

English 101: Composition / CRN: 30435 Section TG7
Mondays & Wednesdays, 11 a.m. – 12:15 p.m.
Room E223

Instructor: Allana Allik

Email: aallik@threerivers.edu

Office hours: Mondays and Wednesdays, 3:00 – 4:00 p.m., Room D205

Course description:

College Composition engages students in critical observation, reading, and writing. The course prepares students for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings.

Required Texts:

The Three Rivers Reader. Pearson Learning Solutions, 2016.

Faigley, Lester. *The Brief Penguin Handbook*. Pearson, 2015. Electronic book.

Other required resources:

- **A notebook** for in-class writing activities and notetaking. Bring it to every class. I recommend you also use the notebook for independent work such as reflecting, summarizing, and collecting ideas for research.
- **A 1-inch binder** for handouts and other course materials.
- **College-level dictionary**
- **A USB flash drive** or some other means of backing up your work (such as Dropbox, Google docs, sending papers to your email address, or other cloud/online options).
- Vocabulary log (supplied by instructor). You are to add to the vocabulary log throughout the semester and turn it in during the final week of class.
- Whenever we are working on a paper, always have your draft(s) with you in class, no matter what stage they are in. We will workshop our drafts frequently during class.
- Hard copies of all assignments on the day they are due, at the beginning of class (I won't accept e-mailed assignments). Don't wait until the last minute to print before class.
- At times you'll need to bring extra hard copies of assignments to share with classmates for peer response sessions.
- Blackboard: The course syllabus, assignments, announcements and other messages will be posted on Blackboard, so check it regularly.

MAJOR ASSIGNMENTS AND DUE DATES	
Paper 1: Critical Reading Analysis Essay, 3-4 pages	Sept. 27
Paper 2: Synthesis Essay, 4-5 pages	Oct. 16
Paper 3: Synthesis + Research, 4-5 pages	Nov. 6
Paper 4: Persuasive Researched Essay, 7-9 pages	Dec. 18

GRADING STRUCTURE	
Classwork & assignments	40%
Paper 1: Critical Reading Analysis Essay	10 %
Paper 2: Synthesis Essay	15 %
Paper 3: Synthesis Essay plus research	15 %
Paper 5: Research Paper	20 %

Classwork includes citizenship and participation, and is evaluated upon:

- Work ethic, courtesy, and focused attention
- Preparation: Doing assigned reading and homework on time
- Informed contributions to class discussion
- In-class reading, writing, group work, and quizzes
- Attendance and punctuality

Grading Scale and Policies

The final grade will be a letter grade, A – F. Students must earn a “C” or better to pass this course. Point totals from all assignments will be calculated at the end of the semester, with final grades compiled as follows per TRCC’s grading scale:

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F= 0-59
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

Attendance & Participation

Students are expected to attend all classes, complete all assignments on time, and participate in all class activities, peer workshops, conferences, and discussions. A grade of “C” or higher is required to pass English 101. This is a writing-intensive course with an abundant reading load, and emphasis on engaged discussion and collaboration. You must do ALL of the reading and

come prepared to every class in order to succeed. If you do not think you can fully commit to the reading, thinking, collaboration, class engagement, and writing that will be required of you, then I advise you not to take this course until you are able to commit to the work.

Excused Absences

The College recognizes the following absences as excused: personal emergencies such as acute illness or a death in the family; religious observances; needful participation in college-sponsored events such as academic competitions; and government-required activities such as military assignments and jury duty.

If you know that you will miss class for one of these reasons, or if you have an emergency of some kind, please contact me as soon as possible. You are responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. Leisure travel and family reunions/vacations are not excused absences. A zero will be given for the day's participation points for any unexcused absence.

Citizenship policy

Coming into class late is disruptive. Please be on time and turn off cell phones before entering the classroom. If you are late to class, you will be required to sing a full verse and chorus of a song, or prepare a 3-minute lecture on a grammatical topic to be assigned. Texting, browsing social media, etc., during class is unacceptable and will result in your dismissal with a zero for the day. My priority is to uphold a safe, productive learning environment for every one of you. Consequences for inappropriate conduct will be imposed at the instructor's discretion.

Late Work Policy

Late work will not be accepted for credit without an excused absence (see above). Please obtain written verification when possible. Technological problems are not valid reasons for failing to have a paper or assignment ready when due. Plan ahead to avoid mishaps.

Explanation of "grade caps"

Papers are due within the first 5 minutes of class. Late papers (major assignments) lose one letter grade for each class that they are late. This is called a "grade cap". For example, if a student hands a paper in two classes late, then they receive a grade cap of a "C", which means they cannot earn anything higher than a "C" on that essay, even if it would have been an "A" paper were it turned in on time. A grade cap does not mean that the instructor would subtract two letter grades from the student's final paper grade, e.g., a "B" paper would not automatically be given a "D". Instead, the student would earn the "C", because that is the grade cap of the paper.

E-mail policy

I check e-mail Monday through Friday once or twice daily until 5 p.m., and will get back to you within one business day. Please include your full name, and be concise.

Never e-mail me the day/night before an assignment is due with questions about the assignment. It is essential for you to plan ahead and create time for revising, which means you've read the assignment and started writing well ahead of my 24-hour cut-off for e-mailed questions.

You must check and use your TRCC student e-mail for all class-related communication. More information about your college email account can be found on the TRCC homepage—click the “New student email” button. Your student email account is the only official means that the college will communicate course and non-emergency information to you, so check it frequently.

Academic Integrity and Plagiarism

Three Rivers Community College's ratified policy states: Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offense. Consequences for plagiarism can range from failing the assignment to failing the course.

For more detail on what constitutes plagiarism, please see:

<http://trccwritingcenter.wordpress.com/avoidingplagiarism/student-resources>

Formatting papers

In this course we will always use MLA style (Modern Language Association) for documentation and formatting of all formal writing, i.e., the final revised drafts of major assignments.

- Use 12-point Times New Roman font, left-justified.
- Use one-inch margins. All lines are double-spaced.
- In the upper left hand corner of the first page, write your name, the course title, the instructor's name, and the date, each on a separate line.

- No title page is required. Your title should appear two spaces down from the dateline, centered on the page. Don't underline the title or put it in quotation marks.
- Put your last name and page number at the top of every page, aligned with the right margin, ½" from the top of the page (using the header or page number command on MS Word will do this automatically for you).
- Indent the first line of each paragraph 5 spaces.
- Use block format for quotations of longer than four lines, indented one inch (10 spaces), with no quotation marks (see p. 277 of *The Brief Penguin Handbook* for example).

DESCRIPTION OF MAJOR ASSIGNMENTS

Paper 1: Critical Reading Analysis Essay

Students will write 3-4 pages that provide a close reading and analysis of a text. A critical analysis examines a text and provides a reader deeper insight into the material. Often, we read material to extract relevant information. Reading critically, however, is a more complex process that involves understanding, analysis, and thinking.

To analyze means to show relationship between parts of texts one examines, and how those relationships reveal meaning. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the significance, utility, quality, merit, truth, beauty, or virtue of a text. Even though as a writer you set the standards, you should be open-minded, well-informed, and fair. You can express your opinions, but you should back them up with evidence.

Paper 2: Synthesis Essay

Students will write 4-5 pages that synthesize two or more texts. The value and purposes of synthesis are explained thus by scholar Charles Bazerman:

If you read only one book (or any text), follow only one author's perspective in a complex conversation, the issues may seem simple, for that single author has constructed a personal sense of all that has been said... However, once you read a second and third book and move beyond the controlling wisdom of one author, you will have to make sense of the diverse statements you find. To write your own informed statement on a subject that other writers have addressed, you will have to sort out agreement from disagreement, fact from opinion, reliable information from unreliable. You will need to see how all the parts of the written conversation fit together into a picture you are satisfied with. You will become an author whose controlling voice brings the other voices together into a coherent written statement. You thus become an authority yourself, for you are an author, too... This bringing together is the task of synthesis (139).

-- Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines*. Colorado: WAC Clearinghouse, 2010. Available at <http://wac.colostate.edu/books/informedwriter> .

Paper 3: Synthesis plus research

This assignment will introduce students to the research process and build on new skills of textual analysis and synthesis. Students will write 4-5 pages plus a Works Cited page, using researched materials from newspapers, magazines, and scholarly electronic or print sources.

Paper 4: Research Paper/Persuasive Essay

The goal of argument is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth-seeking and persuasion is to explore a topic that interests you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology—i.e., a network of basic values, beliefs and assumptions that tend to guide your view of the world. Your understanding of the topic will deepen in complexity as you integrate the viewpoints of authors you have “put into conversation” with each other with your own controlling idea or thesis. This essay must be 7-9 pages executed in MLA style. It should include at least five academic sources of varying type—including print—such as books, academic journals, newspapers of record, classroom texts, and peer-reviewed or otherwise credible sources.

Learning Outcomes for ENG 101

Respond to rhetorical situations:

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Craft logical arguments:

- Produce essays with clear controlling ideas and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material.
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts.

Engage with and use authoritative sources:

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)

- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student’s own writing.
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

Apply conventions:

- Apply Standard English language conventions (diction, tone, level of formality) consistently, with particular attention to college-level writing situations.
- Cite varied sources in MLA citation style

Special Considerations for Students with Disabilities:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be made until the student has provided written authorization from a DSP. Accommodations will not be provided retroactively. For assistance, contact:

TRCC Disability Service Providers	Counseling & Advising Office	Room A-119
Matt Liscum Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum • Mental Health Disabilities 	
Elizabeth Wilcox Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"> • Medical Disabilities • Mobility Disabilities • Sensory Disability 	

Computer Log-on – Net ID

For students logging on to computers for the first time at the college:

- Net ID = student ID without the “@”, followed by @student.comnet.edu
- Password = First 3 letters of birth month + last 4 digits of social security number, e.g., Jan1234

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:

Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking.”

Title IX Statement of Policy:

“Title IX of the Education Amendments Act of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students are protected by Title IX, regardless of their sex, sexual orientation, gender identity, part or full-time status, disability, race, or national origin, in all aspects of educational programs and activities.”

Statement on Digication

When assignments are due, you will upload them into Digication. Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you to determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A TRCC General Education Assessment Team will select and review works at random to improve the college experience for all. All work selected for assessment remains anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices as well.

College Withdrawal Policy

A student who finds it necessary to discontinue a course once class has met must provide notice to the registrar. Withdrawal forms are available at the registrar’s office, both on campus and at the Naval Submarine Base. Non-punitive “W” grades are assigned to withdrawal requests. An instructor’s signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an F for the course.

N Grade Policy

The N grade is assigned when there is no basis for a grade. This applies to students who never came to class or didn’t attend long enough to be graded. The N grade is used to distinguish between failures (F), withdrawals (W), and students who stop attending without a basis for a grade, i.e., students who stop attending before the 60-percent point. Like withdrawals, the N grade is not included in a GPA, but counts as a non-completed course.

The Writing Center / Tutoring and Academic Success Centers

Room C117 (next to the Library)

Telephone (860) 215-9082

E-mail: TRWritingcenter@trccommnet.edu

Online tutoring: <http://www.etutoring.org/>

TRCC Academic Calendar - Fall 2017

Aug. 28	Registration deadline and last day to drop classes for full tuition refund (online – Aug. 26 in person).
Aug. 29	Classes begin. Add/drop periods begin.
Sept. 1	Last day for registered students to add a class (in person).
Sept. 4	Labor Day – College closed. Last day for registered students to add a class (online).
Sept. 5-8	Welcome Week
Sept. 11	Last day to drop a class for partial tuition refund
Sept. 26	Last day to select audit option
Oct. 31	Advising Day (classes in session)
Nov. 1	Continuing Degree-Seeking Student Registration for Winter '17 Intersession and Spring '18 Semester
Nov. 7	Last day to select pass/fail option; last day to submit incomplete work from Spring '17 and Summer '17
Nov. 15	Last day to apply for Spring 2018 graduation. New Student and Non Degree-Seeking Student Registration for Winter '17 Intersession and Spring '18 Semester
Nov. 22	College open, no classes in session
Nov. 23-26	Thanksgiving Recess
Dec. 11	Last day to withdraw from classes
Dec. 18	Last day of 15-week session
Dec. 22	Final grades due to Registrar's office
Dec. 25	Christmas Day – College closed
Dec. 27	Grades available on web

English 101: Composition – Fall 2017 Course Schedule

CRN: 30435 ~ Mondays/Wednesdays 11 a.m. – 12:15 p.m.

Instructor: Allana Allik
Email: aallik@threerivers.edu

Please note: Assignments and deadlines are subject to change at instructor’s discretion to meet learning needs and improve logistics. Electronic resources, including *The Brief Penguin Handbook* and The Pearson Writer, will be used throughout the semester to reinforce concepts and supplement classroom activities. Readings and exercises from those resources are assigned on a week-by-week basis.

MONDAY	WEDNESDAY
8/28 <i>TRCC registration deadline</i>	8/30 Course overview Diagnostic essay Introduce electronic resources – Penguin Handbook & Pearson Writer <i>Focus: Annotating texts, critical reading strategies</i> Assigned: 1. Reading: “How to Mark a Book” – Mortimer Adler, TRR pp. 170-174 2. Thoroughly annotate text 3. Reading Response #1 4. Reading & writing questionnaire 5. Short essay (1-2 pages, typed)
9/4 <i>Labor Day – No classes</i>	9/6 <u>Due:</u> 1. Annotated text (Adler) 2. Reading Response #1 3. Reading & writing questionnaire 4. Short essay – Bring 3 copies to class for peer response workshop <i>Reading discussion - Adler</i> Introduction to peer response Assigned: 1. Reading: “Always On” – Sherry Turkle, TRR pp. 670-677 2. Reading Response #2 3. Use workshop feedback to revise short essay
9/11 <u>Due:</u> 1. Revised short essay 2. Reading Response #2 <i>Reading discussion – Turkle</i> <i>Focus: Outlining & Summary - What is an argument? - Analyzing texts</i>	9/13 <u>Due:</u> 1. Summary of “Always On” <i>Focus: Close reading</i> Assigned: Paper #1: Critical Analysis, 3 pages (handout) 1. Reading: “Is Google Making Us Stupid?” – Nicholas Carr, TRR pp. 647-657

9/11 con't.	<p>Assigned:</p> <ol style="list-style-type: none"> Summary of “Always On”, 1-2 pages typed 	9/13 con't.	<ol style="list-style-type: none"> Reading Response #3 Close reading assignment Meta-paper: 1-2 pages, typed.
9/18	<p><u>Due:</u></p> <ol style="list-style-type: none"> Reading Response #3 Close reading assignment Meta-paper <p><i>Reading discussion - Carr</i> <i>Focus: Paraphrasing - Thesis statements</i></p> <p>Assigned:</p> <ol style="list-style-type: none"> Summary of “Is Google Making Us Stupid?” Have rough draft + 3 copies of Paper #1 ready 	9/20	<p><u>Due:</u></p> <ol style="list-style-type: none"> Summary of “Is Google Making Us Stupid?” Rough draft of Paper #1 + 3 copies <p style="text-align: center;">Peer response workshop</p> <p>Assigned:</p> <ol style="list-style-type: none"> Revise Paper #1 using workshop feedback Reading: “Future Shock” – Neil Postman, TRR pp. 523-532 Reading Response #4
9/25	<p><u>Due:</u></p> <ol style="list-style-type: none"> Reading Response #4 1 copy of revised paper to work on in class <p><i>Reading discussion - Postman</i> <i>Focus: Paragraphs & transitions</i> <i>Revising practice – Paper #1</i></p> <p>Assigned:</p> <ol style="list-style-type: none"> Paper #1 – integrate new revisions 	9/27	<p><u>Due:</u></p> <ol style="list-style-type: none"> Final draft of Paper #1 <p><i>Focus: Synthesis</i></p> <p>Assigned:</p> <ol style="list-style-type: none"> Paper #2: Synthesis (handout) “Magic paragraph” essay organizer Template exercise Reading: “Serving in Florida” – Barbara Ehrenreich, TRR pp. 455-474 Reading Response #5
10/2	<p><u>Due:</u></p> <ol style="list-style-type: none"> Reading Response #5 Magic paragraph essay organizer Template exercise <p><i>Reading discussion – Ehrenreich</i> <i>* Sign up for conferences (in class)</i></p> <p>Assigned:</p> <ol style="list-style-type: none"> Synthesis practice: Read “The Case for Free Money” – James Surowiecki (handout). Connect Surowiecki’s piece to Ehrenreich’s essay. Develop a stance in response. 1-2 pages, typed. Have rough draft + 3 copies of Paper #2 ready 	10/4	<p><u>Due:</u></p> <ol style="list-style-type: none"> Rough draft of Paper #2 + 3 copies Surowiecki assignment <p style="text-align: center;">Peer response workshop</p> <p>Assigned:</p> <ol style="list-style-type: none"> Write a 1-2 page “work narrative” inspired by Ehrenreich’s essay. Keep writing & revising Paper #2– submit paper with revisions via Blackboard by 1 p.m. Saturday. Reading: “Learning to Read and Write” – Frederick Douglass, TRR pp. 188-194 Reading Response #6
10/9	Conferences	10/11	Conferences
10/16	<p><u>Due:</u></p> <ol style="list-style-type: none"> Final draft of Paper #2 Work narrative Reading Response #6 <p><i>Reading discussion - Douglass</i></p> <p>Assigned:</p> <ol style="list-style-type: none"> Paper #3 – Synthesis + Research Literacy narrative 	10/18	<p><u>Due:</u></p> <ol style="list-style-type: none"> Literacy narrative <p style="text-align: center;">Library orientation – 2nd floor of library</p> <p>Assigned:</p> <ol style="list-style-type: none"> “Befriending the Library” Reading: “The High Price of Materialism” – Tim Kasser, TRR pp. 493-501 Reading response #7 Collecting exercise

<p style="text-align: right;">10/23</p> <p><u>Due:</u> 1. “Befriending the Library” 2. Reading response #7 3. Collecting exercise</p> <p><i>Reading discussion – Kasser</i></p> <p>Assigned: 1. Paper #3 ideas & questions</p>	<p style="text-align: right;">10/25</p> <p><u>Due:</u> 1. Paper #3 ideas & questions <i>Focus: Quotations</i></p> <p>Assigned: 1. Reading: “Why Vampires Never Die” – Guillermo del Toro & Chuck Hogan, TRR pp. 703-706 2. Reading response #8 3. Rough draft of Paper #3 for Monday 4. Quotations practice worksheet</p>
<p style="text-align: right;">10/30</p> <p><u>Due:</u> 1. Reading response #8 2. Rough draft of Paper #3 for revising practice 3. Quotations practice worksheet <i>Reading discussion – del Toro & Hogan</i> <i>Focus: Reverse outlines- revising practice on drafts</i></p> <p>Assigned: 1. Revise draft & bring 3 copies for peer response</p>	<p style="text-align: right;">11/1</p> <p><u>Due:</u> 1. Revised draft of Paper #3 + 3 copies</p> <p style="text-align: center;">Peer response workshop</p> <p>Assigned: 1. Final draft of Paper #3 due Monday 11/6</p>
<p style="text-align: right;">11/6</p> <p><u>Due:</u> Final draft of Paper #3 – Synthesis + Research</p> <p><i>Focus: Approaching research - Scholarly articles - How to read a newspaper</i></p> <p>Assigned: 1. Paper #4 – Researched Essay 2. Find one scholarly article using library databases. Annotate, summarize & evaluate.</p>	<p style="text-align: right;">11/8</p> <p><u>Due:</u> 1. Annotated scholarly article, summary & evaluation <i>Focus: Integrating sources</i></p> <p>Assigned: 1. Meta-paper, 1-2 pages typed 2. “Disney’s Magic Mirror” sample paper (handout) – analyze use of summary, quotations & paraphrased material to integrate sources 3. Work on research proposal. Explore sources.</p>
<p style="text-align: right;">11/13</p> <p><u>Due:</u> 1. Meta-paper 2. “Disney’s Magic Mirror” analysis <i>Focus: Finding the Question</i></p> <p>Assigned: 1. Make a list of potential research questions to guide your work. Keep exploring sources & adjust your focus/question accordingly. Take good notes!</p>	<p style="text-align: right;">11/15</p> <p><u>Due:</u> 1. List of potential research questions <i>Focus: Revising practice</i></p> <p>Assigned: 1. Keep working on research proposal. Organize your notes and hone in on most relevant sources. 2. Prepare research proposal + 5 sources, due 11/20</p>
<p style="text-align: right;">11/20</p> <p><u>Due:</u> 1. Research proposal + 5 initial sources <i>Focus: Citations</i></p> <p>Assigned: 1. Write rough draft of one argument in your research paper, using at least 1 source. 1-2 pages. 2. Write up a counter-argument using one source. Then write a rebuttal or qualifier to the counter-argument. 1-2 pages.</p>	<p style="text-align: right;">11/22</p> <p style="text-align: center;"><i>College open – No classes</i></p>

<p style="text-align: right;">11/27</p> <p><u>Due:</u> 1. One section of argument, 1-2 pages 2. Counter-argument + response, 1-2 pages <i>Focus: Editing workshop</i> Assigned: 1. Write a practice introduction to your paper. Then write a completely different introduction. 2. Drawing upon what you have thought about thus far, write a “discovery” draft that sketches the contours of your potential argument. Bring 3 copies for peer response.</p>	<p style="text-align: right;">11/29</p> <p><u>Due:</u> 1. Two different introductions 2. Discovery draft + 3 copies</p> <p style="text-align: center;">Peer response workshop</p> <p>Assigned: 1. Works-cited page (provisional). You will all exchange with classmates to correct on Monday. 2. Revise draft of Paper #4 to submit to me for comments, due Wednesday 12/6. Late = 0.</p>
<p style="text-align: right;">12/4</p> <p><u>Due:</u> 1. Works-cited page. <i>Focus: Exchange works cited page with a classmate. Using Penguin handbook (in computer lab), begin correcting one another’s citations, in pairs/groups if desired.</i> Assigned: 1. Correct a classmate’s works-cited page.</p>	<p style="text-align: right;">12/6</p> <p><u>Due:</u> 1. Your corrections on a classmate’s works-cited page. Exchange back & review corrections. 2. Revised draft, submitted for comments. Late = 0.</p> <p style="text-align: center;">PRESENTATIONS</p>
<p style="text-align: right;">12/11</p> <p style="text-align: center;">PRESENTATIONS</p>	<p style="text-align: right;">12/13</p> <p style="text-align: center;">PRESENTATIONS</p>
<p style="text-align: right;">12/18</p> <p><i>Last day of class</i> <u>Due: Final draft of Paper #4, Researched Essay</u></p>	