

Anoka Ramsey Community College – Coon Rapids Campus
English 1121: College Writing and Critical Reading
Spring 2011 / Section 19

Professor: Scott Stankey
Office: Humanities 131
Phone: (763) 433-1396 (voice mail)
Fax: (763) 433-1521

Email: scott.stankey@anokaramsey.edu
Web: <http://webs.anokaramsey.edu/stankey>
Blog: <http://teachingscott.blogspot.com>
Wiki: <http://writingminnesota.pbworks.com>

Office Hours:

- 11:00-11:50 a.m. / TH
- 1:00-1:50 p.m. / M, W, TH, F
- Other times by appointment

Class Meetings:

- Section 19 12:00-12:50 p.m. M, W, F in H 254 TH in T 229

Texts:

- *Ma Rainey's Black Bottom*, by August Wilson (1985).
- *MLA Handbook for Writers of Research Papers*, 7th ed. (2009).

Other Necessities:

- **Microsoft Live @ Edu** Email Account
- Desire-2-Learn (D2L) Access
- ARCC Network Access (on-campus computers; off-campus access)
- Student I.D. / Library Card
- A class notebook or loose-leaf paper/folder
- Several 2-pocket or manila file folders
- One or two USB memory sticks (flash/jump/thumb drive)
- A college-level dictionary
- A stapler
- Working knowledge of **Microsoft Word and PowerPoint**

Course Overview:

According to the English Department, this course “provides extended practice in critical reading, writing, and thinking. Course content includes the writing process, essential composition skills, and critical reasoning in various rhetorical situations. The course requires effectively reasoned and supported essays including an argumentative research paper.” (Be sure to also read the **learner outcomes** for this course, which are posted on the [course website](#).)

In my opinion, the **primary purpose** of this course is to strengthen your skills in **academic writing** – as opposed to personal writing, creative writing, or journalism. We will talk about what academic writing is and what it means, and we will practice how to do it, paying particular attention to **accurately, clearly, and correctly incorporating what we read and view into our writing** – using description, summary, paraphrase, and

quotation – **and citing our sources clearly and correctly** – using the Modern Language Association (MLA) documentation system.

We will practice **critical reading** by reading a variety of texts – e.g., some short essays, articles, and excerpts; a play; a professional position paper; other students' papers; some YouTube videos; etc. – and by studying and talking about how to “read” these different texts. We will also practice **critical thinking** by discussing these texts and debating their ideas and merits. And our critical reading and thinking will both lead into and extend throughout our writing, which will be predominately **argumentative** in nature. In addition, we will begin to study **visual literacy**, and we will discuss and practice how best to incorporate visuals/graphics into our writing and presentations.

Nearly all of the papers we write will require us to use one or more “**outside sources**” – e.g., books, articles, websites, videos, etc. – acquired either in class or through **research**. I should say here that I do **not** believe in the “**traditional research paper**” as a form of writing; in fact, one article I once read referred to research papers as a form of “**non-writing**.” Research should not be an end in itself: research should be an integral part of the writing process for every college-level writer. In my experience with “research papers,” what usually results is the “**scotch-tape special**” or the “**copy-and-paste paper**” – neither of which really demonstrates the writer's ability to think critically about a topic and present her or his thinking in a clear and logical way while also incorporating outside sources as examples, support, or counter-arguments. Instead, the “research paper” ends up as a “**collage**” of too many quotes by other people strung together in a semi-coherent way. Perhaps the best way to approach research is to first come up with some tentative ideas of our own about a topic and then use research to support and extend and challenge and refine these ideas.

Requirements and Evaluation:

- Pre-class reading and preparation
- Attendance in class
- Daily in-class work and participation (live and online) = **15%**
- A profile-evaluation essay about a local library = **10%**
- A summary-response essay to a critical article about a play = **15%**
- A research proposal and working bibliography = **10%**
- An argumentative essay which incorporates research = **25%**
- Two in-class essay exams = **10%**
- A “visual revision” of the argumentative-research essay = **15%**

Description of Expectations & Requirements:

1. **Pre-Class Reading and Preparation:** Complete **all** assigned readings and take-home writing assignments **before** coming to class. All reading assignments will serve as subjects or models for your own writing and will be discussed in class. If you haven't read, you won't fully understand what we're talking about in class, nor will you be able to contribute very well. I have tried to carefully plan the amount of reading for each session so that you will have time to read slowly and closely. The reading load will vary depending on the project we are working on – and on where we are in the process for that project – but the average for this course is **at least 20 pages per week**. I encourage you to make notes, ideally **in** your books, to help you remember key passages, questions, opinions, and ideas for class discussions. Finally, **bring** the assigned book and your notebook with you to **every** class.
2. **Attendance in Class:** Plan to attend **every** class and to arrive **on time** so you are not disrespectful to others with the distraction. Each class session is designed to introduce and/or practice reading and writing concepts and processes related to the current project. **If** you must miss class, **and if** the absence is due to one of the following – a serious illness (verified by an doctor's note), a death in your family, jury duty, military duty, a religious holiday, or a college activity – **and if** you notify me **before** the absence and provide appropriate **documentation** immediately after, **then** I will work with you, within the policies below, to arrange a “make up” and to avoid any reduction in your grade. (Absences due to

medical or legal appointments, subpoenas or court dates, vacations, transportation problems, employment, or high-school events **do not qualify** for the above accommodation.) If you miss class, contact another student for notes and explanation of assignments, and check D2L for copies of any handouts. I **do** take attendance for legal and financial-aid reasons, and I will consider attendance in borderline grades.

3. **Participation in Class Discussions and Activities:** I once heard, “You won't care if you don't share,” and I think it's true: participation automatically increases your investment in and enjoyment of the class. In addition to short lectures, we will use individual writing time, pairs, small groups, and full-class discussions during each class session to write and talk about reading and writing. Listen actively and take notes, but also try to **contribute**: be prepared and willing to share your ideas, opinions, questions, and problems with the rest of us. If you are naturally shy, then participate more actively in small groups and contribute to class discussions when more open-ended questions are asked. If you are naturally talkative, monitor yourself so that you allow time and room for others to contribute. Above all, everyone should be **respectful** of one another's contributions, even if you disagree.
4. **In-Class Quizzes, Exercises, and Informal Writing:** To encourage you to keep up with the reading assignments, there will be reading quizzes, which will normally include identification and/or short-answer objective questions. Other things we will do in class include summaries, paraphrases, responses, citation and grammar exercises, and small-group work. **Quizzes and in-class exercises cannot be made up if you are absent or arrive late, and you may not come to class only to take a quiz and then leave.**
5. **Five Projects:** Specific details about each paper, including evaluation criteria, will be provided on the assignment handouts; sample papers may also be provided. For **three** of these papers, you will write multiple drafts, you will receive feedback during in-class peer reviews and editing sessions, and you will revise and edit them before submitting them for a grade. These papers must be your own individual work, written especially for this course. All drafts should be word-processed and double-spaced; all final papers should be word-processed, double-spaced, and must follow MLA formatting and documentation (in-text and end-of-text citations). You may also be asked to submit all your prewriting/planning and drafts, along with all photocopies and/or printouts of your research sources (with cited passages highlighted) – **so keep everything**. Late final papers will simply receive a grade, without comments; after one week, the grade will be a zero (“F”). **Submission of the argument-and-research essay is required to earn a grade of “D” or higher in the course.**
6. **Two In-Class Essay Exams:** More information will be provided in class, including what you can bring with you to the exam. An in-class essay exam can be rescheduled only under extraordinary circumstances and must be arranged **before** the exam begins; an exam not rescheduled prior to the start time will be lowered one letter grade; after one week the grade will be a zero (“F”).
7. **Participation in In-Class Peer Review and Editing Sessions:** For all peer review and editing sessions, if you do not attend, if you bring an incomplete draft or no draft at all, if you do not bring the required number of copies, or if you do not participate actively, you will **not** receive the points, and for peer review days you will **not** be allowed to participate in the activity. **The peer reviews and editing sessions cannot be rescheduled or made up – and no excuses will be accepted, including illnesses and technology problems.**
8. **Attendance at All One-to-One Conferences:** If you miss or are late for a conference, it will **not** be rescheduled and you will **not** receive the points; make ups will be reserved for extraordinary circumstances only and must be arranged **before** the scheduled conference time.
9. **Extra Credit:** Since quizzes and in-class exercises cannot be made up, there will be at least one “extra credit” opportunity during the semester, such as attending a visiting writer presentation or the college's theater production and then writing a 300-word response.

A.R.C.C. Grading System:

- A = Superior achievement
- B = Above average achievement
- C = Average achievement
- D = Below average achievement
- F = Inadequate achievement

Numerical Grading Scales:

Grade	GPA	%	D2L	11-point
A	4.00	100 – 93	95	11
A-	3.67	92 – 90	92	10
A-/B+	3.50	90	90	9.5
B+	3.33	89 – 88	88	9
B	3.00	87 – 83	85	8
B-	2.67	82 – 80	82	7
B-/C+	2.50	80	80	6.5
C+	2.33	79 – 78	78	6
C	2.00	77 – 73	75	5
C-	1.67	72 – 70	72	4
C-/D+	1.50	70	70	3.5
D+	1.33	69 – 68	68	3
D	1.00	67 – 63	65	2
D-	0.67	62 – 60	62	1
D-/F	0.33	60	60	0.5
F	0.00	59 – 0	55	0

Participation Grading Criteria:

A	I am fully and clearly prepared for each class. I have carefully and thoughtfully read all the assigned material ahead of time. I offer thoughtful and insightful comments and questions during small-group work and full-class discussions. I encourage all discussions, and I do not dominate them.
B	I am prepared for each class. I have carefully read all the assigned material ahead of time. I sometimes offer appropriate comments and questions during small-group work and full-class discussions. I try to encourage all discussions, and I do not disrupt them.
C	I am mostly prepared for each class. I have read most of the assigned material ahead of time. I rarely volunteer a comment or question relating to the discussion, but I do respond when called upon, and I often contribute to small-group work. I neither encourage nor disrupt discussions.
D	I am often unprepared for each class. I do not always read all the assigned material ahead of time. I don't enter discussions and small-group work at all, either voluntarily or when called upon. I sometimes say or do things which discourage or disrupt class discussions and small-group work.
F	I am rarely prepared for each class. I do not read all the assigned material ahead of time. I offer nothing to class discussions or small-group work. I often say or do things which discourage and disrupt class discussions and small-group work.

Essay Evaluation Criteria:

- An evaluation sheet will be handed out before each essay is due/collected, so you will know exactly how each will be graded. In sum, I'll consider not only what you say but how well you say it – organization, logic, and grammar will matter. Please proofread your papers carefully before turning them in.

Other Policies and Information

Absences for Religious Observances: The College allows absences from class for participation in religious observances. Students who plan to miss class for sincerely-held religious beliefs are required to (1) inform me at the beginning of the semester (within the first two weeks) of anticipated absences, (2) meet with me to reschedule any missed quizzes, in-class essays, peer reviews, or paper due dates, and (3) obtain class notes from other students. I am required to assist you in obtaining course materials and assignments distributed during class sessions you miss and to make arrangements for taking missed in-class essays or making up peer reviews.

Academic Support Center (ASC): The College offers free, trained writing tutors who work with writers at any stage in the writing process to improve their writing. Please meet with a tutor for an objective/outside opinion, if you want more extensive help than I can reasonably provide during 10-15 minutes of an office hour, or if I am not available when you need help.

Accessibility: My goal is for our classroom and course work to be equally accessible to everyone. I think I have designed the class flexibly to accommodate different learning styles and approaches. I am also eager to make reasonable accommodations to guarantee persons with disabilities access to class sessions, the course materials, and the activities of the class. Let me know as soon as possible if you have a disability for which accommodations will be requested. If you need further information about disabilities and possible accommodations, please contact **Scott Bay**, Director of Access Services, at 763-433-1334, at scott.bay@anokaramsey.edu, or stop by C255.

Cell Phones, Texting, and Other Disruptions: This is a **college** class, and I expect that we will all behave maturely, responsibly, and respectfully. I also expect that we will all be attentive and focused. Any disruptive behavior – including arriving late, packing up early, leaving early, having private conversations during discussions or lectures, eating, sleeping, sending or receiving cell phone calls or text messages, bringing friends/siblings/children/pets to class, etc. – will be dealt with immediately, first individually, and then with the Dean of Educational Services—see the Code of Student Conduct in the Student Handbook.

Communication: I do prefer **email** rather than "telephone tag," and I do **not** regularly check voice mail. When emailing me, be sure to **clearly identify yourself and the course**.

Computer Lab: We will meet in the computer lab at least once each week to work on our current writing project. Please do not abuse this time by working on assignments for other classes, writing e-mail to friends, checking social-media sites, playing games, or downloading non-research-related information from the internet. While the majority of lab time will be for research and writing, there may also be some mini-lectures, demonstrations, or discussions – and I will ask for your focused attention during these times.

Conferences: Please come talk to me during my office hours, or schedule an appointment with me, if you have any questions or problems at any time during the semester.

Credit and Workload Expectations: For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a four-credit course that meets for four hours a week should expect to spend an additional eight hours a week on coursework outside the classroom.

Electronic Files / Submitting Work: Back up your work often, and in more than one place – e.g., your home computer or laptop, your college network space, and your USB memory stick. Computer or printer problems are **not** a valid excuse for late papers. Essays are due in **hard-copy form**, and email attachments are **not** acceptable.

Incompletes: Incompletes will only be granted to students who have a **documented** medical or family emergency during the last two (2) weeks of the semester. These students must have completed all the other work for the course with an average grade of "C" or better, must not have more than eight (8) other absences, and must demonstrate the ability and willingness to complete the work before the third week of the following semester or summer session.

Plagiarism: In addition to accepting, buying, or downloading a paper or project someone else has written, plagiarism includes but is not limited to (1) failing to cite quotations and borrowed ideas from any outside sources, even if the borrowed ideas are in your own words, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases into your own words. (This definition of plagiarism was derived from Diana Hacker's *Rules for Writers*, 5th edition, Boston: Bedford-St. Martin's, 2004.) Presenting another person's ideas or writing as your own without clear, accurate, and complete citation and documentation will result in a zero ("F") for that assignment and notification of the Dean of Educational Services – see the Code of Student Conduct in the Student Handbook. If you are asked, you **must** provide an **electronic copy** of your paper, which will be submitted to **TurnItIn.com** for verification.

Record Keeping: Make back-up copies of **all** your work, and **keep** all quizzes, exercises, exams, and papers returned to you. If questions about grades arise, you will need to produce the original documents. In addition, keep track of all your notes, drafts, and other materials for each exam and paper; if questions about **plagiarism** arise, you will need to prove you did your own writing.

Schedule: The following schedule is subject to change—any changes will be announced in class and online.

PROFILE & EVALUATION ESSAY

M 10 Jan.	A Look at Some Libraries / In-class writing / Introductions to each other / Introduction to the course / Begin the syllabus and schedule / Hand out articles and excerpts about libraries
W 12 Jan.	DUE: Read syllabus and schedule completely DUE: Read articles and excerpts about libraries (handouts) Continue course introduction / Q&A / Discussion / In-class writing
Th 13 Jan.	LAB / DUE: By today, you should have already (1) logged on to ARCC network, (2) logged on to D2L, and (3) created a Microsoft Live @ Edu email account D2L survey and discussion post / Demonstrate MLA paper format / In-class essay practice
F 14 Jan.	Continue discussion of the articles and excerpts about libraries
M 17 Jan.	NO CLASSES / Martin Luther King, Jr. Day
W 19 Jan.	DUE: Read section 1.4 in the <i>MLA Handbook</i> (pp. 8-31) / MEET IN LIBRARY 215 Librarian presentation and tour / Assign Profile-Evaluation Essay
Th 20 Jan.	LAB: Begin online research of your local library / Begin drafting profile-evaluation essay / Distribute sample paper(s)
F 21 Jan.	DUE: Read sample student paper(s) / Discussion / Information on profile and evaluation essays / Q&A / Assign field research
M 24 Jan.	No Class / Conduct field research of your local library / Optional conferences in H 131
W 26 Jan.	DUE: 2 copies of a first draft of Profile-Evaluation Essay – at least 500 words PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
Th 27 Jan.	LAB: Bring all copies of drafts and peer review forms for Profile-Evaluation Essay Revision exercises / Adding detail / “Showing vs. telling” / Outlining / Etc.
F 28 Jan.	DUE: 2 copies of a second draft of Profile-Evaluation Essay – at least 700 words PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
M 31 Jan.	DUE: Bring 1 copy, SINGLE-SIDED, of an ALMOST-FINAL draft of Profile-Evaluation Essay EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity – no excuses; no exceptions

Continued →

SUMMARY & CRITICAL RESPONSE ESSAY

W 2 Feb.	DUE: Final draft of Profile-Evaluation Essay by 2:00 p.m. today! DUE: Bring your copy of August Wilson's play, <i>Ma Rainey's Black Bottom</i> Introduce August Wilson / Discuss how to read drama / Videos?
Th 3 Feb.	DUE: Read <i>Ma Rainey's Black Bottom</i> – from the front cover to the bottom of page 35 QUIZ / Discussion / In-class writing / MEET IN REGULAR CLASSROOM
F 4 Feb.	DUE: Read <i>Ma Rainey's Black Bottom</i> – from the top of page 36 to the bottom of page 47 QUIZ / Discussion / In-class writing
M 7 Feb.	DUE: Read <i>Ma Rainey's Black Bottom</i> – from the bottom of page 47 to page 71 QUIZ / Discussion / In-class writing
W 9 Feb.	DUE: Read <i>Ma Rainey's Black Bottom</i> – from page 73 to _____ QUIZ / Discussion / In-class writing
Th 10 Feb.	DUE: Read <i>Ma Rainey's Black Bottom</i> – from _____ to the end QUIZ / Discussion / In-class writing
F 11 Feb.	DUE: Article #1 / Discussion and summary
M 14 Feb.	DUE: Article #2 / Discussion and summary
W 16 Feb.	MEET in the LEGACY ROOM / The associate director and at least two actors from Penumbra Theatre Company will be on campus today, from 12:00 to 12:50 p.m., and from 1:00 to 1:50 p.m., to give presentations about this play. You are REQUIRED to attend the 12:00 p.m. session, since it is during our class time, and to take relevant notes for possible use in the Summary and Critical Response Essay.
Th 17 Feb.	NO LAB / Discuss the Penumbra presentation(s) / Assign Summary and Critical Response Essay / Planning / Q&A / Distribute sample paper(s)
F 18 Feb.	DUE: Read sample student paper(s) / Discuss sample papers / Continue to discuss and practice summary and critical response
M 21 Feb.	NO CLASSES / Presidents' Day
W 23 Feb.	DUE: 2 copies of a first draft of Summ. & Crit. Resp. Essay – at least 700 words PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
Th 24 Feb.	LAB: Bring all copies of drafts and peer review forms for Summ. & Crit. Resp. Essay Revision exercises / Introducing and commenting on quotations / Transitions / Etc.
F 25 Feb.	NO CLASSES / Faculty Development Day
M 28 Feb.	DUE: Bring an ADVANCED draft of Summ. & Crit. Resp. Essay / Bring <i>MLA Handbook</i> MLA documentation workshop – bibliographic and in-text citations
W 2 Mar.	DUE: Bring an ADVANCED draft of Summ. & Crit. Resp. Essay / Bring <i>MLA Handbook</i> Grammar and editing workshop – REVIEW sections 3.1-3.7 (pp. 63-105)
Th 3 Mar.	No Class / Use computer lab to work on your essay / Optional conferences in H 131
F 4 Mar.	DUE: Bring 1 copy, SINGLE-SIDED, of an ALMOST-FINAL draft of Summ. & Crit. Resp. Essay / EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity – no excuses; no exceptions

ARGUMENT & RESEARCH ESSAY

M 7 Mar.	DUE: Final draft of Summary and Critical Response Essay by 2:00 p.m. today! View and discuss YouTube videos about 21 st century education / Presentation and discussion of Scott's research on "digital writing tools" from his 2008-09 sabbatical
W 9 Mar.	DUE: Read the Kathleen Blake Yancey NCTE report / Continue discussion
Th 10 Mar.	LAB / Attendance REQUIRED / Write in-class essay #1
F 11 Mar.	Continue discussion
M 14 Mar.	NO CLASSES / Spring Break
W 16 Mar.	NO CLASSES / Spring Break
Th 17 Mar.	NO CLASSES / Spring Break
F 18 Mar.	NO CLASSES / Spring Break

M 21 Mar.	DUE: Read sections 1.1-1.3 in the <i>MLA Handbook</i> (pp. 1-7) Return in-class essays / Assign Argument & Research Essay Information on argument structures and strategies / Information on research and sources
W 23 Mar.	DUE: Review section 1.4 in the <i>MLA Handbook</i> (pp. 8-31) Librarian presentation on EBSCO, Gale, and ProQuest databases Information about Google and Wikipedia / Discussion
Th 24 Mar.	LAB / Begin or continue research for the Argument & Research Essay / Q&A
F 25 Mar.	DUE: Read sections 1.5-1.7 in the <i>MLA Handbook</i> (pp. 31-40) Discuss research strategies, keeping track of sources, and note-taking strategies Begin practice of summary, paraphrase, and quotation
M 28 Mar.	DUE: Read sections 2.1-2.8 in the <i>MLA Handbook</i> (pp. 51-61) Continue practice of summary, paraphrase, and quotation Discuss plagiarism and how to avoid it / Exercises / QUIZ
W 30 Mar.	DUE: Read sections 5.1-5.3 in the <i>MLA Handbook</i> (pp. 123-135) DUE: Read sections 5.4.1 / 5.5.1 / 5.6.1 / and others as needed Begin information and practice on the MLA Works Cited page / bibliographic citations
Th 31 Mar.	LAB / DUE: Bring your <i>MLA Handbook</i> and ALL of your research sources Work on research proposal and working bibliography documents / Distribute sample papers
F 1 Apr.	DUE: Read sample student paper(s) DUE: Read sections 6.1-6.3 in the <i>MLA Handbook</i> (pp. 213-219) Discuss sample papers / Begin information and practice of MLA in-text citations
M 4 Apr.	DUE: 2 copies of a first draft of Argument & Research Essay – at least 600 words PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions Sign up for individual conferences
W 6 Apr.	Individual conferences in H 131 – BRING with you: a second draft of Argument & Research Essay (at least 800 words), the works cited page, and at least 3 questions
Th 7 Apr.	Individual conferences in H 131 – BRING with you: a second draft of Argument & Research Essay (at least 800 words), the works cited page, and at least 3 questions
F 8 Apr.	Individual conferences in H 131 – BRING with you: a second draft of Argument & Research Essay (at least 800 words), the works cited page, and at least 3 questions
M 11 Apr.	Individual conferences in H 131 – BRING with you: a second draft of Argument & Research Essay (at least 800 words), the works cited page, and at least 3 questions
W 13 Apr.	DUE: 2 copies of a COMPLETE draft of Argument & Research Essay PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
Th 14 Apr.	LAB / Attendance REQUIRED / Write in-class essay #2
F 15 Apr.	DUE: Bring all copies of drafts and peer review forms for Argument & Research Essay Revision exercises / Paragraph strength / Introductions / Conclusions / Etc.
M 18 Apr.	DUE: Bring all copies of drafts and peer review forms for Argument & Research Essay MLA review / Grammar and editing review
W 20 Apr.	DUE: Bring 1 copy, SINGLE-SIDED, of an ALMOST-FINAL draft of Argument & Research Essay / EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity – no excuses; no exceptions
Th 21 Apr.	LAB / BRING EVERYTHING – all your sources, notes, drafts, peer reviews, etc. Work on finishing the Argument and Research Essay / TurnItIn.com review (?) Discussion of portfolio contents

Continued →

VISUAL ARGUMENT PROJECT

F 22 Apr.	DUE: Final draft of Argument & Research Essay AND PORTFOLIO by 2:00 p.m. today! Introduce Visual Argument / Argument Revision project Demonstrate Microsoft PowerPoint basics / Demonstrate Google Images and Flickr
M 25 Apr.	LAB location TBA / Work on Visual Argument project
W 27 Apr.	LAB location TBA / Work on Visual Argument project
Th 28 Apr.	LAB / DUE: Complete draft of Visual Argument project on PowerPoint PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the electronic file ready, you will NOT receive credit - no excuses; no exceptions
F 29 Apr.	LAB location TBA / Work on Visual Argument project
M 2 May	Presentations of Research, Arguments, and Visual Argument projects
W 4 May	Presentations of Research, Arguments, and Visual Argument projects
Th 5 May	Presentations of Research, Arguments, and Visual Argument projects
F 6 May	Presentations of Research, Arguments, and Visual Argument projects
M 9 May	Our scheduled FINAL EXAM time is from 9:40 to 11:40 a.m. However, I will be in my office (H 131) beginning at 8:00 a.m. In lieu of a traditional final exam or an in-class essay, you are REQUIRED to attend a short conference with me in my office. Failure to appear will lower your Argument & Research grade, and, thus, possibly your course grade as well.

REMINDER: The course syllabus and schedule are subject to change, and all changes will be announced in class; significant changes will result in a revised schedule being printed, handed out, and posted on D2L. You are responsible for any changes in deadlines or assignments announced during any class you miss.