Instructor: Ms. Lindsey McMillan
Meeting Time: MWF 9:00-9:50am
Class Location: UC 247
Email Address: lindsey.mcmillan@tamut.edu
Office Hours: MW 10:00-10:30 am

COURSE NUMBER: ENGL 1301.001 (CRN 20621)
CREDITS: 3SCH
COURSE TITLE: Composition I

COURSE DESCRIPTION:
This course helps students understand and develop their writing, reading, and thinking skills through the creation and rhetorical study of personal and scholarly texts. It includes a focus on the principles and techniques of written, expository, and persuasive composition; an analysis of literary, expository, and persuasive texts; and critical thinking.

REQUIRED TEXTS:
ISBN: 9781319083496
(Abbreviated RFW in the course outline)

ISBN: 9780312646998
(Abbreviated EA in the course outline)

STUDENT LEARNER OUTCOMES:
The Texas Higher Education Coordinating Board adopted Exemplary Educational Objectives (EEOs) to establish a common knowledge thread through the courses taught within the Texas Core Curriculum. For ENGL 1301 Composition I, the Communication EEOs are integrated into the Student Learner Outcomes below:

1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation as evidenced in satisfactory completion of all the written and oral discourses to be submitted in this course. This objective reflects the expectations of Communications Exemplary Educational Objective 1.
2. Understand the importance of specifying audience and purpose and select appropriate communication choices as evidenced in acceptable completion of Papers I-VI. This objective reflects the expectations of Communications Exemplary Educational Objective 2.
3. Understand and appropriately apply modes of expression, i.e. descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication as evidenced in the satisfactory completion of Papers I-VI and in class discussion. This objective reflects the expectations of Communications Exemplary Educational Objective 3.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding as evidenced by students’ ability to consider and discuss in groups the
weaknesses and strengths of example compositions, including those written by class members and professional writers.

5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument as evidenced in the satisfactory completion of Papers I-VI.

6. Develop the ability to research and write a documented paper and give an oral presentation based on that paper. This objective reflects the expectations of Communications Exemplary Educational Objective 6.

7. Apply the conventions of edited American English in all written and oral discourse related to this course.

In summary, students are expected to write and edit effective academic discourse, supported by appropriate and varied sources. In researching sources, students will learn to search and incorporate appropriate material in both print and electronic formats. Additionally, students will use methods of critical thinking and logical reasoning to evaluate, analyze, and synthesize information.

PREREQUISITES: None.

JUSTIFICATION: This three-hour course partially fulfills the core curriculum requirement for six hours in Communication.

COURSE OUTLINE: This course includes the following areas of focus: (1) practice in a close reading of a substantial number of argumentative essays and identifying the characteristics of effective discourse through discussion and writing summaries of selected essays; (2) practice in writing expository and argumentative discourse.

METHODS OF INSTRUCTION:
Methods of instruction in this course seek to develop students’ analytical skills in reading and to refine their written skills in producing effective academic discourse. To that end, the course requires a substantial number of writing activities as well as written and oral analyses of highly regarded examples of argument.

COURSE REQUIREMENTS & MEANS OF EVALUATION:

*To pass this course, students must*

1. Complete all major writing assignments, including the final in-class essay;  
2. Submit all Short Writing Assignments (SWAs) and Major Writing Assignments (MWA) 2, 3, and 4 to TurnItIn.com;  
3. Submit an end-of-the-term progress statement;  
4. Submit proof of meeting student success requirements (tutoring or writing studio); and  
5. Earn a “C” or better as a final grade for the course.

ASSIGNMENTS:
NOTE: Your course instructor may require you to submit any or all assignments via Blackboard. Submission preference varies from instructor to instructor, and submission requirements are at the discretion of your instructor. Ask your instructor if you have questions about how to submit your assignments.
**Chapter Questions**

To ensure you comprehend the underlying rhetorical principles tackled in this course, you will have questions to answer over each chapter reading from our primary textbook. Each assignment will have a different point value based upon the number of questions asked. **Responses must be typed, double-spaced, and consist of complete sentences/answers. Chapter Questions must be handed in at the beginning of class to receive full credit.** Point values for each of the chapter question assignments are as follows:

<table>
<thead>
<tr>
<th>Chapter 2A Questions – 10 points</th>
<th>Chapter 9A Questions – 5 points</th>
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<tbody>
<tr>
<td>Chapter 2B Questions – 5 points</td>
<td>Chapter 9B Questions – 10 points</td>
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<td>Chapter 2C Questions – 10 points</td>
<td>Chapter 9C Question – 5 points</td>
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<td>Chapter 1 Question – 10 points</td>
<td>Chapter 4A Questions – 10 points</td>
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<td>Chapter 5A Questions – 10 points</td>
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<td>Chapter 5B Question – 5 points</td>
<td>Chapter 3 Questions – 20 points</td>
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<tr>
<td>Chapter 8A Questions – 15 points</td>
<td>Chapter 10A Questions – 10 points</td>
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<td>Chapter 8B Question – 5 points</td>
<td>Chapter 10B Questions – 10 points</td>
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<tr>
<td>Chapter 6A Questions – 15 points</td>
<td>Chapter 10C Questions – 5 points</td>
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<tr>
<td>Chapter 6B Questions – 10 points</td>
<td>Chapter 11 Questions – 20 points</td>
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<tr>
<td>Chapter 6C Question – 5 points</td>
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**Total points available to be earned from Chapter Questions: 200 points**

**Short Writing Assignments (SWAs)**

Short Writing Assignments (SWAs) are designed to get you thinking about and interacting with the expository and persuasive readings that accompany our chapters (addressing course SLOs 1, 2, 4, 5, and 7). The directions for each SWA varies, so be sure to read the instructions carefully.

Students will be asked to summarize, evaluate, and/or analyze all or particular elements of one or a pair of readings. You are required to submit 6 SWAs during the term, all of which should be typed, double-spaced, and a **minimum** of 250 words (although to **fully answer the prompt**, you may need to go beyond that minimum). Failure to meet the 250-word minimum will result in a zero for the assignment.

Direct quoting from the original readings should be used minimally, with purpose, and cited appropriately using MLA guidelines. **All SWAs should be submitted to Turnitin.com by 11:59pm the evening prior to the final in-class due date (for due dates, see the course schedule that follows).**

Each SWA is worth 25 points and will be graded based on effort, development, adherence to directions, and usage of acceptable standard American academic English.

**Total points available to be earned from SWAs: 150 points**

**SWA 1:** Summarize and respond to Sam Walter Foss’ “The Calf-Path” (in-class handout). Your response should include both a summary and a personal response that outlines your interpretation of the poem (that is, what is the poem *REALLY* about and *why* is that message important?).

**SWA 2:** Summarize and discuss the strengths and weaknesses of the arguments presented in “Racial Profiling at the Airport: Discrimination We’re Afraid to Be Against”
by Michael Kinsley (pp. 19-21) or “The Hard Truth of Immigration” by Robert J. Samuelson (pp. 30-31) using the principles of summary and evaluation outlined in EA Chapter 2 (pp. 48-51) and RFW Chapter 6 (pp. 91-102).

**SWA 3:** Identify and evaluate at least two claims in “The Rich Get Richer, the Poor Go Hungry” by Sharon Astyk and Aaron Newton (pp. 580-582) based on the principles and strategies presented in chapter 5 in EA.

**SWA 4:** Read Patricia A. Bauer’s “A Movie, a Word, and My Family’s Battle” (118-121) and Christopher M. Fairman’s “The Case Against Banning the Word ‘Retard’” (121-125). Then write an evaluative essay about which of the two arguments you find more convincing and why (based on principles reviewed in chapters 5 & 8 in EA).

**SWA 5:** Evaluate the authors’ argument(s) in terms of logic and support in “Cheap Food: Workers Pay the Price” (601-616) based on the principles and strategies presented in chapters 6 and 8 in EA.

**SWA 6:** Evaluate the effectiveness of Roger D. McGrath’s language in his essay, “A God-Given Natural Right” (p. 380), based on the principles and strategies presented in chapter 9 in EA.

**Other Graded Assignments**
The semester, you’ll complete several other graded assignments and activities. These assignments include the presentation required for MWA 4 (25 points) as well as any others your instructor assigns throughout the course. Point values may differ from assignment to assignment and can take place during class or assignments outside the course or homework. OGA activities need not be announced ahead of time; class attendance and participation are vital. In total, 100 points will be allocated to these other graded assignments.

**Major Writing Assignments (MWAs)**
This course includes five Major Writing Assignments (MWAs). Two of the essays will be timed and completed in-class. Each MWA varies in length and in points available, and a separate prompt will be issued for each. Minimum length requirements are designed to guide writers to produce developmentally-sound essays and do not include Works Cited pages or opening authorial material; students must adhere to these guidelines to receive credit for the assignment. All out-of-class MWAs (2, 3, and 4) must be submitted to Turnitin.com by 11:59pm the evening prior to the final due date (for exact dates, see syllabus).

- **MWA 1:** Personal, reflective essay (timed, in-class); 500 words – 100 points
- **MWA 2:** Evaluative Essay; 600 words – 150 points
- **MWA 3:** Comparative Evaluation; 850 words – 250 points
- **MWA 4:** Research-based Persuasive Essay; 1250 words – 300 points
- **MWA 5:** Personal, reflective essay (timed, in-class); 500 words – 100 points

**Final Progress Statement**
Students should prepare a progress statement (at least 800 words) explaining what writing improvements have been made throughout the semester using evidence from the in-class
assignment completed week 1 and MWA 1 as comparisons. Submit this to the instructor for a grade on the final day of class (see course schedule for details).

**Total points available to be earned from the Final Progress Statement: 50 points**

**OVERVIEW OF TOTAL POINTS POSSIBLE:**

- **Chapter Questions**: 200 points
- **SWAs**: 150 points
- **Other Graded Assignments**: 100 points
- **MWAs**: 900 points
- **Final Progress Statement**: 50 points

**Total Possible: 1400 points**

**GRADING SCALE:**

- 1255-1400 points = A
- 1115-1254 points = B
- 975-1114 points = C

Below 975 earned points = Student must retake ENGL 1301

**CLASS POLICIES:**

**Attendance**

Attending class is to your advantage. I am not responsible for reminding you to attend class or for providing you with material if you miss class. If you miss more than four days during the semester, you **seriously endanger** your ability to master the course material, participate in important class activities, and possibly miss critical assignment due dates. If you know you will miss class for a legitimate reason (medical appointment, sick child, funeral, etc.), then speak with/email me **ahead of time**, so we can make arrangements for you to submit work **early** for full credit.

Homework is collected at the beginning of class. You must attend the full class period to submit any assignments due that day. You may not send it with another student, email it to me in lieu of a hardcopy, or submit it at the beginning of class and then leave. Students are expected to deal with each other and the instructor in a professional, courteous manner.

There will be **no cell phone use during class time**. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then leave the room to talk on your phone.

**Student Success Requirement**

The English program believes student writers can better hone their writing skills when they dedicate time to the writing process and have the opportunity to discuss their writing with others. Therefore, this course includes a mandatory student success requirement for Major Writing Assignments (MWAs) 2, 3, and 4. The student success requirement can be met in one of two ways for each MWA, and you do not have to choose the same option for each of the three papers required:

**Option 1: Meet with a Writing Tutor in the Success Center**

Make an appointment to meet with a writing tutor in the SC to review and discuss your rough draft prior to submitting your final draft. Tutoring appointments should take place
at least five days prior to the paper’s final due date, in order for you to allow enough time to revise your paper based on the work you accomplish together. If you elect this option but fail to meet with a tutor within this period, you will lose the points dedicated to the Student Success requirement per your MWA rubric. Meeting with a tutor from the SC is not punitive; writers should be open to feedback from other writers in the process of improving the effectiveness of their messages. Take your tutoring appointment seriously; you should be adequately prepared with enough material in order to gain the most from your time with the tutor. If your tutor does not feel you are prepared for or engaged during your appointment, he or she may decide NOT to issue you the Proof Sheet required for you to obtain the points you need.

**Option 2: Attend a Writing Studio Session**

Instead of meeting one-on-one with a writing tutor, you may elect to attend a writing studio session for 60 minutes in order to meet your student success requirement. If you elect this option, you must attend one writing studio session related to that MWA. For MWA 2, you may attend a studio during weeks 4, 5, or 6; for MWA 3, you may attend a studio during weeks 8, 10, or 11; and for MWA 4, you may attend a studio during weeks 12, 13, or 14. After your studio session, you will be issued a proof sheet; submit this proof sheet with your final paper packet in order to receive those points. (See the **Writing Studios** section below for more information).

**Writing Studios**

Writing Studios will be held weekly on Tuesdays and Wednesdays from 4:00-6:00pm in UC 324. Writing Studios include a brief overview or lesson by Writing Studio Leaders (English graduate students) followed by a time for you to write on your own. During your independent writing time, you may ask the Studio Leaders (and any additional tutors available in that session) for assistance. Writing Studios are not individual tutoring sessions; thus, students may not monopolize a tutor or Studio Leader for any length of time. Writing Studios are designed to give you (1) a dedicated place and time to write and (2) advice from experts when you need it.

You may attend writing studios during the week to receive extra credit. For each weekly session you attend, you can earn 10 points toward your semester total. You may only earn a maximum of 10 points per week (even if you attend both the Tuesday and Wednesday sessions) and a **maximum of 50 points** for the full semester. **Please note:** If you elect to use the Writing Studio option to meet the Student Success requirement for your MWA 2, 3, or 4, those sessions do NOT count for bonus points (since you’ll be receiving credit for attending via the grade on your final paper). If the days/times of the Writing Studios do not fit with your class schedule for the semester, alternative options are available to you. Please visit with the SC Coordinator, Mr. Ben Lindsay (blindsay@tamut.edu), for assistance. **Note:** there are no sessions during the first week of the term, spring break week, or finals week.

**Academic Integrity**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty. **Any submitted assignments discovered to have violated academic integrity will be grounds for a grade of "F" in the course and/or further disciplinary actions.** For additional information see the university catalog.
**Academic Integrity Addendum:** All work you submit for this course must be original work completed **for this course during this semester.** If you are repeating this class, you must construct new and original work for your assignments, even if the assignments are similar or the same from previous semesters. Submitting work that you’ve completed previously is unethical and unfair to other students in the course.

**TurnItIn.com**
This course uses the program, Turnitin.com, as a way to identify unoriginal material and deter plagiarism in assignments. All SWAs and MWAs 2, 3, and 4 must be submitted to the appropriate assignment area in TurnItIn.com by 11:59 pm **the evening prior** to the assignment’s due date. **If your assignment has not been submitted to TurnItIn.com by this deadline, it will not be graded and will be recorded as a zero (0).**

I use TurnItIn.com to make comments on your short and long papers and send you feedback. I will show you in class how to find this feedback.

If you experience any technical difficulties with TurnItIn.com, please contact their help desk (provided on the website). **I strongly encourage you to view the available tutorials on the TurnItIn.com website to ensure you know how to locate assignments, upload documents, view your originality reports, and my comments for your essays.**

**If you have previously registered with Turn It In…**
1. Log in to your account at [www.turnitin.com](http://www.turnitin.com)
2. At the top, the second tab should say “Enroll in a Class.” Click that.
3. When prompted, enter our class ID # 14305275 and the enrollment password – spring2017
4. Click “submit”
5. Click on our class – **Comp 1 McMillan** to see the list of assignment folder.
6. When you’re ready to submit an assignment, click on the blue “Submit” button that corresponds to that assignment
7. Enter in your submission title, upload your document from your computer or flash drive, and submit your assignment.

**If you have NOT previously registered with Turn It In…**
1. Visit the website at [www.turnitin.com](http://www.turnitin.com)
2. Up at the top right, click on “Create Account”
3. Select “Student” from the three options at the bottom under “Create a New Account”
4. Include the class ID # (14305275) and enrollment password ( spring2017 ) and the other information you’re asked for. **Remember to use your TAMUT email address.** Create your account password, secret question, and agree to the terms and you’re all set!
5. Click on our class – **Comp 1 McMillan** to see the list of assignment folders
6. When you’re ready to submit an assignment, click on the blue “Submit” button that corresponds to that assignment
7. Enter in your submission title, upload your document from your computer or flash drive, and submit your assignment.
**Disability Accommodations**
Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

**Drop Policy**
To drop this course after the census date, a student must complete a *Drop/Withdrawal Request Form*, located on the University Registrar’s webpage or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar’s office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140).

Drop/withdraw forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

<table>
<thead>
<tr>
<th>Drop/Withdraw deadlines for the Spring 2017 semester</th>
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<tbody>
<tr>
<td><strong>Session</strong></td>
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<tr>
<td>Full Term (16 week)</td>
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*Course calendar begins on the next page.*
Course Calendar, Spring 2017
The instructor reserves the right to alter the course calendar in any way deemed appropriate based upon the needs of the course and its students. Students will be notified of any changes to this calendar.

WEEK 1: Welcome to English 1301

Wednesday, Jan. 18
- Instructor, student, and course introductions
- Syllabus review

Homework
- Review the syllabus and course calendar; come to class Friday with any questions.

Friday, Jan. 20
- In-class Writing Assignment: My History as a Writer (ungraded)

Homework
- SWA 1: Summarize and respond to Sam Walter Foss’ “The Calf-Path” (in-class handout). Your response should include both a summary and a personal response that outlines your interpretation of the poem (that is, what is the poem REALLY about and why is that message important?).

WEEK 2: Critical Reading & Summarizing

Monday, Jan. 23
- SWA 1 due – 25 points
- Discussion of “The Calf-Path”
- Introduce MWA 1 & discuss expectations and preparing for timed writing assignments
- Sign Student Agreement

Homework
- Read Chapter 2, “Critical Reading” (in EA, pp. 35-49)
- Complete Chapter 2A Questions
- Prepare for MWA 1

Wednesday, Jan. 25
- Chapter 2A Questions due – 10 points
- MWA 1 (timed, in-class essay) – 100 points

Homework
- Read Chapter 2, “Critical Reading” (in EA, pp. 50-61)
- Complete Chapter 2B Questions
- Read Chapter 6, “Reading and Writing Arguments” (in RFW, pp. 91-102)

Friday, Jan. 27
- Chapter 2B Questions due – 5 points
- Chapter 2 Discussion: Summary, Evaluation, and Analysis
- Summary Practice Activity (Writing Summaries handout)

Homework
- Read Chapter 2, “Critical Reading” (in EA, pp. 62-75)
Complete Chapter 2C Questions
SWA2: Summarize and discuss the strengths and weaknesses of the arguments presented in “Racial Profiling at the Airport: Discrimination We’re Afraid to Be Against” by Michael Kinsley (pp. 19-21) or “The Hard Truth of Immigration” by Robert J. Samuelson (pp. 30-31) using the principles of summary and evaluation outlined in EA Chapter 2 (pp. 48-51) and RFW Chapter 6 (pp. 91-102).

WEEK 3: Critically Evaluating Texts
Monday, Jan. 30
- SWA 2 due – 25 points
- Chapter 2C Questions due – 10 points
- Chapter 2 Discussion: Evaluating a reading (Writing Evaluations handout)
- Article Evaluation Checklist (handout)
- Introduce MWA 2

Homework
- Read Chapter 1, “Approaches to Argument” (in EA, pp. 3-22)
- Start reading all essays on the list for MWA 2

Wednesday, Feb. 1
- Discussion: Approaches to Argument, rhetorical triangle

Homework
- Read Chapter 1, “Approaches to Argument” (in EA, pp. 23-32)
- Complete Chapter 1 Question
- Finish reading all essays on the list for MWA 2

Friday, Feb. 3
- Chapter 1 Question due – 10 points
- Discussion: Approaches to Argument, Toulmin model

Homework
- Read Chapter 5, “Claims” (in EA, pp. 170-183)
- Complete Chapter 5A Questions
- Select an essay to evaluate for MWA 2 and critically read it (i.e., annotate the text)
- Read Section 1c, “Draft a working thesis” (in RFW, pp. 14-18)

WEEK 4: Identifying Claims & Evaluating Logic
Monday, Feb. 6
- Chapter 5A Questions due – 10 points
- Practice: Developing a Working Thesis for MWA 2

Homework
- Read Chapter 5, “Claims” (in EA, pp. 184-199)
- Complete Chapter 5B Questions
- SWA 3: Identify and evaluate the claim(s) in “The Rich Get Richer, the Poor Go Hungry” by Sharon Astyk and Aaron Newton (pp. 580-582) based on the principles and strategies presented in chapter 5 in EA.

Wednesday, Feb. 8
- Chapter 5B Question due – 5 points
- **SWA 3 due – 25 points**
- Practice: Identifying, evaluating, and making claims

**Homework**
- Read Chapter 8, “Logic” (in *EA*, pp. 297-318)
- Complete Chapter 8A Questions
- Complete the Article Evaluation Checklist for your MWA 2 essay

**Friday, Feb. 10**
- Chapter 8A Questions due – 15 points
- Completed Article Evaluation Checklist – (OGA)
- Logical Fallacies activity

**Homework**
- Read Chapter 8, “Logic” (in *EA*, pp. 319-337)
- Complete Chapter 8B Question
- Complete your review of MWA 2 essay and solidify your major evaluative points
- **SWA 4:** Read Patricia A. Bauer’s “A Movie, a Word, and My Family’s Battle” (118-121) and Christopher M. Fairman’s “The Case Against Banning the Word ‘Retard’” (121-125). Then write an evaluative essay about which of the two arguments you find more convincing and why (based on principles reviewed in chapters 5 & 8 in *EA*).

**WEEK 5: Evaluating Logic & Support**

**Monday, Feb. 13**
- Chapter 8B Question due – 5 points
- **SWA 4** due – 25 points
- Discussion: assigned readings & logical development

**Homework**
- Read Chapter 6, “Support” (in *EA*, pp. 202-215)
- Complete Chapter 6A Questions
- Read Section 1d “Draft a Plan” (in *RFW*, pp. 19-22)
- Outline essay for MWA 2

**Wednesday, Feb. 15**
- Chapter 6A Questions due – 15 points
- **Outline for MWA 2** due – 5 points
- Discussion: Support

**Homework**
- Read Chapter 6, “Support,” (in *EA*, pp. 215-238)
- Complete Chapter 6B Questions
- Read Section 1e “Draft an introduction” (in *RFW*, pp. 22-24)
- Read Chapter 3 “Building effective paragraphs” (in *RFW*, pp. 49-64)
- Start drafting MWA 2

**Friday, Feb. 17**
- Chapter 6B Questions due – 10 points
- Writing effective introductions & body paragraphs

**Homework**
- Read Chapter 6, “Support,” (in *EA*, pp. 238-268)
- Complete Chapter 6C Question
Finish drafting MWA 2 (typed rough draft of at least two pages due in class Monday)

WEEK 6: Evaluating Language
Monday, Feb. 20
- Chapter 6C Question due – 5 points
- Rough draft of MWA 2 due in class
- Peer review for MWA 2 – (OGA)
  Homework
  - Read Chapter 9, “Language” (in EA, pp. 339-356)
  - Complete Chapter 9A Questions
  - Revise and polish MWA 2
  - SWA 5: Evaluate the authors’ argument(s) in terms of logic and support in “Cheap Food: Workers Pay the Price” (601-616) based on the principles and strategies presented in chapters 6 and 8 in EA.

Wednesday, Feb. 22 ***last day for you to visit the SSC to get your points for MWA 2
- Chapter 9A Questions due – 5 points
- SWA 5 due – 25 points
- Making connections for the reader (using transitions & writing conclusions)
  Homework
  - Read Chapter 9, “Language” (in EA, pp. 357-372)
  - Complete Chapter 9B Questions
  - Finalize MWA 2 (due Monday)

Friday, Feb. 24
- Chapter 9B Questions due – 10 points
- Discussion: Language
  Homework
  - Read Chapter 9, “Language” (in EA, pp. 373-385)
  - Complete Chapter 9C Question
  - Finalize MWA 2 (due Monday)

WEEK 7: Definitions
Monday, Feb. 27
- MWA 2 DUE – 150 points
- Chapter 9C Question due – 5 points
- Practice: Evaluating Language
  Homework
  - Read Chapter 4, “Definition” (in EA, pp. 131-145)
  - Complete Chapter 4A Questions
  - SWA 6: Evaluate the effectiveness of Roger D. McGrath’s language in his essay, “A God-Given Natural Right” (p. 380), based on the principles and strategies presented in chapter 9 in EA.

Wednesday, March 1
- Chapter 4A Questions due – 10 points
- SWA 6 due – 25 points
- Discussion: Using definition(s) as a rhetorical device
  
  **Homework**
  - Read Chapter 4, “Definition” (in EA, pp. 145-169)
  - Complete Chapter 4B Question

**Friday, March 3**

- Chapter 4B Question due – 5 points
- Introduce MWA 3 & discuss expectations
- Finding companion pieces for MWA 3 (research tips/database)
  
  **Homework**
  - Read Chapter 3, “Analytical Writing” (in EA, pp. 76-92)
  - Complete Chapter 3 Questions

**WEEK 8: MLA Week**

**Monday, March 6**

- Chapter 3 questions due – 20 points
- Developing analytical claims and synthesizing source material
  
  **Homework**
  - Read “Citing sources; avoiding plagiarism” (in RFW, pp. 441-445)
  - Review MWA 2 and identify opportunities for revision (Improvement Log handout)
  - Select and evaluate your companion essay for MWA 3 (Article Evaluation Checklist due Friday)

**Wednesday, March 8**

- MLA document formatting & style
- Citations and the Works Cited page
  
  **Homework**
  - Start outlining/planning for your MWA 3; outline due Monday
  - Read “Documenting sources in MLA style” (in RFW, pp. 458-512)

**Friday, March 10**

- Article Evaluation Checklist due
- MLA Application activity – (OGA)
  
  **Homework**
  - Continue working on MWA 3 outline (due Monday after Spring Break)

**WEEK 9: SPRING BREAK**

*No classes the week of March 13 – 17*

**WEEK 10: Library Week**

**Monday, March 20**

- MWA 3 Outline due – 10 points
- Database Day (meet in computer lab, TBD)
  
  **Homework**
Wednesday, March 22
- Library Presentation & tour
Homework
- Continue drafting MWA 3

Friday, March 24
- Checkup on MWA 3 progress and answer questions
- Integrating source material: basic and advanced strategies
- Sign up for student conferences next week
Homework
- Prepare a rough draft (at least 4 full typed pages) of MWA 3 for your conference next week

WEEK 11: Writing Conferences
Monday, March 27
- NO CLASS – WRITING CONFERENCES
Homework
- Final paper packet for MWA 3 (due Monday)
- Read Chapter 6, “Constructing reasonable arguments” (in RFW, pp. 103-111)

Wednesday, March 29 ***last day for you to visit the SSC to get your points for MWA 3
- NO CLASS – WRITING CONFERENCES
Homework
- Final paper packet for MWA 3 (due Monday)
- Read Chapter 6, “Constructing reasonable arguments” (in RFW, pp. 103-111)

Friday, March 31
- NO CLASS – WRITING CONFERENCES
Homework
- Final paper packet for MWA 3 (due Monday)
- Read Chapter 6, “Constructing reasonable arguments” (in RFW, pp. 103-111)

WEEK 12: The Argumentative Paper: Planning & Research
Monday, April 3
- MWA 3 DUE – 250 points
- Introduce MWA 4 (expectations & rubric)
- Discussion: Constructing sound, credible, provable arguments for argumentative papers (transferring what we’ve been doing to what you need to do next)
Homework
- Complete Chapter 10A Questions
- Submit a list of 3-5 possible topics for MWA 4 (including the topic, what you already know about it, and why you’d be interested in writing about it)

Wednesday, April 5
- Chapter 10A Questions due – 10 points
• Possible topics for MWA 4 due – (OGA)
• Small group activity
• MWA 4 topic review and narrowing

Homework
  • Read Chapter 10, “The Argumentative Paper: Planning and Research” (in EA, pp. 408-418)
  • Complete Chapter 10B Questions
  • Conduct preliminary research on your selected topic(s)

Friday, April 7
• Chapter 10B Questions due – 10 points
• Evaluating web sites
• CRAP activity

Homework
  • Read Chapter 10, “The Argumentative Paper: Planning and Research” (in EA, pp. 419-427 & 436-7)
  • Complete Chapter 10C Questions
  • Complete MWA 4 Topic Proposal (topic, working thesis, what you want to pursue the topic, databases you will use for research, and 3-5 keyword search terms)
  • Start researching

WEEK 13: The Argumentative Paper: Writing and Documentation

Monday, April 10
• Chapter 10C Questions due – 5 points
• MWA 4 Topic Proposal due – 15 points
• Research Day (in library)

Homework
  • Complete Chapter 11 Questions
  • Continue researching; bring 8 sources to class on Wednesday

Wednesday, April 12
• Chapter 11 Questions due – 20 points
• 8 possible sources for MWA 4 – (OGA)
• Practice evaluating secondary sources in class (Secondary Source Analysis Worksheet)

Homework
  • Works Cited page draft
  • Start planning & drafting MWA 4
  • Read “Supporting a thesis” (in RFW, pp. 435-440)

Friday, April 14
• Works Cited page draft due – 10 points
• In-class work day: rough drafts

Homework
  • Continue drafting MWA 4
  • Read “Integrating sources” (in RFW, pp. 445-457)
WEEK 14: Drafting & Finalizing the Argumentative Paper

Monday, April 17
- Writing effective body paragraphs & transitioning in argumentative papers
- Integrating & synthesizing source material
  
  **Homework**
  - Complete a typed, rough draft (at least 3 pages plus a Works Cited page) for peer review on Wednesday (bring 2 copies)

Wednesday, April 19 ***last day for you to visit the SSC to get your points for MWA 4
- **Typed, rough draft MWA 4 due**
- Introduce MWA 4 presentation expectations & rubric
- Peer Review (MWA 4)
  
  **Homework**
  - MWA 4 – final polishing; bring questions or concerns to class Friday
  - Start working on MWA 4 presentation

Friday, April 21
- Sign up for MWA 4 presentation slots
- Final questions and concerns about MWA 4
  
  **Homework**
  - Finalize MWA 4 (due Monday)
  - Finalize MWA 4 Presentation

WEEK 15: MWA 4 Presentations

Monday, April 24
- **MWA 4 due – 300 points**
- MWA 4 presentations: group 1 – 25 points
  
  **Homework**
  - Work on Final Progress Statement

Wednesday, April 26
- Introduce final in-class essay (MWA 5)
- MWA 4 presentations, continued
  
  **Homework**
  - Work on Final Progress Statement
  - Begin reading essays for MWA 5

Friday, April 28
- MWA 4 presentations, continued
  
  **Homework**
  - Work on Final Progress Statement
  - Read essays for MWA 5

WEEK 16: Finishing Up

Monday, May 1
- **Final Progress Statement due – 50 points**
- Preparing for the final in-class essay (MWA 5)
  
  **Homework**
- Prepare for MWA 5

**Wednesday, May 3**
- MWA 5 – In-class final essay (timed)
  *This is the last class meeting for the course.

**Friday, May 5**

**NO CLASS – READING/STUDY DAY**

**Finals Week**
*No class meetings during finals week to allow time for evaluating final essays and progress reports.*