

South Plains College

ENGL 1301.336 & 1301.337: Composition I
Fall 2024 Dual Credit Course Syllabus

Instructor Information

Name: Renee Stubbs, M.S., M.A.

Location: Trinity Christian High School, Room 106

Academic Coaching: Monday - Friday: 9:25 - 9:55 am

Conference Times: R4 - 2:15 - 3:35 pm; N1 - 8:00 - 9:20 am

Email: RStubbs@tcsclubbock.org

Class Meeting Times:

- **Red Days:** R1 - 8:00 - 9:20 am; R2 - 10:00 - 11:20 am
- **Navy Days:** N4 - 2:15 - 3:35 pm

Course Description

This course is an intensive study and practice of the composition process from invention and researching to drafting, revising, and editing, both individually and collaboratively. The curriculum includes the teaching of effective rhetorical modes as well as audience, purpose, arrangement, style, and collateral readings. The instructional focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisite: Students must be TSI-complete or waived in both writing and reading.

Credit: 3 **Lecture:** 3 **Lab:** 0

Core Curriculum Objectives

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Write essays that exhibit logic, unity, development, and coherence.
3. Develop ideas with appropriate support and attribution.
4. Write in a style appropriate to audience and purpose.
5. Read, reflect, and respond critically to a variety of texts.
6. Use American English, with an emphasis on correct grammar, parallelism, punctuation, spelling, and mechanics, in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

Student Learning Outcomes and Core Curriculum Objectives Assessment

Students will write an in-class diagnostic essay during the first week of the class. A post-test and/or a writing assignment rubric will be used to determine the extent of improvement each student has gained during the semester.

Required Textbook & TexBook Syllabus Statement

Langan, John. *College Writing Skills with Readings*. 11th ed., McGraw-Hill. ISBN for ebook in TexBook (Inclusive Access) program: 9781266135910. NOTE: This textbook is required for dual-credit ENGL 1301 courses. This course is part of your TexBook program, which means you don't need to purchase a textbook or access code for this course. TexBook is the required content (either an eBook or online Courseware) for your course, and is provided for you via the Bibliu platform from Day 1 of class.

- Cost of TexBook: this required content is provided as part of a Program called 'Inclusive Access', which means that content is provided for you at the lowest price available from the publisher. The cost for this is included in your tuition.
- How to access your digital content via Bibliu: you can access your material via the Bibliu link inside your Blackboard Course, or directly via the Bibliu app. If you have issues with this, please contact your professor, the Bookstore Manager or Bibliu Support (see below).
- The Bibliu platform: you can use the Bibliu platform to enhance your learning experience, with features including: highlighting, notes and reading text aloud. For more details and support on how to use Bibliu, please visit the BibliU support pages, or contact Bibliu support via the email: support@bibliu.com
- Opting out: you can Opt-Out of the TexBook Program, up until the Opt-Out deadline, via the banner displayed when you open the Bibliu platform. Remember that Opt-Out deadlines vary by term, and if you choose to Opt-Out you will lose access to this low price option, and will need to purchase the content through a different method. If you opt-Out, the fee will be refunded to your account.

Useful contacts:

1. Bookstore Manager: Christian Bruno - christian.bruno@bibliu.com
2. Bookstore Text Coordinator: Trish Wells - patricia.wells@bibliu.com
3. Bibliu Support: email support@bibliu.com

Required Course Materials

- availability to a computer with a printer and reliable internet access
- pens / pencils
- a 5 pack of highlighters (variety of colors)
- loose leaf college-ruled notebook paper
- 2 composition notebooks (no spirals)
- 1 pack of 3 x 5 lined note cards
- 1 pack of 3 x 3 sticky notes
- I will provide you with a portfolio in the classroom.

Technology Requirements

1. **SPC username and password:** email helpdesk@southplainscollege.edu or call the SPC Help Desk at 806-716-2600 for help with your username/password
2. **SPC student email access:**
 - o **SPC Student Email Account:** If you haven't already, you must go ahead and activate your SPC student email account. Not only will you need access to your SPC email account to receive TURNITIN digital paper submission receipts for our class, but you must use it to communicate with me.
 - Your SPC Email address is: **yourSPCusername@southplainscollege.edu** (ex. jsmith1234@southplainscollege.edu).
 - Your student email password is the same as your Blackboard password. If you need help, call the SPC Help Desk at 806-716-2600.
 - To access your SPC email account, log in to [MySPC here](#)
 - You can also set up access to your SPC email account through mobile phone mail apps, such as default smartphone Mail app or the Outlook app.
 - Check with the SPC Help Desk for assistance: 806-716-2600.

3. **Regular access to a computer and reliable internet service:**
 - o Open computer labs are available free to students with an SPC I.D. on all SPC campuses (Levelland, Lubbock Downtown Center, Lubbock Career and Technical Center, Plainview).
 - o Computer or internet connection problems may occur for you at some point this semester. **Understand that it is your responsibility to find alternate computers you may use to submit your work on time.** Find your alternate resources **now**; do not wait until you suddenly need them. Line up three friends **TODAY** who would be willing to loan you a laptop if yours suddenly crashes.
 - o Free WiFi is available in all SPC campus buildings, some SPC parking lots, most coffee shops, etc.
4. **Blackboard:** grades, assignments, quizzes, videos, and many other resources for this class are accessed through the Blackboard learning management system. Use your SPC credentials to log in here: <https://southplainscollege.blackboard.com>
5. **Office 365: Word and PowerPoint:** You are required to use Microsoft Word to create papers for this course. As a member of the SPC community, you have free access to Office 365. Office 365 provides free online access to Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and 1TB of free online storage with Microsoft OneDrive. You can use Office 365 online or download for free and install to your PC, Mac, or mobile device.
 - o To access Office 365 for free as an SPC student, go to <https://www.office.com> and sign in with the following credentials: SPCusername@southplainscollege.edu and your SPC password.
 - o You can then click the link for the individual application you want to use online, or click the install Office link towards the top right to install the application to your computer.
6. **Adobe Reader:** Available to download free from this website: <http://www.adobe.com/products/reader.html>

Technology & Computer Help

If you need help with your computer, laptop, email address, or username and password email helpdesk@southplainscollege.edu or call 806-716-2600.

Blackboard Help:

1. **Get help by email:** blackboard@southplainscollege.edu
 - o Be sure to include your full name, your instructor's name, the course and section you are enrolled in, and a detailed description of the problem.
 - o The blackboard@southplainscollege.edu account is monitored from 8:00 a.m. – 10:00 p.m., Monday – Sunday.
 - o You can expect a response within 24 hours by email; however, the average response time is less than one hour.
2. **Get help by phone:** 806-716-2180 (available between 8 AM and 4 PM Monday through Friday, except on holidays)
3. **Get help online:** click on the Help link listed in the Blackboard course menu.

SPC Tutors

Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online. Visit the link below to learn more about how to book an appointment, view the tutoring schedule, get to know the tutors, and view tutoring locations:

<http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>

- Email: tutoring@southplainscollege.edu
- Phone: 806-716-2538

Brainfuse

South Plains College has partnered with Brainfuse to provide online tutoring and academic resources. Brainfuse can be accessed through Blackboard under the “Assist” and “Tools” tabs. The hours for online tutoring are Monday through Thursday 8:00 PM – 8:00 AM and 6:00 PM Friday through 8:00 AM Monday.

Grades & Grade Calculation

Individual grades will continually be updated in Blackboard, with ONLY your current average updated once a week and available to be seen in RenWeb. Grades are based on the following scale: A (90-100); B (80-89); C (70-79); D (60-69); F (59 and below). If at any time you wish to discuss your course progress, contact me.

Grade Percentage Breakdown:

- **General Assignments:** may include but is not limited to in-class assignments, brainstorming, general homework, journals, etc. - 10%
- **Assessments:** may include but is not limited to quizzes, projects, collaborative group activities, etc. - 15%
- **The Writing Process:** teacher conferences, outlines, rough drafts, self & peer reviews, essay reflections, etc. - 25%
- **Finalized Essay & Essay Portfolios:** 40%
- **Final Exam:** 10%

Total: 10 + 15 + 25 + 40 + 10 = 100%

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302.

General Guidelines for Written Assignments

All major papers should meet the guidelines of the assignment prompt and be properly formatted in MLA 9th edition. You are responsible for understanding and following MLA format and asking questions when needed. Here's a quick overview: <https://www.scribbr.com/mla/formatting/>. Points will be deducted for final drafts that do not meet basic formatting standards for a college essay.

I will not accept assignments written in the "Submission Text" or "Comments" portion of the submission link. Incorrectly submitted files are counted late until the appropriate file type is uploaded. Any submission that is blank or corrupt is considered late until properly submitted. Make sure you receive a successful submission confirmation from TURNITIN. **NOTE:** Essays submitted with less than half the required word count earn a zero by default.

I require more than one submission of rough drafts. We will not only use TURNITIN, but Brisk, as well, to ensure you have ample ability to correct certain issues before final draft submissions.

Due to the nature of our school's schedule and events, due dates may vary, but you will always know in advance when they will fall. If I change a due date, it will always be in your favor and never EARLIER than previously mentioned.

Late Work Policy

Except under extenuating circumstances, no late work is accepted in this course for any grade category other than finalized essays. You will be well aware of approaching deadlines and due dates. Peer edits cannot be made up at all, and if you know you will be gone, you are expected to get your rough draft to me ahead of time to be peer reviewed in class if you want credit. You will be responsible for a peer review in another mode, as well, to make up that part of the grade.

Finalized essays are expected to be submitted by the due date and time. Even 1 minute late is late, and you will lose 15 points. You will then have 24 hours to submit the finalized copy, but after the 24-hour period, the essay will not be accepted. You should ALWAYS communicate with me.

If technical difficulties prevent you from submitting a major assignment, email me and attach the assignment or document the issue **including a timestamp**. This may help avoid late penalties in the event of technical difficulties, but you are expected to upload the final draft appropriately after technical issues are resolved. **I will not grade assignments sent via email.**

Essay Assessment Guidelines

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

“A” Essay (Superior)

To earn an “A,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper’s ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

“B” Essay (Strong)

To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

“C” Paper (Acceptable)

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay’s purpose and audience are adequately conveyed.

3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing)

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable)

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”

Student Responsibilities & Expectations

1. Be on time and regularly attend class.
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment.

3. Have a cooperative attitude and use appropriate language in academic environments; avoid condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form.
4. Behave respectfully towards the instructor and classmates to contribute to the atmosphere necessary for learning.
5. Be courteous to others, especially by putting away cell phones and other distractions while in class.
6. Submit all assignments in accordance with due dates, formats, and requirements.
7. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration and unauthorized AI usage.
8. Ask questions when something is unclear.
9. Follow Ms. Stubbs' classroom policies as presented in class and all of which are closely aligned with TCS student handbook policies.

Dropping the Class

The last day to withdraw/drop from a course this semester is Wednesday, December 4 and is listed on the academic calendar [here](#). It is the student's responsibility to withdraw from this course. Course grades are continually available in Blackboard each week. For more information regarding drops/withdrawals, please visit <https://www.southplainscollege.edu/admission-aid/apply/schedulechanges.php>.

Other Information

Intellectual Exchange Statement, Disabilities, Non-discrimination, Title V Pregnancy Accommodations, CARE (Campus Assessment, Response, and Evaluation) Team, Campus Concealed Carry: For information regarding official South Plains College policies on these topics, please visit: <https://www.southplainscollege.edu/syllabusstatements/>.

Plagiarism and Cheating

There is zero tolerance for academic dishonesty in this course. Do not under any circumstances use words you didn't write in an essay or assignment without proper documentation. If you're not sure about proper documentation, you must reach out via email or office hours to ensure academic integrity. Plagiarism will automatically result in an F for the assignment and can result in getting dropped from the course with an F. In addition, an Academic Dishonesty Report may be filed with the Dean of Students.

Plagiarism violations include, but are not limited to, the following:

1. Using Artificial Intelligence websites or apps to generate all or part of a paper or other assignment;
2. Turning in a paper or submitting work that has been purchased, borrowed, or downloaded from another writer or from an online site or is the product of collusion with another person or mechanism;
3. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
4. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them;
5. Submitting an assignment for this course that you also submitted to another course without my express approval;
6. Missing in-text citations and/or missing works cited entries.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, texting, internet, Quizlet, etc.) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;

7. Copying another’s work during an examination or on a homework assignment;
8. Rewriting another student’s work in Peer Reviews so that the writing is no longer the original student’s;
9. Taking pictures of a test, test answers, or someone else’s paper.

Important College Dates

August 26: First Class Day

September 2: Labor Day Holiday - All campuses closed

September 11: 12th Class Day - Official Census

September 16: Last day 70% refund

September 23: Last day 25% refund

October 18: SPC Fall Break - All campuses closed

November 27-30: Thanksgiving Holiday - All campuses closed

December 4: Last day to drop Fall semester courses

December 9-12: Finals Week

December 12: Last Class Day

December 13: Fall final grades due by 10:00 a.m.

ENGL 1301 - Fall 2024 Course Calendar – Trinity Christian High School Dual Credit

Textbook: *College Writing Skills with Readings*, 11th ed., by John Langan and Zoe Albright

***NOTE:** Assignments and deadlines may be changed, deleted, or added, so always check in Blackboard and with the instructor.*

****ANOTHER NOTE:** There are multiple other assignments in this course this calendar does not contain. As this is a face-to-face course, there will be daily work and homework given in class. You will always be aware of due dates and all other assignments not listed within this calendar.**

Week / Dates	Lesson Topics	Readings	Major Assignments & Due Dates
1 Aug. 19 – Aug. 23	-Syllabus and courses policies; diagnostic in-class writing; AI and Impact on Education; technology business; Letter to Self (narrative)		
2 Aug. 26 – Aug. 30	High School Retreat	High School Retreat	High School Retreat
3 Sept. 3 – Sept. 6	<ul style="list-style-type: none"> · Monday, Sept. 2 – No School (Labor Day) · Introduction to Writing & The Writing Process · Exemplification Writing Assignment · MLA Formatting Basics 	<ul style="list-style-type: none"> · “How to Make It in College, Now That You’re Here” · Ch 1 An Introduction to Writing · Ch. 2 The Writing Process · Ch 10 Exemplification 	<ul style="list-style-type: none"> · Final <i>Letter to Self</i> due (includes pre-writing activities and rough draft due by end of school day Friday, Sept. 6 · Exemplification outline due by Saturday, Sept. 7, 11:59 pm
4 Sept. 9 – Sept. 13	<ul style="list-style-type: none"> · Starting points; thesis statements; evidence; organization and connections · Commonly confused words · Comma Splices Lesson 	<ul style="list-style-type: none"> · Ch. 3 The First and Second Steps in Essay Writing · Ch. 4 The Third Step in Essay Writing 	<ul style="list-style-type: none"> · Exemplification Essay Peer Groups Thurs./Fri. Sept. 12 & 13 (in class) · Final Exemplification Essay Draft due by Saturday, Sept. 14, 11:59 pm
5 Sept. 16 – Sept. 20	<ul style="list-style-type: none"> · Definition Essay Writing Assignment · Revising and Editing · Fragments, Run-on Sentences 	<ul style="list-style-type: none"> · Ch 14 Definition · “Memes and the Art of Nonsense” · Ch 5 The Fourth Step in Essay Writing · Ch 22 Fragments · Ch 23 Run-on Sentences 	<ul style="list-style-type: none"> · Definition Essay Outline Due by Saturday, Sept. 21, 11:59 pm · Fragments & Run-ons quiz

6 Sept. 23 – Sept. 27	<ul style="list-style-type: none"> · Definition Essay Initial & Final Draft · Unity, Support, Coherence, Sentence Skills 	<ul style="list-style-type: none"> · Ch. 6 Four Bases for Revising Essays · <i>Shame</i> by Dick Gregory 	<ul style="list-style-type: none"> · Definition Essay Peer Groups Wed./Thurs. Sept. 25 & 26 (in class) · Final Definition Essay Draft due by Saturday, Sept. 28, 11:59 pm
7 Sept. 30 – Oct. 4	<ul style="list-style-type: none"> · Online Sources & The Digital World · Summarizing, paraphrasing, Quoting · Incorporating Sources · Using Quotation Marks 	<ul style="list-style-type: none"> · Ch 17 Information Literacy · Ch 18 Summarizing and Paraphrasing · Ch 19 Writing a Source-Based Essay · Ch 35 Quotation Marks 	<ul style="list-style-type: none"> · Summarizing, Paraphrasing and Quoting assignment using resources due by Saturday, Oct. 5, 11:59 pm
8 Oct. 7 – Oct. 11	<ul style="list-style-type: none"> · Writing in Action · Compare and Contrast Writing Assignment · Subject-Verb Agreement · C/C Presentation Requirements 	<ul style="list-style-type: none"> · Ch. 7 Developing an Essay · Ch. 13 Compare and/or Contrast · Ch 25 Subject-Verb Agreement · “Brainology” 	<ul style="list-style-type: none"> · Compare/Contrast Essay Outline Due by Saturday, Sept. 21, 11:59 pm
9 Oct. 14 – Oct. 18	<ul style="list-style-type: none"> · Monday – PD Day – No school for students · Midterm Week · Pronoun Antecedents · Six Main Uses of the Comma 	<ul style="list-style-type: none"> · Ch 27 Pronoun Agreement and Reference · Ch 36 Comma · “A Memoir on What Happens to the Fairest of Them All” 	<ul style="list-style-type: none"> · C/C Presentations in class · Compare/Contrast Essay Peer Groups Wed./Thurs. Oct. 16 & 17 (in class) · Final Compare/Contrast Essay Draft due by Saturday, Oct. 19, 11:59 pm
10 Oct. 21 – Oct. 25	<ul style="list-style-type: none"> · Cause and Effect Writing Assignment · Effective Word Choice 	<ul style="list-style-type: none"> · Ch 12 Cause and Effect · Ch 38 Effective Word Choice · “How to do well on a job interview” 	<ul style="list-style-type: none"> · Cause and Effect Essay Outline Due on Thur./Fri., Oct. 24 & 25
11 Oct. 28 – Nov. 1	<ul style="list-style-type: none"> · Modifiers · Apostrophes 	<ul style="list-style-type: none"> · “The Teacher who changed my life” · Ch 30 Misplaced Modifiers · Ch 31 Dangling Modifiers · Ch 34 Apostrophe 	<ul style="list-style-type: none"> · Cause and Effect Essay Peer Groups Wed./Thurs. Oct. 30 & 31 (in class) · Final Cause and Effect Essay Draft due by Saturday, Nov. 2, 11:59 pm
12 Nov. 4 – Nov. 8	<ul style="list-style-type: none"> · Argument Writing Assignment · Claim Statements and Rebuttal Statements · The Argument about AI 	<ul style="list-style-type: none"> · Ch 16 Argument · “Is Google Making Us Stupid” · Various AI Argument Articles 	
13 Nov. 11 – Nov. 15	<ul style="list-style-type: none"> · Developing an Annotated Bibliography · Battle Bars Argument Presentation Introduction 	<ul style="list-style-type: none"> · Continue Various AI Argument Articles 	<ul style="list-style-type: none"> · Argument Essay Outline Due by Saturday, Sept. 21, 11:59 pm
14 Nov. 18 – Nov. 22	<ul style="list-style-type: none"> · Battle Bars Group Argument Development & Presentations 		<ul style="list-style-type: none"> · Battle Bars Group Argument Outlines and Presentations · Self & Peer Reviews for Presentation
Nov. 25 – Nov. 29	THANKSGIVING BREAK		
15 Dec. 2 – Dec. 6	<ul style="list-style-type: none"> · Wrap up for Argument & Annotated Bibliography Essays · Prepare for Final Exam 		<ul style="list-style-type: none"> · Argument & Annotated Bibliography Essay Peer Groups Mon./Tues. Dec. 2 & 3 (in class) · Final Argument & Annotated Bibliography Essay Draft due by Thursday, Dec. 5, 11:59 pm
16 Dec. 9 – Dec. 11	FINAL EXAMS WEEK		