning environment; therefore, I may handle these through the Disruptive Students policy (see <http://www.delta.edu/catalog/StudentsRights.asp>).

The *Delta College Catalog* sets forth the following college-wide attendance policy:

It will be necessary for certain groups of students (e.g., veterans, financial aid recipients) to adhere to attendance requirements imposed by the policies of external regulatory agencies beyond the following stipulated by Delta College:

1. Attendance is expected at all courses for your maximum achievement.
2. It is your responsibility to make arrangements for missed course work.
3. The College recognizes that on occasion special College-connected events will conflict with scheduled course/laboratory times. Before those special occasions, you will need to work with the instructor to make alternate arrangements.
4. Individual instructors determine attendance rules and will explain those rules at the initial course meeting and/or in the course syllabus.

Please note that in my courses, except for when the college is officially closed during class time (e.g., because of the weather, though be sure to understand Delta’s adverse weather statement), there is no such thing as an excused absence; you are either present or absent, for whatever reason. In addition, the English Division has the following policy for an instructor-initiated drop for lack of attendance:

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular class this semester, that means in excess of 4 class periods.

I will also automatically drop a student who misses the first two classes of the semester without making prior arrangements. If you must be absent, you are still responsible for all information and assignments given during the class you missed. 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.

We will have three types of assignments: papers, homework, and in-class activities. **Papers** are due in class on the stated day and are to be handed in using a folder which also contains the required backup materials (listed on each paper’s assignment sheet). Unless you make prior arrangements or have an extraordinary situation, I will not accept papers more than one class session late. Regardless of why a paper is late (including whatever arrangements you have made with me), I will downgrade it one grade.

Homework is due at the beginning of class **and has two parts:** 1) a reading and/or writing activity outside of class and 2) in-class discussion. *Both parts are required to receive credit for the assignment.* Therefore, I do not accept late homework, even if you were absent on the due date. Forgetting your homework is the same as not turning it in—you cannot get credit for it. Furthermore, if you were absent when it was assigned, you are still responsible for turning it in when it is due (therefore, ask in advance or call or email me to see if additional homework was assigned; I will reply as soon as I get your message).

Except for the essay exam, any other missed **in-class activity** (such as in-class writings, peer response day participation credit, discussing the homework, etc.) due to absence, arriving to class late, or departing early, cannot be made up either. A missed essay exam must be made up in the Academic Testing Center within one week unless you make prior arrangements with me. Also unless you make an arrangement with me (such as for a grade of “incomplete”), I will not accept any work after 1:00 p.m. on the Friday following our last day of class.

Write down the names and phone numbers or email of two students in this class whom you can call to make arrangements for obtaining anything you missed and/or turning in your work:

Withdrawal 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 24. 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, <http://www.delta.edu/ServicesforStudents/CounselingAdvisingandCareerServices.aspx>), 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, <http://www.delta.edu/futurestudents/AdmissionsEnrollment/MoneyMatters/InformationAbout/TypesofFinancialAid.aspx>). 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 for 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; to check for this, I use various Internet-based tools, including [Turnitin.com](http://www.turnitin.com) (which I also use as a teaching tool; I will show you in class how to create your own account on this service). 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, including Delta’s policy toward disruptive students, please refer to the “Students’ Rights, Responsibilities, and Conduct” section in the *Delta College Catalog*. In addition, Delta students have written an Ethical Code of Conduct available at: <http://www.delta.edu/classes/StudCodeConduct.htm>.

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, please refer to <http://www.delta.edu/gened/themes/index.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, emailing, consulting social networking sites such as Facebook or Myspace, or using Instant Messenger. However, please note that Delta College uses student email addresses to send information about registration, tuition refunds, drop/adds, grades, and so on; therefore, please be sure to check your Delta email account regularly (which you can do while on break or at the beginning or end of class). Also note that food or beverages (except for bottles with caps) are not allowed in the computer labs or classrooms.

RESOURCES FOR WRITERS

Writing Center

Main campus—A003 (<http://www.delta.edu/writingcenter.aspx>; writingcenter@delta.edu). The writing center can help you brainstorm a topic, revise a cover letter for a job application, or look over a piece you’ve written (such as a class paper). For details and hours, please consult their web site. Note that food or beverages *are* welcome in the Writing Center. Also note that they have a virtual student hand book on their web site: <http://www.delta.edu/writingcenter/virtual-student-handbook.aspx>.

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/TLCCyber/logon.aspx?ReturnUrl=%2fTLCCyber%2fDefault.aspx>. For a listing of various learning and testing strategies handouts, see:

<http://www3.delta.edu/tlc/TLCStudySupport/Handouts/handouts.html>.

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 or computer classrooms (except for bottles with caps).

Bookstore

The bookstore (686-9030, <http://www.bookstore.delta.edu>) is located in the commons area (N015). Their hours are listed on their web site. Textbooks can also be purchased by phone or online.

Computers

Outside of the classroom, there are computers available for use in the LLIC (same hours as the library; for more information, refer to <http://www3.delta.edu/complab/>). There is also a Lab Assistant to help you at the circular desk by the computer pods. Be sure to bring a disk or other storage device so you can save your work (and be sure to save your document onto the disk frequently as you work; it's also a good idea to have a backup disk). The T/LC provides a tip sheet for using computers in college: <http://www3.delta.edu/tlc/TLCStudySupport/Handouts/College%20Computer%20Tips.doc>.

If you do not use Microsoft Word 2007 at home, you can still bring your work back and forth. If you use a lower version of Word, simply use the "save as" feature on campus and save your document in the lower version of Word. If you use another word processing program, be sure to save your document in RTF format. In either case, be sure to also email it to yourself as an attachment. I'll help you with this in class.

Disability Support Services

If you have a documented disability which affects your academic performance, and you need an academic accommodation, please contact the Office of Disability Services (D102, 686-9330).

Educational Advising & Counseling

The office of Counseling/Advising and Career Services (D102, 686-9330) is prepared to assist you with questions about your program of study, choosing courses, career decisions, and many things about yourself including working with you concerning personal and professional difficulties. For more information about the counselors, please open the following pdf file: <http://www.delta.edu/files/Advising-Counseling/Disclosure4Feb09.pdf>.

Me

I will make every effort to see that this class is meaningful to you and that you improve your writing. I am happy to discuss your writing with you and to answer questions on anything which may be difficult or confusing to you, either during class, after class, or in my office by appointment or during office hours (or you can just drop by my office to see if I am free). **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.** I also encourage you to make use of the Writing Center and Teaching/Learning Center for assistance with your writing, including sentence skills such as grammar, spelling, and punctuation. **Like everything else in your life, your success in this class depends on your effort and attendance; you have much to offer to your classmates, to me, and to yourself.**

TENTATIVE SCHEDULE OF SESSIONS

Note: **HW** = Homework; **Reid** = *The Prentice Hall Guide for College Writers* (8th ed.); **K&M** = *The Wadsworth Pocket Handbook* (4th ed.).

It's a good idea to review the syllabus at least one session ahead of time. That way, if you have questions about what is due, you can ask before it is due. Remember that late homework is not accepted (see Attendance and Late Assignments, above).

| Session | Activities |
|------------------|---|
| 1) T 9/1 | Introduction to the Course and In-Class Essay |
| 2) R 9/3 | Rhetorical Situation Writing Process Reading and Responding HW Due Today: 1) Two questions/comments about the syllabus; 2) Read/review Reid, pp. 18-29 and 34-38; 3) Read/review K&M, "Understanding Purpose and Audience," pp. 2-5, "Writing Essays," pp. 6-11, and "Model Student Paper," pp. 14-19 |
| M 9/7 – T 9/8 | No classes (Labor Day break) |
| 3) R 9/10 | Investigating Part 1: Analyzing Advertisements (Begin Paper 1) HW Due Today: 1) Read Reid, pp. 279-281, bottom of 217-222, and 264-266; 2) Bring a magazine to class |

| | |
|---|---|
| 4) T 9/15 | Writing Workshop: Practicing Analyzing Advertisements for Emotional Appeals; Using Additional Sources HW Due Today: 1) Bring in the two magazine advertisements you chose for Paper 1; 2) read Educator Readings One and Two; 3) write a one-paragraph summary of Reading Two (about 100 words) |
| 5) R 9/17 | Writing Workshop: "Correctness" and Tone |
| 6) T 9/22 | Peer Response Groups Writing Workshop: Revision HW Due Today: Draft of Paper 1 (2 copies) |
| 7) R 9/24 | Writing Workshop: Language Abuse; Revision/Editing |
| 8) T 9/29 | Investigating Part 2: Original Investigation (Begin Paper 2) Due Today: Paper 1 |
| 9) R 10/1 | Writing Workshop: Investigating HW Due Today: 1) Review Reid, pp. 279-281; 2) read Reid, pp. 283-294 and 313-325, plus the first paragraph on 327; 3) read Educator Reading Three and write a one-paragraph summary (about 150 words) |
| 10) T 10/6 | Writing Workshop: Avoiding Plagiarism HW Due Today: 1) Read Reid, pp. 304-311 and answer questions 1, 2, and 4, p. 311; 2) Read K&M, "MLA Documentation Style," pp. 191-218 and Reid pp. 700-705, 706-top of 720 |
| 11) R 10/8 | Peer Response Groups Writing Workshop: Revision HW Due Today: Draft of Paper 2 (2 copies) |
| 12) T 10/13 | Writing Workshop: Analyzing Content; Revision HW Due Today: Read Reid, pp. 327-top of 328 |
| 13) R 10/15 | Writing Workshop: Revision and Editing |
| 14) T 10/20 | Arguing Part I: <i>My Turn</i> (Begin Paper 3) Due Today: Paper 2 |
| 15) R 10/22 | An Introduction to the Theory of Argument HW Due Today: Read Reid, pp. 509-525 and 569-576 |
| 16) T 10/27 | Writing Workshop: Arguing HW Due Today: Read Reid, pp. 534-539 and answer questions 1 through 4, p. 539 |
| 17) R 10/9 | Peer Response Groups Writing Workshop: Revision HW Due Today: 1) Draft of Paper 3 (2 copies); 2) Read Reid, pp. 583-590 and answer questions 1 through 4, p. 591 |
| 18) T 11/3 | Writing Workshop: Revision and Editing |
| 19) R 11/5 | Arguing Part II: Researched Paper (Begin Paper 4) Due Today: Paper 3 |
| 20) T 11/10 | Accessing Ideas and Information Writing Workshop: Proposal HW Due Today: Read Reid, pp. 657-705 |
| 21) R 11/12 | More on Argument Writing Workshop: Working Bibliography Due Today: Research Proposal |
| 22) T 11/17 | Even More on Argument Writing Workshop: Working Bibliography |
| 23) R 11/19 | Writing Workshop: Analyzing Arguments Due Today: Working Bibliography HW Due Today: Review Reid, pp. 569-576 |
| 24) T 11/24 (T 11/24 is the deadline to withdraw or to apply for P/NC) | Writing Workshop: Research Revisited |
| W 11/25 – | No classes (Thanksgiving break) |

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|----------------|---|
| Su 11/29 | |
| 25) T 12/1 | Peer Response Groups Writing Workshop: Properly Using Sources Revisited; Revision HW Due Today: Draft of Paper 4 (2 copies) |
| 26) R 12/3 | Writing Workshop: Logical Fallacies HW Due Today: Read Reid, pp. 577, 579-582 |
| 27) T 12/8 | Writing Workshop: Choosing Titles and "Correctness" Revisited; Revision and Editing |
| 28) R 12/10 | Writing Workshop: Presentations Due Today: Paper 4 HW Due Today: Read K&M, "Making Oral Presentations," pp. 331-336 |
| 29) T 12/15 | Presentations |
| 30) R 12/17 | Presentations Course Wrap-up <i>(Unless you make prior arrangements, all work is due by 1:00 p.m., Friday, December 18, under my office door on campus (S004)).</i> |

| [Delta College](#) | [English Division](#) | [Office Hours](#) | [Office Location](#) |
| [Courses Taught](#) | [Syllabi](#) | [Favorite and Helpful Links](#) |

If you have questions, e-mail Stuart Barbier at sibarbie@delta.edu

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