

English 1301: Composition I
Austin Community College
Fall 2020: Aug 24 - Dec 13 (16 Weeks)
DLS (Distance Learning Synchronous)
Zoom - <https://zoom.us/> - (Invite Link) - Meeting ID: 972 2964 0162 - Passcode: 07042
TTh 11:05am - 12:40pm
Syn. 07042, Sec. 230

Colin Shanafelt

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Office Hours: Virtual (TTh 4:30pm-6:00pm) *Email for phone callback.

Campus Voicemail: 512-223-1790 ext. 22399 (Email for faster response.)

Prerequisites

One of the following must apply:

- TSI exempt
- TSI Assessment Scores: Reading (351); Writing (Essay 4/Objective 340)
- Grade of C or better in INRW 0230 or 0430
- Grade of C or better in DEWV 0130, 0330 and DEVR 0320
- Grade of C or better in Writing and Grammar 5 (ESOL 0384) and Reading and Vocabulary 5 (ESOL 0364) or Reading, Writing, and Grammar 4 (ESOL 0314) or Reading, Writing, and Grammar 4 for Students who are Deaf or Hard of Hearing (ESOL 0424)

Course Description

English 1301 DLS (Distance Learning Synchronous), A study of the principles of composition with emphasis on language, the mechanics of writing, the types of discourse, and research and documentation.

- (Credit Hours: 3, Classroom Contact Hours per week: 3, Laboratory Contact Hours per week: 0)
- Distance Learning gives ACC students the opportunity to earn credit through non-traditional courses such as online and hybrid classes. Course content and transferability are identical to classes offered on campus.

Course Objectives / Rationale

The goals of Composition I are to promote

- critical thinking, reading, and writing;
- clear, coherent, confident, and effective communication;
- collaborative writing and learning; and
- exposure (through reading or composing) to a range of genres, including genres incorporating visual design elements.

Materials Required

1. *Everything's An Argument*, 8th edition. ISBN: 9781319056261
2. This class includes required virtual live class meetings on the days and times listed. Students must be able to attend virtual class meetings in real-time. Students will need a computer, laptop, or tablet, reliable internet access, and a mic or camera.

** MLA Reference: *MLA Handbook* 8th (*optional*) ISBN - 9781603292627 or the [Owl at Purdue](http://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html) website:
[https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html](http://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

Instructional Methodology

Course material will be delivered via synchronous whole-class instruction on the Zoom teleconferencing platform, Blackboard, assigned reading, use of electronic media, writing assignments, writing process due dates, essay revisions, exams, and extra credit assignments. Students will use the Blackboard learning management system for assignment instructions, exams, and submitting assignments.

Summary of Student Expectations

To successfully complete Composition I, students should enter with the following basic skills: critical reading; content development; organization of writing to include an introduction, appropriate thesis, coherent paragraphs, transitions, and a conclusion; grammar, mechanics, and sentence construction; and an initial understanding of documentation of sources. Here is a link to a list of expectations and skills for students who are enrolling in Composition I: <http://www.austincc.edu/english/ExpectationsOfSkills.php>

Distance Education

Students who are new to distance education are encouraged to review the ACC Distance Education General Information available at <https://online.austincc.edu/faq/>

When students fail to succeed online, it is usually for one or more of the following reasons:

1. The student mistakes convenience for easiness—in other words, they think that since the class is more convenient to their schedule, then it must be easier, or is somehow "less" of a class.
2. The student refuses to take an active role in his/her learning. In online work, you're more responsible for finding answers and learning actively, rather than just being passively told everything you need to know by the professor.
3. A student refuses to "be his or her own boss" and/or does not practice effective time management. Procrastination is the online student's greatest enemy. With limited time to complete assignments, students really need to be attentive and manage their time wisely.
4. The student does not access, read, and understand course content posted in the Blackboard learning management system. Online students have a tendency to blow-off course documents. This is not a wise move, for much communication between professor and student is accomplished through posted documents and announcements.

Technology

The following applications will be used to deliver instruction, take tests, submit assignments, store course documents, and view course materials.

Zoom - <https://zoom.us/> - **Meeting ID: 972 2964 0162 - Passcode: 07042**

Course content will be delivered via synchronous class lectures on the Zoom web conferencing platform. Students are required to procure a K-12 educational account *with the 40-minute time limit lifted*. If you do not already have this, use your **Austin Independent School District (AISD) email address** to create a student account. Then, request to have the 40-min time limit removed at the following link: <https://zoom.us/education>

Blackboard - <https://acconline.austincc.edu/>

Students will use the Blackboard learning management system for assignment instructions, quizzes, exams, submitting assignments, reading announcements, viewing course materials, and downloading course documents.

Technology Support Services

In response to COVID-19-related campus closures, Austin Community College now provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/coronavirus/drive-up-wifi>

Students who submit the **Student Technology Access Form** and indicate they need help accessing their online learning environment to successfully complete their courses are eligible to check out an ACC iPad for use during the semester. You must be registered for a credit course, Adult Education, or Continuing Education course.

Students will need a working computer with webcam, speakers, and reliable internet access. Students who lack these required materials should contact their Dual Credit campus representative in addition to the above.

Grading System

Students' mastery of course content will be assessed with reading quizzes, essays, writing process due dates, and an objective final exam. Due dates, participation, and other minor assignments may be recorded as quiz grades.

Students will submit **five essays** over the course of the semester, including an essay known as the **Departmental Exam**, for a total **minimum of 4000 words**. Professor Shanafelt will provide specific written guidelines for each assignment. The Departmental Exam is an exit-level test graded Pass/Fail, which will be written in an ACC Testing Center. DIL, SAS, and Dual Credit students may be allowed other program-approved options.

****** During the COVID-19 pandemic, students will write an alternate essay assignment in lieu of the Departmental Exam.

Professor Shanafelt will assign letter grades to all required essays. Students may be given the opportunity to draft and revise the first essay assignment one time. Students are required to pass the Departmental Exam in order to pass the course with a minimum grade of "C."

Assignment Weights

Essays & Final Exam: **80%**

Tutorials, Quizzes, Extra Credit, & Due Dates: **20%**

Essay Revisions

- Students will be given the opportunity to revise their *Persuasive Essay* one time to receive a small score increase not to exceed 5 points. (Essay revisions are optional.)
- Revised essays must be submitted to the Blackboard assignment page no later than one week after the essay's original due date. Essay revisions are optional. All revisions must be highlighted.
- Students may not revise any papers or exams other than the *Persuasive Essay*.

Essay & Assignment Details

- Students will learn to develop a writing project through multiple drafts.
- Essay assignments will develop arguments and ideas using **at least two rhetorical purposes** (expressive, referential, persuasive, and/or literary) and several rhetorical strategies (narration, description, cause/effect, comparison/contrast, definition, illustration, process analysis, evaluation).
- The research process will be a significant focus of the class, with assignments sequenced to build facility with integration of outside source material using MLA format. Early assignments will involve work with one or two sources, building to a more substantial research project.
- At least one essay will be a textual analysis in which students demonstrate the ability to identify an essay's purpose, audience, thesis, and rhetorical strategies and evaluate the essay's effectiveness.
- Students will be given one objective Final Exam covering the all course material.
- Professor Shanafelt will assign a letter grade to each essay and provide feedback comments.
- Professor Shanafelt will retain course work for one semester following enrollment. Students are responsible for making copies of any papers they want to keep for their files.
- Paper formatting guidelines can be found at https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html
- *Proper paper format is reflected in the score you receive, so carefully follow the guidelines.
- Extra Credit: Students will have the opportunity to receive three additional (extra credit) grades of 100.
- * See the Extra Credit assignment in this syllabus for full details.
- Course Grades: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = Below 60
- Marked Grades: (A+ = 98, A = 95, A- = 92, 90 = 90, etc.)

Writing Assignments (80%)

1. Persuasion/Argument (2 sources)
2. Comparison & Contrast (2 sources)
3. Textual Analysis (1 source)

4. Departmental Exam
(Textual Analysis - 1 source)
5. Research Paper (5 sources)

Research Paper

Students will write one research paper of at least **1250 words** using **MLA (8th ed.)** documentation and citing a minimum of **FIVE sources** including at least three peer-reviewed journal articles, one book, and one other type of source. *JSTOR* sources are *strongly* preferred. ** Websites and “.com” sources are forbidden. **

Tutorials & Due Dates

Students must complete the *Academic Honesty/Plagiarism* tutorial **and all ENGL 1301 English Composition I Research Paper** tutorials located at <http://library.austincc.edu/help/Tutorials.php>. Students will be awarded credit for due dates on a pass/fail basis. Submit PDF certificates or proof of completion to Blackboard by the due date.

Reading & Quizzes

Students are assigned reading selections, which are **due at the beginning of class on the day they are listed in the course calendar**. Unless noted, all reading selections can be found in the required textbook for this course.

Blackboard quizzes covering assigned reading and lecture content are will be administered as listed on the Course Calendar. All quizzes are timed, objective, online assessments (i.e matching, true/false, multiple choice, fill-in-the-blank, etc.). Reading quizzes will be available on Blackboard the morning before class and must be completed no later than five minutes before class begins on the day they are due. Quizzes are in the 20% category. If a student misses a quiz for any reason, a zero will be recorded. ***There is not way to make up quizzes. I will drop three quizzes.***

The Departmental Exam

All eligible students must take the Departmental Exam. Eligible students must have had all essays accepted and/or a D average. Students will write an interpretive (textual analysis) essay of **at least 600 words** analyzing the provided selection. Professor Shanafelt will provide more detailed instructions about the exam, which will be evaluated-**“PASS” “FAIL & RETEST” OR “FAIL”** only. Students who do not pass on the first try may **RETEST ONCE**. Students who do not pass on the second attempt will receive an F for the course. Essays must demonstrate the following:

- Coherence, analytical thinking, and an understanding of the selection’s thesis, purpose(s), and method(s) of development;
- Adherence to stylistic, grammatical, and mechanical conventions of standard written English.

*** Online Dual Credit students will complete a timed Textual Analysis Paper as the Departmental Exam.**

Final Exam

Students will take a Final Exam near the end of the semester. The test will count as an essay grade (80% category). The Final Exam will be an objective test comprised of multiple choice, matching, and true/false questions. The test will cover all material presented in class including grammar, mechanics, persuasion, rhetorical situations, patterns of organization, MLA documentation, etc. Students will take the test through the Blackboard learning management system. The test is timed for the duration of the class period during which it is assigned.

Paper Format Requirements

Students are required to format their essays in accordance with the guidelines set out in the *MLA Style Manual* 8th edition. Format guidelines can found at the following link: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

Late Work

In some cases, late essays may be accepted. Note the following policies regarding late assignments:

- **Essays** - There will be a letter grade deduction for every calendar day an essay is late. If a student is absent on the day an essay is due, he/she still needs to upload the essay to Blackboard. If an essay is uploaded before the due date and time, there is no penalty. Otherwise, the essay is late.

- **Assignments** - Students who are absent on the day of a quiz, due date, or in-class activity will receive a zero for that quiz or activity. There is no way to make up missed quizzes. Students who do not take a Blackboard quiz before it is due will receive a zero for that quiz. No late quizzes will be accepted.

Attendance

Attendance is mandatory. For Dual Credit classes, Professor Shanafelt will track student attendance via Blackboard Collaborate or the Quickly attendance utility/tool in Blackboard and share either directly with the assigned HS Programs Coordinators or the primary HS contact person(s). Students can miss **three** classes without penalty. **Upon a student's fourth absence, Professor Shanafelt will withdraw him/her from the course or assign an F as the final grade.** Attendance will be recorded at the END of class.

Regular and timely class participation in class and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, Professor Shanafelt may withdraw students from the class. From attending a concert to attending a funeral, all absences count. **Doctors' notes are not accepted.** Every absence counts. In order to be marked present, students must enter the virtual classroom on time and stay until the end of the class. Students may wish tell Professor Shanafelt of an absence beforehand, but all absences always count.

Attendance Details

- Students are allowed **three** absences. All absences count.
- Doctors' notes are not accepted. Students get three absences for all purposes.
- Two tardies (more than 5 minutes late) will equal 1/2 absence
- Absences do not affect the due dates of quizzes, tests, assignments, revisions, and essays. Students will not be given "extra time" to complete work they missed. Students must submit their work via Blackboard on or before the due date irrespective of absences.
- Course content will not be repeated; a student not in class for any reason is responsible for missed content.
- The student is responsible for communicating with their Professor Shanafelt during the closure and completing any assignments or other activities designated by their professor.
- Students who are absent on the day of a quiz, due date, or in-class activity will receive a zero for that quiz or assignment. **There is no way to make up missed quizzes.**
- ***Students must be visible on video and engaged during the entire class period to be counted present.***

Withdrawal Policy

It is the responsibility of each student to ensure that his or her name is removed from the rolls should they decide to withdraw from the class. Professor Shanafelt does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the Final Withdrawal Date. The Final Withdrawal Date for this semester is **19 Nov 2020 (Th)**. The student is also strongly encouraged to keep any paperwork in case a problem arises.

It is the student's responsibility to track his/her own progress and drop or withdraw from this course as appropriate. In rare cases, however, Professor Shanafelt may drop or withdraw students from the course based upon the "Lack of Progress" guidelines below. If a student meets any of the "Lack of Progress" criteria, that student is be subject to withdrawal from the course.

- **Census Date:** The last day to drop or withdraw **without** a grade or "W": **9 Sep 2020 (Wed)**
- **Withdrawal Date:** The last day to withdraw from the Fall 2020 semester with a "W": **19 Nov 2020 (Th)**

Individual professors will enforce their own withdrawal policies based on progress and attendance. "However, it is important to know that The Texas State Legislature passed a bill stating that students who first enroll in public colleges and universities beginning in fall 2007 and thereafter may not withdraw from more than six classes during their undergraduate college career. See ACC Student Handbook for further information.

The instructor may establish deadlines by which students must complete a specific number of assignments, amount of progress, or level of attendance in order to remain in a class. If students do not meet the instructor's requirements, they may be subject to WITHDRAWAL from the course. It is the student's responsibility to know an instructor's withdrawal policies."

Lack of Progress

Each of the following conditions constitutes lack of progress in the course and may cause students to be withdrawn from the course or receive an *F*:

- A grade of zero on four or more quizzes or essay process due dates.
- Failure to take the Final Exam at the assigned date and time.
- A grade of zero on any of the five required essays.
- Failure to submit any essay within five days of its due date

Awarding "Incomplete" as a Final Grade

Students receiving an "I" for Spring 2020 or Summer 2020 may complete remaining course requirements and convert the I to a completion grade during the Fall 2020 semester. The final date for conversion of spring and summer semester incompletes is November 19th, 2020, the published final fall conversion date for Incompletes. Students receiving an "I" for Spring 2020 or Summer 2020 who have not completed course requirements by the November 19th, 2020 extended conversion date may request that the I be converted to a W and that they receive a voucher to take the course in Spring 2021. These requests will be considered by the **COVID-19 Spring 2021 Hardship Review Committee**. Approval would require extenuating circumstances that did not allow the student to complete the course requirements during the extended completion time.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.
2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.
3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.
4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.
5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.
6. If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted."

***** Professor Shanafelt almost never awards final grades of "I" or "Incomplete." *****

Health & Safety Protocols

All ACC campuses and centers have one entrance for students and employees. The college is limiting facility access to faculty, essential staff, and students who are enrolled in Career and Technical Education courses. Each person is required to take the following steps:

1. **Self-screen for COVID-19 symptoms** using the ACC Health Screening App. There are three secure ways to use the app — **1)** download it on your phone (recommended), **2)** download the web link, or **3)** you may use an iPad that is available at the door. It is easy to download and use. Answer a series of quick questions and the app will give you results. Save the results to show at the door upon entry. Get the app here at: <https://www.austincc.edu/coronavirus/acc-health-screening-app>
2. **ACC ID badges or Student ID cards** will be required for all employees and students upon entry. Employees and students must display their I.D. at all times.
3. **Temperature checks** will be conducted with a no-touch thermometer. If you have a fever 100 degrees Fahrenheit or greater, you will not be admitted to the building.
4. **ACC Health Screen App results** will be requested at the door. If you are unable to download the app, an iPad will be provided at the door so that you may answer a series of questions to determine if you have COVID-19 symptoms which include:

• Cough	• Shaking w/ chills	• Loss of taste or smell
• Chills	• Muscle pain	• Diarrhea
• Shortness of breath	• Headache	• Fever
• Difficulty breathing	• Sore throat	• Covid contact (14 days)

****Have you come into contact with anyone who tested positive for COVID-19 with 14 days?**

5. If you do not pass the pre-screening, you will receive specific information on healthcare procedures and instructions for what you need to know to be able to return to campus.
6. **Facial coverings/masks** are required for anyone entering an ACC building. You must wear a facial covering/mask at all times. In private spaces such as an individual office, your facial covering may be removed if you are alone. These guidelines are consistent with guidance from the Centers for Disease Control and Prevention, which makes clear that facial coverings and social distancing are among the most effective measures for limiting the spread of COVID-19.

TIP—Students should arrive to campus early to ensure enough time to get through the screening line.

On-Campus Protocols

- Wash and sanitize your hands prior to entering a classroom, office, or facility. Hand sanitizing stations, disinfecting wipes, soap, and water are readily available.
- Continue to practice good hygiene by washing your hands frequently for 20 seconds.
- Practice social distancing with all individuals by maintaining at least six feet of separation.
- Follow floor stickers that are placed throughout the campus to help guide social distancing in high traffic areas.
- A maximum of two people at a time will be allowed in elevators.
- Facial coverings/masks must remain on at all times. A facial covering may only be removed as allowed by the course safety plan (i.e., when alone in private spaces such as an individual office).
- For the safety of all who are on-campus, water fountains will be turned off, vending machines will have limited services, all food services will be suspended, and common area furniture will be removed. Please plan accordingly.

Classroom Protocols

- Schedules are staggered and courses have been divided into smaller sections to minimize contact with individuals.
- Seating for standard classrooms is limited to nine students and one instructor unless the classroom is deemed large enough to handle more by the Safety & Operations Office.
- Faculty will assign seats to students to keep them at a safe distance from one another. It's imperative that students follow seat assignments in order to track any contamination or the possible spread of COVID-19.
- Plexiguards are installed on faculty desks if there is not at least nine-feet between the desk and the first row of students.
- Once inside the classroom, facial coverings must continue to be worn.
- ACC encourages students to wipe down their desks before class begins. Supplies will be provided in each classroom.

Deep Cleaning Protocols

- ACC's Campus Operations Quality Control staff will regularly and frequently disinfect any and all high touch surfaces such as door knobs, tables, chairs, and restrooms.
- Staff will disinfect classrooms as soon as classes are over.
- Students and employees will be reminded to disinfect personal electronics on a regular basis.
- Hand sanitizer will be available in or near every classroom.
- Sufficient disinfecting supplies are available to maintain hygienic standards throughout the day.
- These disinfectant procedures will occur after each class and at the end of every day.
- Classroom Protocols
- Schedules are staggered and courses have been divided into smaller sections to minimize contact with individuals.
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- Faculty will assign seats to students to keep them at a safe distance from one another. It's imperative that students follow seat assignments in order to track any contamination or the possible spread of COVID-19.
- Plexiguards are installed on faculty desks if there is not at least nine-feet between the desk and the first row of students.
- Once inside the classroom, facial coverings must continue to be worn.
- ACC encourages students to wipe down their desks before class begins. Supplies will be provided in each classroom.

Illness & Travel Protocols

- If you feel sick, feverish, or unwell, please do *not* come to campus or office.
- You will need to get tested for COVID-19 and report the results (positive or negative) to ACC's COVID-19 Liaison (see below).
- If you become ill in the classroom or inside an ACC facility, you will be asked to go into an isolation room to take the state's online self-assessment.
- Isolation rooms are available on each campus and center with resources and information to help you learn about the next steps and where to go for a COVID-19 test.
- All areas used by anyone who is sick or tests positive for COVID-19 will be immediately closed, waiting for the appropriate period of time before it is thoroughly deep cleaned, disinfected, and deemed safe to reopen.
- If you have been in contact with someone who tested positive for COVID-19 within the last 14 days, you must self-report. ACC's [Self-Report form is available online](#).
- ACC has identified a primary COVID-19 Liaison responsible for communicating and coordinating with local health departments. Our liaison is Michael Garcia, Executive Director of Regulatory Affairs, sem-helpdesk@austincc.edu.

A training video is available [here](https://www.austincc.edu/coronavirus/health-and-safety-protocols) at: <https://www.austincc.edu/coronavirus/health-and-safety-protocols>

COLLEGE POLICIES

Campus Operations

To limit the spread of COVID-19, ACC campuses remain closed to all but faculty, essential staff, and students who are enrolled in certain Career and Technical Education courses. Face-to-face classes and services are limited.

Student Complaints

A defined process applies to complaints about an instructor or other college employee. You are encouraged to discuss concerns and complaints with college personnel and should expect a timely and appropriate response. When possible, students should first address their concerns through informal conferences with those immediately involved; formal due process is available when informal resolution cannot be achieved.

Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability.

Academic Misconduct And Plagiarism

Acts prohibited by the College for which discipline may be administered include scholastic dishonesty (e.g., cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work). Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as (but not limited to) tests and quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework.

Statement on Academic Integrity

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements, and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at <https://www.austincc.edu/about-acc/academic-integrity-and-disciplinary-process>

Plagiarism can be defined as using the words and ideas of another writer without acknowledging the debt. Plagiarism takes many forms, including the omission of parenthetical citations, the failure to place quotation marks around direct or modified content taken from another source, and another person writing the essay for the student. It is of utmost importance for students to understand that in academic and professional life, plagiarism of any kind is absolutely unacceptable. Therefore, acts of plagiarism, major or minor, may have serious repercussions, which could include a failing grade, expulsion from the class, and/or disciplinary action on the part of the College. Specific policies can be found in individual faculty syllabi; College policies can be found in the [ACC Student Handbook](#).

Student Freedom Of Expression

Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others both when expressed in classroom discussions or class-related writing.

Student Rights & Responsibilities

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state and federal laws. www.austincc.edu/srr

As a student of Austin Community College you are expected to abide by the Student Standards of Conduct. <https://www.austincc.edu/students/students-rights-and-responsibilities/student-standards-of-conduct>

Senate Bill 212 and Title IX Reporting Requirements

Under Senate Bill 212 (SB 212), the faculty and all College employees are required to report any information concerning incidents of **sexual harassment, sexual assault, dating violence, and stalking** committed by or against an ACC student or employee. Federal Title IX law and College policy also require reporting incidents of **sex- and gender-based discrimination and sexual misconduct**. **This means faculty and non-clinical counseling staff cannot keep confidential information about any such incidents that you share with them.**

If you would like to talk with someone confidentiality, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online: <https://www.austincc.edu/students/counseling>.

While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; compliance@austincc.edu.

If a student makes a report to a faculty member, the faculty member will contact the District Title IX Officer for follow-up. Further information about the complaints process, including the form used to submit complaints, is available at: <http://www.austincc.edu/students/students-rights-and-responsibilities/student-complaint-procedures>

Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a fellow student.

Recording Policy

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act.

Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely through BlackBoard Collaborate or another platform. Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.

Safety Statement

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at <http://www.austincc.edu/emergency>

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.

In the event of disruption of normal classroom activities due to an emergency situation or a continuing illness outbreak, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

Campus Carry

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy.

It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 512-223-7999. Please refer to the concealed handgun policy online at <http://austincc.edu/campuscarry>

Use of ACC email

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college-related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at: <http://www.austincc.edu/help/accmail/questions-and-answers>

Use of the Testing Center

All testing is currently online. While campuses are closed, exams for courses will be online tests that students can take from home. For more information about online testing at ACC, visit the Online Testing resource page: <https://www.austincc.edu/academic-and-career-programs/acconline/testing>. *Assignments and tests for online classes will be accomplished through Blackboard.*

Student Support Services

The success of our students is paramount, and ACC offers a variety of support services to help, as well as providing numerous opportunities for community engagement and personal growth.

Discrimination Prohibited

The College seeks to maintain an educational environment free from any form of discrimination or harassment including but not limited to discrimination or harassment on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, or disability.

Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the Manager of Title IX/Title VI/ADA Compliance.

Licensed clinical counselors are available across the District and serve as confidential resources for students.

Additional information about Title VI, Title IX, and ADA compliance can be found in the ACC Compliance Resource Guide available at: <https://drive.google.com/file/d/1o55xINAWNvTYgI-fs-JbDyuaMFDNvAjz/view>

Student Support

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services.

Information on these campus services and resources is available at <http://www.austincc.edu/students>. A comprehensive array of student support services is available online at: <https://www.austincc.edu/coronavirus/remote-student-support>

Student Accessibility Services

Students with documented disabilities who need academic or other accommodations must request them through the office Student Accessibility Services (SAS). SAS offices are located at each major campus. Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester; otherwise, the provision of accommodations may be delayed. Students who have received approval for accommodations from SAS for this course must provide the instructor with the document titled “Notice of Approved Accommodations” from SAS before accommodations will be provided. Accommodations will not be provided retroactively. Arrangements by the instructor for academic accommodations can only be made after he or she receives the “Notice of Approved Accommodations” from the student.

Additional information about Student Accessibility Services is available at <https://www.austincc.edu/offices/student-accessibility-services-and-assistive-technology>

Academic Support

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

- Online tutor request: <https://de.austincc.edu/bbsupport/online-tutoring-request/>
- Additional tutoring information: austincc.edu/onlinetutoring

Illness

Any ACC student or employee with symptoms or exposure to the COVID-19 virus should inform their professor(s) or supervisor and complete the college’s self reporting form: https://cm.maxient.com/reportingform.php?AustinCC&layout_id=124

Student Organizations

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at <http://sites.austincc.edu/sl/>.

Library Services

ACC Library Services is operating online while campuses are closed during the current pandemic. Libraries continue to support ACC courses and programs and provide students with research and assignment assistance from expert faculty librarians. ACC students have full rights and privileges to access Library Services online 24/7 via the ACC Library website, and students must use their ACCeID logins to access all online materials, including ebooks, articles

from library databases, and streaming videos. ACC Libraries provide the “Ask a Librarian” service, which allows students to reach a librarian 24/7 through online chat or complete an online form for in-depth questions. Faculty librarians are available via email and virtually to meet with you by appointment seven days a week. Students can also contact the Library for questions about their library account, registration holds, and technology/device distribution options.

- Library Website: <http://library.austincc.edu>
- Library Information & Services during COVID-19: <https://researchguides.austincc.edu/LInfoCOVID19>
- Ask a Librarian 24/7 chat and form: <https://library.austincc.edu/help/ask.php>
- Library Hours of Operation by Location: <https://library.austincc.edu/loc/>
- Email: library@austincc.edu

Personal Support

Resources to support students are available at every campus. To learn more, ask your professor or visit the campus Support Center. All resources and services are free and confidential. Some examples include, among others:

- Food resources including community pantries and bank drives can be found here: <https://www.centraltexasfoodbank.org/food-assistance/get-food-now>
- Assistance with childcare or utility bills is available at any campus Support Center: <http://www.austincc.edu/students/support-center>.
- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes: <http://www.austincc.edu/SEF>.
- Help with budgeting for college and family life is available through the Student Money Management Office: <http://sites.austincc.edu/money/>.
- A full listing of services for student parents is available at: <https://www.austincc.edu/students/child-care>
- The CARES Act Student Aid will help eligible students pay expenses related to COVID-19: <https://www.austincc.edu/coronavirus/cares-act-student-aid>.

Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns: <http://www.austincc.edu/students/counseling>.

If you are struggling with a mental health or personal crisis, call one of the following numbers to connect with resources for help. However if you are afraid that you might hurt yourself or someone else, call 911 immediately.

Free Crisis Hotline Numbers:

- Austin / Travis County 24 hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24 hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)**
- Crisis Text Line: **Text “home” to 741741**
- Substance Abuse and Mental Health Services Admin. (SAMHSA) National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline: **1-800-950-NAMI (6264)**

COURSE OUTCOMES

Course Objectives / Rationale

The goals of Composition I are to promote

- critical thinking, reading, and writing;
- clear, coherent, confident, and effective communication;
- collaborative writing and learning; and
- exposure (through reading or composing) to a range of genres, including genres incorporating visual design elements.

Student Learning Outcomes

Upon completion of English 1301, students should be able to

- demonstrate knowledge of individual and collaborative writing processes
- develop ideas with appropriate support and attribution
- write in a style appropriate to audience and purpose
- read, reflect, and respond critically to a variety of texts
- use Edited American English in academic essays

Discipline/Program Student Learning Outcomes

The following outcomes are developed in all English Composition I students regardless of student age or course location:

- expanded critical reading ability;
- ability to write to the specifications of an assignment in terms of subject, rhetorical purpose, method(s) of organization and length;
- ability to form a research question, develop a thesis, locate and select credible sources applicable to the thesis, and write an essay of the specified length that responds to the thesis;
- expanded ability to develop content for an essay and organize writing
- expanded ability to use correct grammar and mechanics

General Education Learning Outcomes

Upon completion of the general education component of an associate's degree, students will demonstrate competence in:

- Critical Thinking—Gathering, analyzing, synthesizing, evaluating and applying information.
- Interpersonal Skills—Interacting collaboratively to achieve common goals.
- Personal Responsibilities—Demonstrating effective learning, creative thinking, and personal responsibility.
- Technology Skills—Using appropriate technology to retrieve, manage, analyze, and present information.
- Written, Oral and Visual Communication—Communicating effectively, adapting to purpose, structure, audience, and medium.

Extra Credit

Each of the following assignments is worth one quiz grade. Successful completion of the assignment will earn you a 100 in the grade book. You may complete all or none of the assignments as you please, but all extra credit must be completed before the due date. No exceptions!!

Due Date: **Tuesday, 19 Nov 2020 @ 12:00 pm (NOON)**

1. Visit the museum of your choice virtually. Take a screenshot of you visiting the museum as proof. Show me something interesting in the screenshot (i.e. not the museum entryway). For example, here is a link to the the Sistine Chapel virtual tour at the Vatican: <http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/tour-virtuale.html>. Visit the following site for ideas regarding which museums offer virtual tours: <https://www.goodhousekeeping.com/life/travel/a31784720/best-virtual-tours/>
2. Select a piece of art that has one or more people in it. Replicate that piece of art with you as the subject(s). You may use more than one person in your own “art,” but you will find that the more people you have, the harder it is to replicate the original. You will present the replication in the form of a PDF file which includes the original art and your recreation side-by-side. You may use computer imaging software such as Photoshop if you have the expertise to do so. Note: If you use a computer, you may NOT copy anything from the original art except perhaps the background; you may NOT copy anything about the people themselves in the piece of art. In addition, your entire head must be in the replication, with enough of your face visible that we can tell who it is! You may not use a computer to alter anything about your face or body! You must also turn in a color picture of the original piece of art (same size as replication).
3. Write an original sonnet. Your sonnet must be fourteen lines long, must be written in iambic pentameter, and must be written to follow the traditional Shakespearian rhyme scheme: A-B-A-B C-D-C-D E-F-E-F G-G. You should include a rhetorical shift at the beginning of the couplet (last two lines). Your sonnet must make sense—no gibberish or arbitrary words used to fit the meter—but the subject matter of your sonnet is entirely open to your own imagination. Here are some more guidelines to help you on your way.
4. Wild Card - Attend a *virtual* literary event. The event must be literary in nature.
* Students may substitute this assignment for one of the three above. However, no student may receive credit for more than three extra credit assignments.

How to Submit:

- Submit your PDF or JPG files via Blackboard before **Tuesday, 19 Nov 2020 @ 12:00 pm (NOON)**
- In the Blackboard Extra Credit assignment folder, click on the title of the appropriate extra credit assignment and submit PDF or JPG files which prove completion.
- Only PDF or JPG files will be accepted.
- No emailed documents will be accepted.

Grading Rubric

A major portion of your grade is based on writing assignments. Consult the following rubric for grading details.

A

For a paper to receive an A, it must have a clearly defined main idea, which is thoughtfully and thoroughly developed with sufficient evidence and plenty of scholarly analysis. Logical development and clear, precise phrasing must be evident. Superior understanding of the subject matter must be apparent. The assignment's length and source requirements must be satisfied. An A paper must be turned in on-time and as required (i.e. a PDF document submitted to the essay's Blackboard assignment page). An A paper must adhere to the required MLA document format found on the Owl at Purdue website under the heading "[MLA General Format](#)." An A paper must be almost completely free of errors in spelling and punctuation.

**** An A paper must be almost completely free of format, grammar, and MLA documentation errors. ****

Style - Sentences in an A essay should be correctly constructed with no major grammatical or mechanical errors (such as sentence fragments, run-on sentences, or lack of agreement between subjects and verbs). An A paper must be formatted with the required font type, font size, margin width, character spacing, line spacing, alignment, etc. as defined by the Owl at Purdue "[MLA General Format](#)" and the "[Shanafelt Research & Writing Guide](#)."

Structure - An A paper should open with an imaginative title and an effective hook. The introductory paragraph should lead up to a strong thesis statement as its last sentence. Content paragraph structures should approximate the following pattern: TS, (EV-AN-AN), (EV-AN-AN), (EV-AN-AN). In other words, each paragraph should contain at least three articles of evidence with ample scholarly analysis supporting the topic sentence. The A paper closes with a thoughtful summation of what the essay has proven and often builds to a general reflection which connects its main idea to our world exposing some larger, important, and perhaps overlooked truth about life. Key: TS = topic sentence, EV = evidence, AN = analysis

Content - For a paper to receive an A, it must be on-topic. Its assertions, analysis, evidence, and main idea must directly respond to one of the prompts listed in the essay assignment or to an instructor-approved topic determined well in advance. Its arguments must be well supported with ample textual evidence and peer-reviewed source data. Each article of evidence must be developed and supported with scholarly analysis appropriate to the level of this college course. The argument an A paper makes should be convincing, interesting, and somewhat original. If the paper concludes with a general reflection, that reflection should be a direct result of the essay's rhetorical inertia without obvious breaks in logic (i.e. free from non sequiturs and broken links). An A essay must answer the question "*How* do the elements of literature create meaning in this piece?" not "*What* happens in this story?"

Documentation - An A paper must be almost completely free of MLA paper format and documentation errors, which includes the spacing and alignment of the "Works Cited" page. All sources must be appropriate, reliable, at least college-level, and scholarly in nature. An A paper's peer-reviewed journal article sources must be cited from either *JSTOR* or *Academic Search Complete* and accessed through our college's library.

* Marked Letter Grades: (A+ = 98, A= 95, A- = 92, 90 = 90)

B

In the B paper, the main idea must be developed with some real depth. Ordinarily, a B paper will be completely free of major grammatical errors, and it will show a superior level of thought and expression. The B paper must be relatively free of errors in spelling and punctuation. A small number format, grammar, and MLA documentation errors may be present. (A+ = 88, A= 85, A- = 82, 80 = 80)

C

The C paper is one that lacks brilliance but is, at least, logical in the way it develops its main idea. Its phrasing may not be high-level, but it must be reasonably clear and accurate. The C paper must be relatively free of major grammatical errors. It must also be relatively free of errors in spelling and punctuation. A significant number format, grammar, and MLA documentation errors may be present. (A+ = 78, A= 75, A- = 72, 70 = 70)

D

The D paper indicates below average work. Such a paper usually has no clearly stated main idea, contains inadequately developed paragraphs, abounds with grammatical and mechanical errors, and/or reveals a serious lack of understanding of the subject matter. A significant number of format and MLA documentation errors are likely present. (A+ = 68, A= 65, A- = 62, 60 = 60) x

F

The F paper reflects a complete lack of ability to state or develop a main idea in most instances. This paper may also reveal a total lack of comprehension, as well as major errors in grammar, sentence structure, spelling, punctuation, diction, paper format, and MLA documentation. (0%-60%)

**** This rubric is intended to be general in nature. The scoring of each assignment may vary. ****

Course Calendar

Mth	Date	Day	Assignments & Topics
Aug	25	T	English 1301 - Composition I - <i>Mandatory Attendance 1st day of class!</i> - Introductions, Syllabus, & Class Information - <u>Library Tutorials</u> Assigned (all) http://researchguides.austincc.edu/eng . - "Shanafelt Research & Writing Guide" (Blackboard download)
Aug	27	Th	- "Shanafelt Research & Writing Guide" (reading due - quiz) ** <i>Quizzes taken on Blackboard, due @ 11:00 am (Before Class)</i> ** *** <i>Only one quiz will be given per day. Content will be combined.</i> *** - <u>Sentence Parts</u> - Video Lecture (viewing due) https://youtu.be/GzUwD0xzZ6I - Parts of speech, Sentence Patterns, & Essay Structure (lecture) - <u>Persuasive Essay</u> Assigned (Blackboard download)
Sep	1	T	- <u>Commas</u> - Video Lecture (viewing due - quiz) https://youtu.be/nzMmNMPQvOs - Thesis statements, Topic Sentences, & Paragraph Development - MLA Documentation Overview (lecture)
Sep	3	Th	- <u>Quotation Marks</u> - Video Lecture (quiz) https://youtu.be/EA7wODAEHQ - <u>Semicolons</u> - Video Lecture (quiz) - https://youtu.be/hC_zRy9DXGs - Grammar, Punctuation, Paragraph Development & Essay Structure (lecture)
Sep	8	T	- <i>Everything's An Argument</i> - Chapter 1 (quiz) - Persuasive Essay (Blackboard notes & lecture) - Patterns of Organization & Elements of Literature - Rhetorical Situation (Audience, Author, Purpose) - Persuasive Techniques: Ethos, Logos, Pathos - Last day to withdraw without a "W" - (<i>Wednesday, 9 Sep 2020</i>)
Sep	10	Th	- <i>Everything's An Argument</i> - Chapter 2 (Pathos) (quiz) - Persuasive Essay (Blackboard notes & lecture) (continued) - Evaluation - (Persuasive) (lecture & in-class readings) - Academic Honesty/Plagiarism Tutorial Due @ 11:00 am (submit PDF to Blackboard) - http://researchguides.austincc.edu/eng <or> <u>Direct Link</u> - PDF Instructions: https://researchguides.austincc.edu/eng/printmyquiz (option 3)
Sep	15	T	- <i>Everything's An Argument</i> - Chapter 3 (Ethos) (reading due) (quiz) - Persuasive Essay (Blackboard notes & lecture) (continued)
Sep	17	Th	- <i>Everything's An Argument</i> - Chapter 4 (Logos) (quiz) - <i>Everything's An Argument</i> - Chapter 5 (Fallacies) (quiz) - "Allegory of the Cave" by Plato (in-class reading & lecture)
Sep	22	T	- Persuasive Essay Due @ 11:00am (Submit PDF to Blackboard; No Emails!) - <u>Comparison & Contrast Essay</u> Assigned (Referential) (Blackboard download) - Comparison & Contrast (Blackboard Notes) - Comparison by Trait vs. Comparison by Subject - Essay Outline Template & Examples
Sep	24	Th	- <i>Everything's An Argument</i> - Chapter 22 (MLA Style) (quiz) - MLA Documentation and Paper Format- Owl at Purdue (NO quiz): <u>Formatting and Style Guide</u> & <u>Document Format Requirements</u>
Sep	29	T	- Library Research (lecture & instruction) - Library Tutorials Due (All Tutorials) @ 11:00 am (submit PDF to Blackboard) - https://researchguides.austincc.edu/eng - PDF Instructions: https://researchguides.austincc.edu/eng/printmyquiz (option 3) - Persuasive Essay Revisions Due @ 11:00am (Submit PDF to Blackboard; No Emails!)
Oct	1	Th	- Illustration by Examples & Definition (lecture & in-class readings)
Oct	6	T	- Cause/Effect & Classification/Division (lecture & in-class readings)

Oct	8	Th	- Description, Narration, & Process Analysis (lecture & in-class readings)
Oct	13	T	- Compare & Contrast Essay Due @ 11:00am (Submit PDF to Blackboard; No Emails!) - <i>Textual Analysis Essay</i> Assigned (Blackboard download) - Textual Analysis (Blackboard notes)
Oct	15	Th	- Textual Analysis (notes, lecture & in-class readings)
Oct	20	T	- <i>Departmental Exam</i> Assigned (instructions, lecture & in-class readings)
Oct	22	Th	- Textual Analysis Essay Due @ 11:00am (Submit PDF to Blackboard; No Emails!) - Departmental Exam Available (must be passing w/ no missing essays; Blackboard) - <i>Research Paper</i> Assigned (lecture & in-class readings) - Research Paper (Blackboard notes)
Oct	27	T	- Research Topics: Use Research to Narrow & Choose (lecture & instruction) - ACC Library Databases - <i>Gale in Context: Opposing Viewpoints</i> , <i>TOPICsearch</i> , & <i>JSTOR</i> - Thesis Statement (Research Paper) (in-class writing & instruction)
Oct	29	Th	- Research Paper & MLA Documentation (lecture & in-class readings) - ACC Library Databases - <i>JSTOR</i> & <i>Academic Search Complete</i>
Nov	3	T	- <i>Everything's An Argument</i> - Chapter 17 (Academic Arguments) (quiz) - Research Paper & MLA Documentation (lecture & in-class readings) - Topic & Thesis Due (Research Paper) @ 11:00am (pass/fail, PDF to BB; No Emails!)
Nov	5	Th	- <i>Everything's An Argument</i> - Chapter 18 (Finding Evidence) (reading due) - Scholarly Sources: Find & Evaluate (lecture & instruction) - Essay & Paragraph Structure (Research Paper) (in-class writing & instruction)
Nov	10	T	- <i>Everything's An Argument</i> - Chapter 19 (Evaluating Sources) (NO quiz) - Outline & Works Cited Due @ 11:00am (pass/fail, submit PDF to BB; No Emails!)
Nov	12	Th	- <i>Everything's An Argument</i> - Chapter 20 (Using Sources) (reading due) - Sources: Uses & Techniques (lecture & in-class readings)
Nov	17	T	- <i>Everything's An Argument</i> - Chapter 21 (Plagiarism) (reading due) - Departmental Exam Deadline (complete ALL attempts before @ 11:00am)
Nov	19	Th	- Extra Credit Deadline (PDF to Blackboard; no emails; no extensions!) - Research Paper Workshop (in-class writing & instruction) - Final Exam Review Sheet (available on Blackboard) - Last day to withdraw with a "W" (<i>Thursday, 19 Nov. 2020</i>)
Nov	24	T	- OFF - Thanksgiving Holiday
Nov	26	Th	- OFF - Thanksgiving Holiday
Dec	1	T	- Rough Draft Due @ 11:00am (1,000 words + MLA, pass/fail, PDF to BB; No Emails!) - Review for Final Exam (in-class) - Research Paper: Draft, Revise, & Edit (no assignments due)
Dec	3	Th	- Review for Final Exam (in-class) - Research Paper: Draft, Revise, & Edit (no assignments due)
Dec	8	T	** FINAL EXAM ** - The exam is timed and administered through Blackboard - Time period: 8 Dec 2020 @ 11:05am - 12:40pm (in-class today)
Dec	10	Th	- Research Paper Due @ 11:55pm (Submit PDF to Blackboard; No Emails!)