This is a web-assisted section of English 111. Some degree of computer literacy is required, as well as some degree of proficiency with using the Internet and Blackboard. All of your daily reading assignments, major assignments, worksheets, grammar exercises, and papers will be posted in Blackboard. Please carefully review section 1.7. below and make an informed decision about whether, or not, you should be in this section of this class.

- English 111-4206, Writing and Inquiry
- Fall 2017
- MWF @ 9:00 in NE420
- English Department / Arts, Humanities, & Social Sciences Division
- Vickrey - v.6.7f2

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Part 1. Instructor Course Syllabus

1. Course Information

1.1. Course: English 111-4206, Writing and Inquiry, 3 semester hours
- **Department:** English
- **Division:** Arts, Humanities, & Social Sciences (AHSS) Division
- **Class Time and Location:** MWF 11:00-11:50 a.m. in NE 420
- **Important Semester Dates:**
  - Semester start and end: 8/16 – 12/18
  - Last day to withdraw without a penalty (grade of W): 10/25
  - Semester breaks (no class): 9/4, 10/9-10, 11/8-10, 11/22-24
  - Final exams: 12/12-12/18

- **Course Description:** This course is the required first course in a series of two designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course may be computer-assisted; for assistance, contact [WTCC Help Desk](http://helpdesk.waketech.edu).
- **Prerequisites:** DRE 098 or ENG 095 or ENG 090 and READING 090
  Students who do not meet course prerequisites will not be allowed to remain in the class. Students should note that receiving a grade of F in a prerequisite course does not fulfill the prerequisite.
- **Student Learning Outcomes:** By semester's end, students will be expected to be able to demonstrate the ability to:
  1. Identify an appropriate topic about which to write, or devise an appropriate approach to an assigned topic.
  2. Demonstrate writing as a recursive process.
  3. Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.
  4. Students will reflect upon and explain their writing strategies.
  5. Compose texts incorporating rhetorically effective and conventional use of language: clear expression, coherent ideas, purposeful word choice, complete development, and logical organization.
  6. Compose standard academic essays that develop approved topics, include substantive thesis statements, and consist of introductory, body, and concluding paragraphs.
  7. Use standard written English that includes a minimum of spelling errors, sentence fragments, comma splices, fused sentences, and agreement errors.
  8. Locate, evaluate, and incorporate relevant sources with proper documentation and using the standards prescribed by MLA.
  9. Demonstrate the critical use and examination of printed, digital, and visual materials
  10. Collaborate actively in a writing community.

- **Textbooks**
Important: This section of ENG 111 will use MyWritingLab, a digital product that includes video lessons, reading resources, interactive grammar assignments, and graded assessments. All students registered in this course are expected to have regular and reliable computer access to this required course content. For more information about course grades associated with this product, see section 12. NOTE: Please do NOT open your handbook bundle until after you are certain you are staying in this class. The bookstore will reduce your refund if you have opened your handbook bundle.


• Students will also need a college-level dictionary for in-class writing exercises and the in-class final exam. — Recommended, but not required, is the paperback version of the *American Heritage Dictionary.*

1.2. Instructor: Wayde Vickrey

1.3. Office, Phone, and Email:

• Office: NE423
• Phone: 919.532.5642
• Email: jvvickrey@waketech.edu

The preferred method of contacting me is email – use your Wake Tech email for all official communication (see §14.3 below). If you must use voicemail, speak clearly, and leave your phone number and a short message. Since I am not on campus on Tuesdays and Thursdays, it may take me some time to return phone calls; that is why email works better. Do remember when emailing that I usually shut down my computer at home at 5:00 p.m. on weekdays, so if you email me at midnight, I will not get your email until the next morning. I go to class each morning before I check my email (otherwise, I tend to get caught up in an extended email session), but I will respond to email questions within 48 hours during regular business hours (usually 24 hours on work days). If you have not heard from me in 48 hours, please resend your email.

1.4. Instructor’s Office Hours:

By appointment and MWF: 8-8:50 and 10-10:50 a.m. — Appointments are always a good idea. If I am not in my office for posted office hours, I might be in the library, checking mail, walking Fionn, or in a meeting.

1.5. Check Your Wake Tech Email Daily

The college considers email an official line of communication (see §14.3 below), and sometimes I will send time sensitive material to the class via email. If you only check your email once a week, you may not get an important message before it is too late. Even if you do nothing else for your course on a particular day, you should check your email at least once.

1.6. More about Email

Please note that there is extensive electronic etiquette material in §2.2.5. below.

• Note that I do not open email that has a blank subject line.
• After the first week, I also do not open email from any domain other than waketech.edu.
• Identify all of your email by placing your class, your name, and the assignment all in the subject line of your email. Lastname Firstname, Section, Assignment Doe Jane, ENG 111-4206, Question about the commas worksheet
1.7. Technical Skills Required for a Web-assisted Course
Remember that this is a web-assisted class. Before you attempt this course, please make sure that you have the following skills. If you do not, you might want to consider a less web-intensive section rather than this one. To succeed in this class, you need to know how to:

1. Start, shut down, and reboot a computer.
2. Use a keyboard and mouse gracefully.
3. Use your Internet Service Provider or otherwise gain access to the Internet.
4. Access URLs (addresses) on the Internet.
5. Use online search tools to locate materials on the web.
6. Navigate forward and backward on web sites with links, frames, images, maps, and other elements.
7. Troubleshoot a URL or link that is not working.
8. Recognize when a "plug-in" is needed to view a particular web page.
9. Print pages in the programs you use, especially web browsers.
10. Send, receive, reply to, and forward email.
11. Send, receive, and save email attachments.
12. Use a word processor. All work must be submitted in MS Word (either .DOC or .DOCX formats).
13. Copy and paste text across documents and software applications.
14. Save a document or other file to a particular digital location.
15. Find a file or document previously saved.
16. Navigate the Blackboard shell for this class.
17. Download, complete, and upload a document to Blackboard. §1.8

1.8. Guidelines and Announcements
This document serves as a contract between instructors and students, and students who enroll in this course and stay enrolled in this course agree to abide by all college requirements and policies as stated in the Student Handbook, as well as all requirements and policies for this class as stated in this syllabus and by the instructor in Blackboard posts, in emails, and in spoken comments during class. The guidelines in this document are applicable at the beginning of the semester, but they are subject to change as need arises. Any changes to these guidelines will be posted on the Announcements page of our class Blackboard shell.

Our Announcement page in Blackboard is an official source of information for this class, and students are responsible for all announcements on the Announcement page in Blackboard.

1.9. Come To Class Prepared To Learn
All students enrolled in this course are expected to come to class having completed and submitted assigned worksheets and prepared to contribute to class discussion on reading assignments. Bring to every class a pen, note paper, a printout of any applicable course presentation notes, and your assigned textbook(s). Note that there is no reason to bring all of your textbooks, just the one(s) from which work is assigned for that day, but the assigned books are expected in class.

2. Instructor Policies

2.1. Scope and Objectives of the Course

See the English Department's General Syllabus (Part 2). This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to
produce unified, coherent, well-developed essays using standard written English. This course may be computer-assisted. For assistance, contact the Wake Tech Help Desk at (919) 866-7000, and choose Option 1 for student support. An Online Form for Technical Support (opens in new window) is also available at <https://my.waketech.edu/helpdesk.php>.

### 2.1.2. Prerequisites

DRE 098 or ENG 095 or ENG 090 and READING 090

Students who do not meet course prerequisites will not be allowed to remain in the class.

Students should note that receiving a grade of F in a prerequisite course does not fulfill the prerequisite.

### 2.1.2. Required Texts and Supplementary Materials

  
  **Important:** This section of ENG 111 will use MyWritingLab, a digital product that includes video lessons, reading resources, interactive grammar assignments, and graded assessments. All students registered in this course are expected to have regular and reliable computer access to this required course content. For more information about course grades associated with this product, see section 12. **NOTE:** Please do NOT open your handbook bundle until after you are certain you are staying in this class. The bookstore will reduce your refund if you have opened your handbook bundle.


- **A** college-level dictionary for in-class writing exercises and your in-class final exam — Recommended, but not required, is the paperback version of the *American Heritage Dictionary*. You will need this when we write in class.

### 2.1.3. English 111 Student Learning Outcomes

By semester's end, students will be expected to be able to demonstrate the ability to:

1. Identify an appropriate topic about which to write, or devise an appropriate approach to an assigned topic.
2. Demonstrate writing as a recursive process.
3. Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.
4. Students will reflect upon and explain their writing strategies.
5. Compose texts incorporating rhetorically effective and conventional use of language: clear expression, coherent ideas, purposeful word choice, complete development, and logical organization.
6. Compose standard academic essays that develop approved topics, include substantive thesis statements, and consist of introductory, body, and concluding paragraphs.
7. Use standard written English that includes a minimum of spelling errors, sentence fragments, comma splices, fused sentences, and agreement errors.
8. Locate, evaluate, and incorporate relevant sources with proper documentation and using the standards prescribed by MLA.
9. Demonstrate the critical use and examination of printed, digital, and visual materials
10. Collaborate actively in a writing community.
2.1.4. Grading Scale
• **A: 90-100, Pass with Distinction** - A superior grade indicative of excellent preparation and accomplishment, as well as reflective and stylish responses on graded material.
• **B: 80-89, High Pass** - An above-average grade indicative of preparation that goes beyond mere reporting of the expected material.
• **C: 70-79, Pass** - The average grade for the course is indicative that the student is working at the expected level for a college course.
• **D: 60-69, Low Pass** - A below-average grade indicates that the student is not learning or reckoning at the intended level and warns that swift reform in preparation methods is a good idea. Note that in many cases Ds do not transfer.
• **F: 59 & below, Not Acceptable** - Indicates significant problems in learning or reporting the required material and suggests that major changes in study habits and course preparation are necessary to prevent failing the course.
• **W: Withdraw** - Results from a student-initiated withdrawal from the course. A “W” is only available through the 60% point in the semester (usually during the 11th or 12th week of the semester).
• **WP: Withdraw Passing** - Means a student was withdrawn by the instructor, and the student has a passing average at the point of withdrawal.
• **WF: Withdraw Failing** - Means a student was withdrawn by the instructor (likely for missing too many classes), and the student has a failing average at the point of withdrawal.

2.1.5. Assigned Projects and Activities
As with guidelines and calendar dates, assigned projects and activities are tentative and subject to change during the semester. Any changes to these projects will be posted on the Announcements page of our class Blackboard shell.

• **Daily assignments, worksheets, & civility.............25%**
• Class and homework, tests, quizzes, MyWritingLab assignments
• A large part of success in college is simply coming to class prepared to learn, reading assignments when they are assigned, reviewing class notes before class begins, expecting to participate in class discussions, and generally being a civil part of the learning community.
• Another part of being a successful student is learning that the impression one makes upon one’s instructor does matter. Think of it as your responsibility to convince me that you are involved in your education and in this class.
• No daily work will be accepted late.
• **Writing assignments** – Not only is writing the core of this class, but writing well is one of the signs of a well-educated person, and this paper will be a chance for students to show what they have learned about critical thinking and argumentation. These are major projects and cannot be late without a serious reason, documented proof, and prior approval of the instructor.
• 1st Paper – Descriptive essay (500 words)............10%
• 2nd Paper – Narration/Description (600-700 words)......15%
• 3rd Paper – Source Causal Analysis (800-1,000 words)....20%
• 4th Paper – Comparison Paper (750-800 words)..........15%
• 5th Timed final exam (750-800 words)......................15%
• Each paper will be corrected or rewritten to focus on what did and did not work in that paper, as well as for possible additional points.

1. Students will write and will be graded on a minimum of 3500 words (approximately 12 pages), including at least one essay of four typed, double-spaced pages. Each essay should address a specific purpose (for example, to express an opinion, to explain a process, to solve a problem, to inform, to evaluate, to analyze, to support an assertion with evidence). Students will adopt appropriate modes of development to achieve their purpose (for example, comparison/contrast to evaluate, exemplification to support an assertion, etc.). They will write consistently for an

Revised 08/09/17
appropriate audience, considering that audience's needs and expectations.

2. Students will write at least one essay that uses direct textual support. Facts and ideas from sources must be incorporated into the essay in the form of accurate quotations, paraphrases, and summaries that are documented using MLA style.

3. Students will write an in-class (or for online classes—in a test format) final exam essay that responds to one or more readings and that reflects what they have learned about writing during the semester. This essay should meet the basic requirements of academic writing in grammar, style, and tone. And it should consist of several focused, well-developed, and well-supported paragraphs. Before the final exam period, instructors may help students with topic selection, guide thesis development and essay structure, and check textual evidence in drafting exercises. If the instructor permits, students may bring pre-writing to the final exam (for online students—notes from discussion forums with the permission of the instructor).

4. Students will take part in classroom activities (or for online classes: discussion boards, blogs, journals, etc.) and complete homework assignments that develop their awareness of their own writing errors and motivate them to correct and avoid these errors, relying on LB Brief as a guide.

5. Students will demonstrate their understanding of MLA documentation guidelines through the use of in-text citations and properly formatted Works Cited pages.

2.1.5.1. More about MyWritingLab

Evaluation and grading practices associated with MyWritingLab (MWL) Learning Path

- Assignments and assessments generated by the product’s “Path Builder” will contribute to 5-10% of the total course grade.
- Because MWL grades are not automatically integrated with the Blackboard gradebook, students are expected to monitor their own MWL grades and their progress toward completion.
- Instructors will enter MWL grades into the Blackboard gradebook periodically throughout the semester. Zeroes earned for inactivity and/or incomplete work in MWL will be factored into the MWL grade near the semester's end.

Students often have questions regarding evaluation of work. Instructors hold regular office hours, either on campus or online, to assist students with questions about the course or evaluation of submitted work. Students should always work first with course instructors to find answers to questions or solve issues with evaluation prior to contacting the department head or associate department head (if applicable). After every effort to resolve issues in this manner, students may contact the AHSS Dean.

MyWritingLab FAQs:

- If you have ever used a Pearson MyLab & Mastering product (MyMathLab, MyITLab, MySpanishLab, MasteringBiology, or MasteringPhysics), please sign in using your existing Pearson username and password.
- To sign in to and/or register for MyWritingLab, please visit Pearson’s MyLab & Mastering home page (opens in new window) at <www.pearsonmylabandmastering.com>. Your Instructor will provide you with the required Course ID, but you will also need to have available the access code that came bundled with your LB Brief textbook.
- For technology-related questions pertaining to MyWritingLab, please contact Pearson Technical Support (opens in new window) at <https://support.pearson.com/getsupport/s/> or call 1.800.677.6337.

2.1.6. Grading Rubric

This is a short version of the more detailed rubric available in Blackboard. I will grade your formal out-of-class writing by evaluating your accomplishments in these six categories.
1. Originality and Discovery: Generating and articulating concrete and specific information — This is the stage where facts, feelings, examples, opinions, and images are recorded. Any clear-headed details are encouraged; in fact, there can rarely be too many details.

2. Development of Central Idea: Choosing supporting ideas around a central idea (we'll call it your thesis) — Your central idea (thesis) is the opinion that your essay will validate with relevant supporting details.

3. Organization of the Paper: Developing an organizational plan — Your thesis (see Central Idea above) should introduce your opinion in the first paragraph and be restated in your conclusion. In addition, your conclusion should present a clear summary of your main points (with no new material or tangents added).

4. Structure (Development of Sentences and Paragraphs) and Diction: Writing and revising for maturity and variety of structure in both sentences and paragraphs — This is another category where style (individuality of expression or even a calculated deviation from the norm) and voice are important.

5. Mechanical Conventions: Conforming to the conventions of Standard English — Correct grammar is a hallmark of an accomplished individual both in college and after college. It marks the writer as educated (and concerned about looking educated) and leads to clear and precise communication with a minimum of misunderstandings and a maximum of information transfer.

6. MLA Conventions: Conforming to MLA paper layout (margins, title, and page design) and, in papers with a research component, making appropriate use of source material, integrating borrowed material into the paper, and reference conventions (in-text references, parenthetical citations, and Works Cited page form and citations).

2.2. Classroom Guidelines
See the English Department’s General Syllabus, particularly those sections dealing with Course Values, Course Standards, and Student Learning Outcomes.

2.2.1. Student Commitment and Responsibility
All students enrolled in this course are expected to come to class having completed and submitted daily assignments and being prepared to contribute to class discussion on the daily assignments (See § 1.7.) Students who come to class unprepared will be warned verbally and in writing, and then may be asked to leave class; habitually unprepared students are in violation of the Student Code of Conduct and Wake Tech’s Core Values and may be withdrawn from the class roll.

I assume that students who sign up for this class have made a commitment to doing well in this class. The basic tenets of this course include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials.

2.2.2. Class Expectations. Class members are expected to:
• Commit to making their best effort in this class.
• Commit to academic and personal growth.
• Commit to respect the feelings, time, efforts, and psychological and physical well-being of others, and for their capacity for growth.
• Commit to a safe, congenial, and productive learning environment.
• Commit to honesty in academic endeavors and in all aspects of campus life.

2.2.3. Student Success
A large part of success in college is simply doing the work foundational to learning. Think of it as your responsibility to convince me that you are involved in your education and in this class. In a seated class daily preparation, in-class participation, and weekly worksheets are your signals to me that you are
doing the work and actively engaged in your own education.

   In addition to writing assignments, this course contains regular worksheet exercises that will help you prepare for class and for writing essays. Note that the shortest answer is rarely the most useful answer on worksheets. These worksheets are to help you learn - do a complete job on them, and they will be more useful. **Worksheets will not be accepted late.**

**2.2.4. Basic Guidelines for Class Discussion**

   While people tend to be either talkers or listeners, it is important to realize that this class as a learning community will function best if as many members as possible participate in class discussions. There really is a value in participating, to you and to the class. Talkers should realize that listeners may take a bit longer to gather their ideas for presenting to others. And listeners should recognize that talkers don’t mean to be rude; they just want to help the class discover more and better ideas. So here are our guidelines for discussion.

   1. Do the assigned readings, think about them before class, get to class on time, and **come prepared to participate in discussions.**

   2. Recognize that **people with strong differences can relate to each other honestly and respectfully.** (This is our objective.)

   3. **Listen actively.**

      - **Respect others when they are** talking by focusing on them and their words, not on yourself and your ideas.
      - **Only one person speaks at a time** — let others finish what they are saying without being interrupted.
      - **Do not carry on side conversations.**
      - **Do not laugh when someone else is speaking** (unless the person is making a joke).
      - **Be conscious of body language and nonverbal responses**, both of which can be as disrespectful as words.

   4. **Do not be afraid to share your own opinion** even if it is different from the rest of the class. This is part of the college experience, experiencing a broad range of ideas and opinions.

   5. **Do not be afraid to respectfully challenge one another by asking questions**, but refrain from personal attacks -- focus on ideas, not the person you disagree with.

   6. If you disagree with someone else, **speak from your own experience instead of generalizing** ("I" instead of "they," "we," and "you"), and make a point of explaining how you came to your perspective.

   7. **Avoid stereotyping and unfounded assumptions.**

   8. **Recognize that sometimes you have to agree to disagree.** The goal of class discussions is not to agree; the goal of class discussion is to gain a better understanding of differing ideas and opinions.

   9. **Keep in mind that your personal experience may be different from others.** Be open and accepting of other ways of seeing things.

   10. **Create a safe atmosphere for open discussion.**

**2.2.5. Basic Guidelines for Electronic Communications (Email, Chat, and BB netiquette)**

   We communicate more and more electronically these days, even in seated courses, but especially in online courses. And while electronic communication is simple and fast, it is also sometimes too fast (once you hit Send, it is out of your control), ill-advised (there are things you just do not want to
say in an email), or misunderstood (the advantages of facial expression and tone of voice are lost in email). That said, here are the electronic communication guidelines for our class.

1. Always include your name, class section, and purpose for emailing in the subject line of your email.
2. Keep your communication direct and to the point.
3. Use complete sentences, and check your spelling and grammar before sending an email. Think of your email as an opportunity to practice your formal writing.
4. Treat anyone you are emailing, faculty or fellow students, with courtesy and respect.
5. You are what you email. Be aware of your tone.
   • Remember that you are often asking your professor for something, not telling him what to do.
   • Think about what you are asking before you ask.
   • Avoid emotional, inflammatory, or overly opinionated content.
   • If you are angry when you write your email, walk away from it for twenty-four hours before you send the email. When you come back to it, consider how best to convey your request in a civil tone.
6. If you have a complaint, briefly state the history behind your complaint, and then suggest what you feel would be an equitable solution. Again, remember that you are asking, not telling. Think about what you are asking before you ask.
7. Do not write in all CAPITAL LETTERS. Using all capital letters in an electronic communication is the same as shouting, and this is not likely the impression you want to convey. Exclamation marks have a similar effect, and you will want to avoid them, too.
8. If you are responding to an email, include the original message.
9. Do not copy messages or attachments without permission.
10. Do not expect an immediate response. Give me at least twenty-four hours to respond. If you have not heard from me in forty-eight hours, please resend your communication with a polite reminder that this is a second request.

2.2.6. Wake Tech Core Values
Wake Tech’s core institutional values are express in the college’s mission statement. They are

• Accountability — Accountability is essential for an environment of learning. Those who are accountable stand by their words and actions, taking full responsibility for what they create and for what they contribute to the community.
• Respect — Respect is a prerequisite for enhancing learning. Community members who respect themselves and others help create a safe, yet open, climate of learning.
• Responsibility — Responsibility is the root of success. Students who assume personal responsibility for their education will reach their goals. Responsible students also make contributions to their communities.
• Critical Thinking — Critical thinking is the fundamental purpose of higher education. The ability to solve problems through the application of the appropriate skills is critical to all disciplines.
• Communication — Communication is increasingly the key competency for living and working in the information age. Communicating effectively in oral and written forms through traditional and new media is a powerful tool for personal and career success.
• Collaboration — Collaboration, by bringing together individual knowledge and talents, creates teams that are greater than the sum of their parts. Such teamwork maximizes benefits to individuals and the community.

2.2.7. Cell Phone/Pager Policy
Use of cell phones or pagers during class is prohibited. Turn them off. It’s the right thing to do, and it’s required by the Wake Tech Student Code of Conduct. Repeat offenders will be subject to disciplinary action - up to and including possible withdrawal from the class.

• All cell phones/pagers are to be turned off before class begins.
• First, if a student’s phones is on during class, s/he may be asked to leave class and may be marked absent for that class. A written notation will be placed in her folder.
• Second, if a student’s phones is on during class a second time, s/he may be asked to leave class and may be marked absent for that class. A written notation will be placed in her folder.
• Third, if a student’s phone is on a third time during class, s/he may be asked to leave class, may be marked absent for that class, may be referred to the Department Chair or Dean of Students, and s/he may be withdrawn from the class.
• If a student’s phone goes off, I may give the entire class a quiz at that moment.
• The only exceptions to this rule are first responders and students with emergencies who have notified me ahead of time and placed their phones on vibrate.
• First responders (fire fighters, doctors, or emergency medical technicians) who are on call are asked to discuss their situation with me ahead of time and to turn their cell phones/pagers to vibrate for the duration of class.
• Students who because of a family emergency have received prior approval from me to have their cell phones/pagers on during class are asked to turn their phones/pagers to vibrate for the duration of class.
• First responders and students with emergencies whose cell phones or pagers cannot be set to vibrate should simply turn their devices off during class.
• Students who are expecting a call because of a known emergency situation and who have received permission from me to have their phones on (whether first responders or students with a family emergency) are asked to sit near the door and to step outside of class to respond to the call.

2.3. Taking Exams
• Under no circumstances are cell phones/pagers to be turned on during an exam.
• Students whose cell phones are on during an exam or in-class writing may earn a zero (0) on that assignment, may be marked absent for that day, and may be asked to leave the classroom.
• Desks should be empty during exams or timed writing, having on them only allowed papers, books, and pens. Backpacks, purses, and other bags should be on the floor, not on desks.
• Please be aware that students are expected to complete exams or in-class writing assignments in one or more continuous 50-minute sittings. Choosing to leave during an exam or writing period indicates that students are finished with that exam or writing. Please plan for restroom or other breaks before and/or after exams (not during them).
• Students who come late to exams or timed writing may not be allowed to take the exams or write the papers.

2.6. Recording Class
Please do not record class presentations without talking with me first. Students may not use recording devices in the classroom without explicit prior permission of the instructor. If permission is granted, there must also be no member of the class who objects. Instructor and class permission is not required when an accommodation notification from Disability Services has been received by the instructor, which identifies a student that requires the use of a recording device. However, the instructor may prohibit the use of any recording device when it would inhibit free discussion and free exchange of
2.7. Please Keep Desks Clear
Desks should be empty during class and exams, having on them only allowed papers, books, and pens. Backpacks, purses, and other bags should be on the floor, not on desks.

2.8. About the Dog
Fionn is my service dog. He is individually trained to help me with my illness. By both federal and state law he is permitted to accompany me anywhere I go, so he will be in class with us. Please ignore him and refrain from calling to him, visiting with him, or otherwise distracting him.

2.9. Attendance Policies
Absences from class are a serious deterrent to good scholarship. The College, therefore, stresses regular class attendance. The College recognizes that students should have an opportunity to develop personal responsibility and should have some discretion in attendance to meet the demands imposed by other responsibilities. Students anticipating absences should notify their instructor in advance. If prior notification is not possible, the student should contact the instructor immediately upon returning to the College to determine the next course of action.

Students are expected to be in attendance at least 90 percent of all scheduled class meetings. An absence is defined as missing one-third or more of any regularly scheduled class meeting. In the event that a student's absences in a class exceed 10 percent and the absences are not justified to the satisfaction of the instructor, the instructor will submit an online withdrawal form to Registration and Student Records, documenting the student's last date of attendance. For information on grades associated with attendance policy violations, see [catalog] section entitled “Assignment of Grades for Attendance Policy Violations and Withdrawals” at College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog/academic-information>.

2.9.1. Absences
Students enrolled in this course accept responsibility for being in class and for completing assigned work in a timely manner. Regular and successive attendance is expected of all students. According to the college policy in the Student Handbook, students are expected to be in attendance for at least 90% of all scheduled class meetings. I may withdraw students from the course when they exceed the 10% limit (i.e., when they miss more than five classes in a MWF class or four classes in a TR class).

Students who are not in class are absent. There is no differentiation in this class between excused and unexcused absences. Students in Monday-Wednesday-Friday classes will assume responsibility for missing no more than FIVE (5) classes in the course of the semester. Students in Tuesday-Thursday classes will assume responsibility for missing no more than THREE (3) classes in the course of the semester. Missing a conference appointment will be treated the same as missing a regular class meeting and will count as one absence.

Students who miss more than 10% of classes may be withdrawn from the course and may earn a W, a WP, or a WF depending on when they are withdrawn and whether or not they are passing when their absences become excessive. Do note that missing enough classes to be withdrawn often means missing enough work to earn students a failing average and a WF when they are withdrawn from the class.

Sometimes students are faced with medical or family difficulties that necessitate their missing class, but keep in mind that college policy dictates that I am expected to withdraw students who miss 10% of the class meetings.

Please note that students who wish to withdraw from the course should do so by filling out the appropriate paper work that is available from the advising center. Again, students who simply stop attending will likely miss numerous assignments and may very well have a failing average when they are
withdrawn from the course, earning them a WF. One more time, a student earns a WP or a WF based upon her average at the point she withdraws or is withdrawn from a class.

2.9.1.1 Religious Observations
Students may miss up to two classes to observe religious holidays under the following conditions:
• Students must notify instructors in writing during the first two weeks of the semester.
• Days missed for religious observances will be counted as absences, but they will not be considered part of the allowed 10%.
• Make-up work or alternate assignments will be provided. Students must submit make-up or alternate assignments by the assigned due date, or they will not be accepted.

2.9.1.2 Students with "Excuses"
Students who are not in class are absent. Students who plan to miss classes for any reason should save up their absences because there is no excuse for too many absences. It makes sense for all students to save several absences for later in the semester to cover illnesses and other unforeseen complications.

2.9.1.3 Tardiness
Being late for class shows a marked disrespect for classmates, a lack of self-responsibility, and disrupts the learning environment, all of which are violations of Wake Tech’s core values and the AHSS Student Code of Conduct. Students who come in after the hour will be marked tardy. Each tardy will count as half an absence. Students who are late once will receive a warning and half an absence penalty. Students who are late a second time may receive a written warning which may be forwarded to the Department Head. Students who are habitually late (three/four times or more) may be withdrawn from the class and may be referred to the Department Head or the Dean of Students for disciplinary action.

Class begins on the hour, not five minutes after the hour nor five seconds after the hour. Some students will inevitably show up late for class and will point to their cell phone’s time display as an excuse for being late. This is not an acceptable reason for being late (in part because cell phone displays rarely include the seconds that have passed - so an 8:00 display may well be 8:00:25 or later). The clock in our classroom is the official clock for this class. Allow me to suggest that you set your watch by the clock in the back of the classroom.

Two tardies will equal one absence, and credit for class attendance will not be given to those more than fifteen minutes late for class. Since the roll will be taken at the beginning of class, late students who want partial credit for attending class are responsible for checking in with the instructor after class is over. Being late for a conference counts as one tardy and, because conferences are often scheduled in tight ten of fifteen minute segments, may result in the cancellation of the conference.

Students who come late to exams will not be allowed to take the exams.

2.9.1.4 Leaving Early
Students who leave class (whether they return or not) may be marked half absent. Students who leave class more than 15 minutes early may be marked absent (see §14.1.1).

2.9.1.5 Sleeping in Class
It doesn’t seem like we should have to even discuss this, but do remember that if students sleep in class, or look like they’re sleeping in class, are being disrespectful and disruptive, and sleeping in class is a breach of Wake Tech’s core values and the AHSS Student Code of Conduct. Students who are asleep in class or who look asleep absent will be warned, will be marked absent, and a note may be placed in their files about their behavior. Students who sleep or look asleep a second time will be marked absent and may be issued a written reprimand that may be forwarded to the Department Head. Should students sleep a third time, they may be withdrawn from the class and may be referred to the Department Head or the Dean of Students for disciplinary action.
2.9.1.6. Inclement Weather
Because we turn in work electronically through Blackboard and because good students do not
wait until the last minute to turn in work, students are likely still responsible for assignments due through
Blackboard even if the college is closed or class is cancelled. Check our class shell in Blackboard for
more details, but do plan on turning in work even if we do not meet.
For the most recent policy, please go to College Catalog (opens in new window) at
<http://www.waketech.edu/student-services/catalog/campus-policies-and-procedures> and read the
information under Campus Policies and Procedures. Students should make personal decisions
regarding their travel safety.

2.10. Students with Learning Disabilities
See the Department’s General Syllabus (Part 3 of this document). In addition to what you find
there, allow me to recommend that you take advantage of accommodations to which you are entitled. It’s
the smart thing to do. Bring your documentation to the DSS office and make use of the accommodations
offered.

• Visit Wake Tech Disability Support Services (opens in a new window) at
http://disabilityservices.waketech.edu

• To determine your eligibility, contact the Disability Services office at 108-S in Holding Hall (Main
Campus) or call 866.5670 (TDD 779.0668).

• On North Campus provide your documentation to the North Campus DSS office in NF 333,
919.532.5713.

• DSS will contact me, but allow me to recommend that you communicate with me, too, about
your accommodations. I find that doing so helps students take ownership of their own learning
process.

• Remember that the law dictates that requests for accommodations (extra time or a separate
space) must be made at least 48 hours before they are needed.

2.11. Due Dates and Late Work
2.11.1. Types of Work –
Graded assignments in this class fall into one of three categories:

1. Daily work (discussion boards, homework, worksheets, class work, quizzes, chapter
   outlines, and such — pretty much anything that is not a formal paper or an exam)

2. Major projects — college-level formal papers and oral presentations

3. Exams — Some of which may be objective, some will contain an essay element, and
   some will be entirely essay in nature.

2.11.2. Turning in Work
• All formal writing – Your papers, your worksheets, and other work designated as formal writing -
   must be done in Microsoft Word (.DOC or .DOCX format) and attached to the appropriate prompt
   in Blackboard. One reason that you must use Word is that this application includes a “comments”
   function that allows me to include comments in the margin of your paper.

• Do not copy formal writing or worksheets into the Blackboard text window or into the body of an
   email. This makes it impossible for me to use Word’s comments function.

• Do your formal writing in Microsoft Word (.DOC or .DOCX format) and place your name and the
   page number in the upper right corner of each page.

Revised 08/09/17
• If you do not use MS Word, you must save your work as either a .DOC or a .DOCX document, or I will not open it or give you credit.

• All written work must be original and recent productions. You are not to submit written work for which you have already received academic credit. Doing so will earn a zero and possible failure for the course.

• All written work should be your own work. One form of plagiarism is to receive too much help from friends, other students, or even parents. This is your class and your grade, and you are responsible for generating your own ideas and for editing your own papers. (See §9. English Department Policy Regarding Student Written Work and §14.6. Wake Tech’s Academic Integrity Policy.)

• Save your documents to your hard drive (that way you will have a back-up copy). Save them with this information in the document name: Smith (your name), ENG 111-42xx (your class and section number substituted for the X's), 1st Paper (the assignment's name)

• It is each student’s responsibility to be certain she is turning in completed work and not a blank file. Blank files and blank pages will be awarded a zero.

2.11.3. About Late Work

2.11.3.1. Daily work
Daily work is due electronically on Blackboard before class begins and will not be accepted late. The large number of daily assignments in this class means that missing one or two of these will not dramatically lower one’s grade. There are, however, a limited number of daily grade opportunities, so habitually failing to turn these in will negatively impact one’s grades.

(From §2.9.1.6. above) Because we turn in work electronically through Blackboard and because good students do not wait until the last minute to turn in work, students are likely still responsible for assignments due through Blackboard even if the college is closed or class is cancelled. Check our class shell in Blackboard for more details, but do plan on turning in work even if we do not meet.

2.11.3.2. Major projects will not be accepted late
Major projects will not be accepted late except under extreme extenuating circumstances, and even then only at the discretion of the instructor. In other words, being in the hospital or in a car wreck are extenuating circumstances, and even then a student must produce appropriate paperwork to explain the situation. The ideal situation would be to contact one of us (by phone if necessary) to discuss the tardy assignment before it actually becomes late, and even then I will require a written documentation (think emergency room admission forms or an accident ticket). Not listening when the assignment is made, forgetting to do the work on time, or not being able to get one’s disc, computer, or printer to work are not excusable extenuating circumstances.

2.11.3.3. Missed in-class writing and sectional exams will not be made up
Missed in-class writing and sectional exams will not be made up. Timed writing is limited to the time provided during class. As for missed exams, the final exam score will be substituted for the missed exam. Rather than make up exams one by one throughout the semester, if a student presents in a timely manner written and authoritative documentation of an acceptable reason for missing an exam, the final exam score will be substituted for the missed exam. So the final exam will count more than it normally would — it will count both for itself and for the missed exam. In this manner students still have an opportunity to make up points for a missed exam, but in no case will this arrangement be allowed to make up for more than one missed exam. If a student misses more than one exam, any missed exams beyond the first excused exam will be averaged as zeroes.

As with major projects, missing an exam will only be excused due to extreme extenuating circumstances, and even then only at the discretion of the instructor. Again, being in the hospital or in a
car wreck are extenuating circumstances, but even those situations will require that a student produce appropriate paperwork to explain the situation (admission forms from the emergency room or a police ticket explaining the accident). The ideal situation would be to contact me (by phone if necessary) to discuss missing the exam before you actually miss it, and even then I will require hard copy documentation (see above). Not listening when the exam date is set, forgetting about the exam, or oversleeping are not excusable extenuating circumstances

2.11.3.4. Maintaining the Research Timeline
Students must turn in all research stages (proposals, sources, outlines, papers) of the semester’s research work or the sacred story on time in order to be allowed to turn in later stages of research.

Students may NOT change topics without my prior approval. Under no circumstances can students change topics, after sources have been approved.

2.12. Using Blackboard (Bb)
Blackboard in an interface that allows students to download course documents, to view PowerPoint lessons and listen to lesson sound files, and to complete and submit their work electronically. It can prove a bit daunting at first, but it’s actually pretty simple to use. **Blackboard has a section for announcements which you will be responsible for reading in a timely manner.** It also has a section for assignments, which will list the due date for each assignment. In addition, you will find a tentative (it may change) class calendar that lists all assignments for the entire semester under course documents.

You can even keep up with your grades in Blackboard. Just click on **My Grades** in the left hand navigation bar or click on Tools, and then click on My Grades for a summary.

As noted above, you will turn in all of your writing and worksheets as Microsoft Word documents because Word includes a “comments” function that allows me to include comments in the margin of your paper. I will not accept writing work in other formats because I would lose this function.

If you have trouble with Blackboard, Wake Tech offers help by telephone at 919.866.7000 (M-F, 8 a.m. to 6 p.m.). Please recognize that the beginning of the semester is a particularly busy time for the Help Desk. Be polite. Be patient. There is also help available from [http://distanceed.waketech.edu/help.html](http://distanceed.waketech.edu/help.html) **Distance Education (opens in a new window)** at http://distanceed.waketech.edu/help.html. This page includes FAQs about logging in, connection problems, using Blackboard, as well as help with usernames, passwords, and student email. There is also an [online help desk (opens in a new window)](http://helpdesk.waketech.edu). Please note that you will need to log on to this page and fill out a form that explains the situation with which you need help.

Wake Tech recommends Google Chrome for Blackboard 9.1. Wake Tech’s IT folks have noticed numerous functionality issues when using Internet Explorer (IE) with Blackboard; therefore, Wake Tech recommends using the Google Chrome browser with Blackboard 9.1. And I also hear that both Safari and Microsoft Edge usually work okay.

2.12.1. Navigating Blackboard
You can navigate this Blackboard class by left-clicking on the links in the navigation bar on the left side of the screen. The links will take you to pages that contain relevant material according to the various link names. So when you click on the Announcement link, you will be taken to the Announcements page.

- There may be a link to your textbook or to additional exercises, as well as the following links. I will explain on the first day of class, so you will want to pay attention.
  - The **Getting Started** link opens a folder containing a Welcome document that includes basics about the class.
  - The **Announcements / Class Home Page** link is for the page that includes relevant announcements. If something is posted on this page, it is applicable to the class, so you are
responsible for checking this page regularly. Plan to do so at least on at least a daily basis.

- The **Course Syllabus & Documents** link will take you to relevant course documents (the English Department Syllabus, the Class Guidelines, the Tentative Class Calendar, FERPA documents, and the Class Grading Rubric).
- The **Assignments by the Week** link will take you to weekly folders that will open to reveal the assignments for each week. This is where you will find what is due and when it will be due.
- The **My Writing Lab** link is where you will find Pearson MWL assignments. (Note: I do not use MWL with all of my classes, so it may not be available to your section.)
- The **Lessons** link is where you will find Adobe PDF lessons, PowerPoint presentations, and some sound files (when available) of the PowerPoint presentations.
- The **Exam Questions** link is where you will find study guides and exam questions for the semester. (Again, some sections may not have this link.)
- The **Papers you will write** link is where you will find writing assignments for the semester. Note that these assignments will usually launch a week or two before the assignments are due.
- The **Semester Calendar** link is a quick link to our tentative calendar, which is also available in the Course Syllabus & Documents folder.
- The **My Grades** link is where you can keep track of your assignments and read responses to them (see below for more). The weighted average of all grades for a user based on item or category weighting; this average is provided as a courtesy and may change as I add assignments and double-check weights, so remember that this is NOT a definitive grade. That said, it can provide a helpful gauge of how things are going during the semester.
- The **My Attendance** link is where you can keep track of your daily attendance. I tend to update this item on Fridays.
- The **About Your Instructor** link includes details about me and about getting in touch with me.
- The **About the Dog** link explains about my service dog.
- The **Tools** link includes a Blackboard User Manual. When you click on this link, a separate window/folder will open in your browser that is linked to the Blackboard Academic Suite library, a collection of online documents that will help you navigate Blackboard. It’s worth a bit of your time just to wander around in the document.
- The **Student Support** or the **Blackboard Help** link jumps to student support links or a Blackboard web page by Blackboard Learn™ with instructions on how to use Blackboard. This should be your first stop if you have questions about Blackboard.

### 2.12.2. Viewing comments in a document

You must turn in your papers in MS Word (.DOC or .DOCX format) because I interact with students by using Word’s comments function to include comments in the margin of drafts. Use these directions to view those comments.

- Once you have opened our course (ENG 111-42xx) in Blackboard
- Select Tools
- Select My Grades
- Click on your grade for a given paper or assignment, the Getting Started worksheet (for example)
- View Feedback from Instructor
- Select your assignment document to the right of Files from Instructor
- A window will appear with Open or Save options
- Click Open to view the document
- Click Save to save the document to your local drive (Strongly recommended so that you will have a record of our comments.)
- View my comments in the PDF of your paper
- If I allow corrections or a rewrite of a given paper, you must respond to ALL of my comments before you submit your revised draft.
2.13. Instructions for the Presentation of Written Work & Exams
You will submit out of class work as an electronic attachment through Blackboard. You must:

• Present your work in standard MLA format (see Little, Brown Handbook, Brief 484+)
• Type your papers in 12 point Times New Roman font and black ink
• Type your responses in worksheets in bold print
• Double space your text
• Turn on continuous line numbering throughout your paper
• Use conventional 1" margins on top, bottom, and sides
• Place your name and the page number in the upper right corner of each page
• Include the standard MLA informational header on the first page including your name, my name, your section, and the date in MLA format (date month year)
• Use MLA form for citing borrowed material (as needed)
• Include an MLA formatted works cited page (as needed)
• Remember that this is a college-level course - Grammar and spelling count, even for daily work.

• Formal writing and worksheets must be in Microsoft Word and saved as a .DOC or a .DOCX file as required (Note that some daily assignments may require that you type your answers into the Blackboard window. I’ll let you know when an assignment must be in Word or not.)
• All written work must be original and recent productions. You are not to submit written work for which you or anyone else has already received academic credit.
• All written work must be your own work without inappropriate help generating ideas or editing.

• All papers must be saved with all appropriate information in the document name.
  Guidelines — Lastname_Firstname_Our class section_Assignment
  Sample — Doe_Jane_ENG111-4206_Chapter_two_worksheet

Work that does not meet these requirements will NOT be accepted.

2.14. The REAL Center and the Writing Center at Wake Tech’s Individualized Learning Center (ILC)

2.14.1. The Individualized Learning Center (ILC)
The general purpose of the ILC is to help you succeed as a student by helping you to discover your own learning style and by helping you work on your personal study habits and skills. You can receive help with papers for any class, with math, with computers, and with foreign languages.

The REAL (Rhetoric, Exposition, Argument, and Literature) Center
The REAL Center is a tutorial center specifically for help with English classes. The same guidelines apply as for the Writing Center (see below for more detail).

The Writing Center
There are Writing Centers located in the ILC on each of Wake Tech’s campuses, as well as online (although the online Writing Center is only for online students). The hours and locations are available here <http://ilc.waketech.edu/index.php?page=loc>.

2.14.2. What the Writing Center CAN Do for You
The Writing Center, a division of the ILC, works specifically with the objective of helping you
become a more effective writer and of improving your writing skills. The folks who staff the Writing Center are expository writing instructors here at Wake Tech, so they are used to seeing our students and our assignments.

2.14.2.1. When you go to the Writing Center...
- First, take your student ID with you whenever you go to the ILC or the Writing Center.
- Second, always take your assignment sheet and any relevant textbooks with you.
- Take any pre-writing, outlining, or drafting with you.
- Take writing materials.
- Think about what questions you want to ask. Most tutors will begin by asking you why you are there, what you want to work on, and what you think needs work in your paper.

2.14.2.2. If you take a paper with you...
- The Writing Center tutors may ask you to read a portion of your paper as a means of developing an awareness on your individual use of language.
- The tutors will first concentrate on higher order issues such as focus, organization, development, and audience.
- Then, if time permits, they will move on to lower order sentence-level issues such as grammar, punctuation, and usage.
- Do not expect them to be able to address everything in one visit to the Writing Center.
- Ideally, they will focus on issues that you can realistically deal with in the appointment time available.

2.14.2.3. If I have given you a script to take with you to the Writing Center...
- The tutors staffing the Writing Center will look over the script provided you by your instructor, which identifies the kinds of errors that you are making, and will work with you on those kinds of errors.
- If you have a paper with you, they may help you review an error or two in your paper.
- And if you do not have a paper with you, they may work with you in other ways to help you develop a better knowledge of the kinds of errors identified in your Writing Center script.

2.14.2.4. If you are just beginning a paper...
- The tutors in the Writing Center can help you get started by suggesting methods and strategies for approaching your assignment. Again, do not forget to bring your assignment with you.
- Early in the development of your paper, they can ask you questions that will help you focus your thinking, develop your thesis statement, and make sure you are addressing all of the required issues.
- Once you have done some drafting, they can help you check your organization and analysis, as well as ask questions to help you imagine ways to revise your draft.

2.14.2.5. If you take a well-developed paper with you to the Writing Center...
- The tutors can help you critique what you have already written and view it from a detached reader's perspective, looking for strengths to polish and for weaknesses to strengthen.

2.14.2.6. If you want help with grammar...
- The folks in the Writing Center can help you with grammar.
- The tutors are trained to identify examples of types of problems in your papers and to discuss representative examples of those problems with you.
- Then you can use what you have just learned from working with them to find and correct those kinds of errors in the rest of your paper.
- The folks staffing the Writing Center are not your editors, and they will not edit, proofread, or fix your paper for you. Their goal is to help you do this for yourself, to teach you to be your own editor.
2.14.3. What the Writing Center WILL NOT Do for You

Be realistic. Going to the Writing Center will not guarantee you an “A” on your paper. The Writing Center tutors will not guarantee or predict grades for your papers. They will not insist on your making recommended changes. The Writing Center’s tutors are an excellent resource for learning how to improve the organization and the grammar of your own writing, but they do not provide an editing service. Their intention is to help you find your own solutions to content questions and to aid you in assuming responsibility for your own grammar.

- Again, the Writing Center tutors are not your editors, and they will not correct or proofread your paper.
- Writing tutors will guide you in your writing, but they will not mark on your paper. That is your job.
- The tutors will make suggestions, and they will help you with “kinds” of errors, but they will not correct those errors in your paper.
- Tutors in the Writing Center can go over grammatical rules, but it is your job to apply them to your paper when you proofread. It is, in short, your responsibility to write your own paper and to correct any other incidences of those errors in your paper. The final version of your paper is your responsibility, not theirs.
- Sometimes the tutors may not be able to address all of the important issues in one Writing Center session. They do, after all, only have so much time to work with you, and while they will try to prioritize and deal with the most important issues, which may still mean that they will not be able to deal with all of paper’s issues.

2.14.4. Final Things about Getting Help

- Plan to get help well before your assignment’s due date.
- Plan to visit the Writing Center more than once, particularly if you have a history of writing problems.
- Plan to come prepared to focus on your work and to learn about your writing.
- Plan to be engaged and to participate with your tutors.
- And, finally, plan to take what you have learned and work for a time on your own before returning for a follow-up meeting.
3. Important Semester Dates

- Semester start and end: 8/16 – 12/18
- Last day to withdraw without a penalty (grade of W): 10/25
- Semester breaks (no class): 9/4, 10/9-10, 11/8-10, 11/22-24
- Final exams: 12/12-12/18

3.1. Course Outline

This is a web-assisted section of ENG 111 — some degree of computer literacy is required, as well as some degree of proficiency with using the Internet and Blackboard. All assignments are subject to change. These are the planned due dates. Use this calendar only as a tentative guideline — check the dates and assignments on Blackboard for the most up-to-date schedule. All written assignments will be turned in electronically through Blackboard. All assignments are due on Blackboard before class begins on the first day that they are listed.

You may not miss more than five (5) classes during the semester.

A more detailed version of this calendar is available online (opens in a new window).

www.wvickrey.com/school/wt/docs/111_calendar.docx

This more detailed version is constructed with accessibility-friendly column headings and row bookmarks for the weeks and days of the semester.

If your screen reader has difficulty with the more detailed Word version, a more reader-friendly HTML version is available (opens in new window).

www.wvickrey.com/school/wt/docs/111_calendar.html

Week 1 – Getting Started, Using Blackboard, and Rhetoric
Week 2 – Thesis Statements, Critical Thinking and Logic
Week 3 – 1st Paper, Descriptive Mode
Week 4 – Descriptive Mode and Sentence Boundaries
Week 5 – Descriptive Mode and 2nd Paper
Week 6 – Process Mode and Subject-Verb Agreement
Week 7 – Process Mode and Pronoun-Antecedent Agreement
Week 8 – Process Mode and 3rd Paper
Week 9 – Causal Mode and Finding and Evaluating Sources
Week 10 – Causal Mode and Using Sources
Week 11 – Causal Mode and 4th Paper
Week 12 – Spring Break
Week 13 – Comparison Mode
Week 14 – Comparison Mode
Week 15 – Comparison Mode and 5th Paper
Week 16 – Comparison Mode and About Writing in Class
Week 17 – Review for Final
Week 18 – 6th Paper during Final Exams

Revised 08/09/17
4. Course Description — English 111 - Writing and Inquiry
This course is the required first course in a series of two designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course may be computer-assisted; for assistance, contact WTCC Help Desk (opens in new window) at <https://www.waketech.edu/service-support>.

5. Prerequisite
DRE 098 or ENG 095 or ENG 090 and READING 090
Students who do not meet course prerequisites will not be allowed to remain in the class. Students should note that receiving a grade of F in a prerequisite course does not fulfill the prerequisite.

6. Credit Hours: 3

7. Student Learning Outcomes
By semester's end, students will be expected to be able to demonstrate the ability to:
1. Identify an appropriate topic about which to write, or devise an appropriate approach to an assigned topic.
2. Demonstrate writing as a recursive process.
3. Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.
4. Students will reflect upon and explain their writing strategies.
5. Compose texts incorporating rhetorically effective and conventional use of language: clear expression, coherent ideas, purposeful word choice, complete development, and logical organization.
6. Compose standard academic essays that develop approved topics, include substantive thesis statements, and consist of introductory, body, and concluding paragraphs.
7. Use standard written English that includes a minimum of spelling errors, sentence fragments, comma splices, fused sentences, and agreement errors.
8. Locate, evaluate, and incorporate relevant sources with proper documentation and using the standards prescribed by MLA.
9. Demonstrate the critical use and examination of printed, digital, and visual materials
10. Collaborate actively in a writing community.

8. Course Requirements
1. Students will write and will be graded on a minimum of 3500 words (approximately 12 pages), including at least one essay of four typed, double-spaced pages. Each essay should address a specific purpose (for example, to express an opinion, to explain a process, to solve a problem, to inform, to evaluate, to analyze, to support an assertion with evidence). Students will adopt appropriate modes of development to achieve their purpose (for example, comparison/contrast to evaluate, exemplification to support an assertion, etc.). They will write consistently for an appropriate audience, considering that audience's needs and expectations.
2. Students will write at least one essay that uses direct textual support. Facts and ideas from sources must be incorporated into the essay in the form of accurate quotations, paraphrases, and summaries that are documented using MLA style.
3. Students will write an in-class (or for online classes—in a test format) final exam essay that responds to one or more readings and that reflects what they have learned about writing during the semester. This essay should meet the basic requirements of academic writing in grammar,
style, and tone. And it should consist of several focused, well-developed, and well-supported paragraphs. Before the final exam period, instructors may help students with topic selection, guide thesis development and essay structure, and check textual evidence in drafting exercises. If the instructor permits, students may bring pre-writing to the final exam (for online students—notes from discussion forums with the permission of the instructor).

4. Students will take part in classroom activities (or for online classes: discussion boards, blogs, journals, etc.) and complete homework assignments that develop their awareness of their own writing errors and motivate them to correct and avoid these errors, relying on LB Brief as a guide.

5. Students will demonstrate their understanding of MLA documentation guidelines through the use of in-text citations and properly formatted Works Cited pages.

9. English Department Policy Regarding Student Written Work (Essays/Papers)

- The English Department requires that all final drafts of out-of-class essays be typed (computer-generated). A rough draft of all out-of-class essays must also be turned in (or for online classes, submitted in file format, as well).
- Students must submit copies of all sources used in researched essays. The instructor may also require that out-of-class essays be submitted as electronic files. Essays may be checked electronically for plagiarism.
- All papers must be retained by the instructor for one semester.
- All grades are based on the ten-point scale, according to department policy.

10. Evaluation*

Out-of-class Essays ...........................................................................................................................................60%
Assignments Class and homework, discussion boards, unit tests/quizzes, *MyWritingLab (MWL) Learning Path, etc. .......................................................... ..................................................... 25%
Final Exam Essay (In class or online via test format via the class website) ................................................ 15%

* Evaluation and grading practices associated with MyWritingLab (MWL) Learning Path

- Assignments and assessments generated by the product’s “Path Builder” will contribute to 10-15% of the total course grade.
- Because MWL grades are not automatically integrated with the Blackboard gradebook, students are expected to monitor their own MWL grades and their progress toward completion.
- Instructors will enter MWL grades into the Blackboard gradebook periodically throughout the semester. Zeroes earned for inactivity and/or incomplete work in MWL will be factored into the MWL grade near the semester’s end.

Students often have questions regarding evaluation of work. Instructors hold regular office hours, either on campus or online, to assist students with questions about the course or evaluation of submitted work. Students should always work first with course instructors to find answers to questions or solve issues with evaluation prior to contacting the department head or associate department head (if applicable). After every effort to resolve issues in this manner, students may contact the AHSS Dean.

11. Texts


Important: This section of ENG 111 will use MyWritingLab, a digital product that includes video lessons, reading resources, interactive grammar assignments, and graded assessments. All students registered in this course are expected to have regular and reliable computer access to
this required course content. For more information about course grades associated with this product, see section 12. **NOTE:** Please do NOT open your handbook bundle until after you are certain you are staying in this class. The bookstore will reduce your refund if you have opened your handbook bundle.

**MyWritingLab FAQs:**

- If you have ever used a Pearson MyLab & Mastering product (MyMathLab, MyITLab, MySpanishLab, MasteringBiology, or MasteringPhysics), please sign in using your existing Pearson username and password.

- To sign in to and/or register for MyWritingLab, please visit Pearson’s MyLab & Mastering home page (opens in new window) at <www.pearsonmylabandmastering.com>. Your Instructor will provide you with the required **Course ID**, but you will also need to have available the **access code** that came bundled with your **LB Brief** textbook.

- For technology-related questions pertaining to MyWritingLab, please contact Pearson Technical Support (opens in new window) at <https://support.pearson.com/getsupport/s/> or call 1.800.677.6337.


- Students will also need a college-level dictionary for in-class writing exercises and the in-class final exam. — **Recommended, but not required,** is the paperback version of the *American Heritage Dictionary*.

### 12. Student Concerns

For a student complaint or grievance, AHSS Division instructors follow the guidelines in the Wake Tech Student Handbook.

- **The first step for resolving the situation is generally for the student to communicate concerns or complaints with the instructor, outside of class time**

- **As a follow up step, the student may contact the Department Head (see below for contact information)**

- If the matter remains unresolved, the student would contact the Dean of the Arts, Humanities and Social Sciences Division. Students would need to be prepared to explain the particular area of disagreement with the decision of the instructor and Department Head to the AHSS Dean.

**Contact Information**

**Administrative Department Head**

**Gregory Johnson**  
PLM 383 (Main Campus) and NE 435 (Northern Wake Campus)  
919-866-6879  
ghjohnson1@waketech.edu

**Dean, Arts, Humanities, and Social Sciences**

**Elizabeth (Beth) Lewis**  
PLM 204L (Main Campus) and NF 316 (Northern Wake Campus)  
919-532-5768  
ealewis@waketech.edu

Revised 08/09/17
Part 3. AHSS Division Syllabus

Wake Technical Community College will structure its operations, training and educational programs around the Core Values of accountability, respect, responsibility, critical thinking, communication, and collaboration.

13. Core Values

- **Accountability**—Accountability is essential for an environment of learning. Those who are accountable stand by their words and actions, taking full responsibility for what they create and for what they contribute to the community.
- **Respect**—Respect is a prerequisite for enhancing learning. Community members who respect themselves and others help create a safe, yet open, climate of learning.
- **Responsibility**—Responsibility is the root of success. Students who assume personal responsibility for their education will reach their goals. Responsible students also make contributions to their communities.
- **Critical Thinking**—Critical thinking is the fundamental purpose of higher education. The ability to solve problems through the application of the appropriate skills is critical to all disciplines.
- **Communication**—Communication is increasingly the key competency for living and working in the information age. Communicating effectively in oral and written forms through traditional and new media is a powerful tool for personal and career success.
- **Collaboration**—Collaboration, by bringing together individual knowledge and talents, creates teams that are greater than the sum of their parts. Such teamwork maximizes benefits to individuals and the community.

14. Policies

The AHSS Division adheres to the information and policies set forth in the Wake Tech College Catalog, as well as additional requirements set by the instructor. Academic information and student-related college policies are described in the official College Catalog (opens in new window), located at <http://www.waketech.edu/student-services/catalog>. Students are held accountable for this information.

**By remaining in this course, students agree to abide by these college policies and the contents of this syllabus.** The instructor may ask students to sign a document stating that they have read, understood, and agree to abide by the information and policies contained in the college catalog and in this syllabus.

14.1 Attendance Policy

Absences from class are a serious deterrent to good scholarship. The College, therefore, stresses regular class attendance. The College recognizes that students should have an opportunity to develop personal responsibility and should have some discretion in attendance to meet the demands imposed by other responsibilities. Students anticipating absences should notify their instructor in advance. If prior notification is not possible, the student should contact the instructor immediately upon returning to the College to determine the next course of action.

For the college Attendance Policy, go to College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog/academic-information>. Select the "Academic Information" catalog section titled "Attendance Policy."

Students are expected to be in attendance at least 90 percent of all scheduled class meetings. An absence is defined as missing one-third or more of any regularly scheduled class meeting. In the event that a student's absences in a class exceed 10 percent and the absences are not justified to the satisfaction of the instructor, the instructor will submit an online withdrawal form to Registration and Student Records, documenting the student’s last date of attendance. For information on grades associated with attendance policy violations, see catalog section entitled "Assignment of Grades for Attendance Policy Violations and Withdrawals" at College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog/academic-information>.

In online and hybrid courses, to remain enrolled in the course, each student is required to open and attempt the Course Entry Quiz in Blackboard by 11:59 PM on the semester 10% date. Students
should complete this activity as soon as possible. Delay in completion may result in missing assignments. Students who do not attempt the Course Entry Quiz by the deadline will be dropped from the course with no tuition refund.

14.1.1. Tardiness and Early Departure
Students are also expected to arrive to class on time and to remain in class for the entire class period. Arriving late or leaving early disrupts the learning environment. Because even the most conscientious students occasionally experience extenuating circumstances, classroom doors will be opened for tardy students although doors may be locked for security or pedagogical reasons. Patterns of tardiness or early departures that cannot be justified to the satisfaction of the instructor will be considered violations of the attendance policy, as follows: two tardies or early departures will equate to one absence. For the most recent copy of the Attendance Policy, please go to College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog/academic-information>.

14.1.2. Absences because of religious holidays
Students may miss up to two classes of excused absences for religious observances under the following conditions:

- Students must notify instructors in writing during the first two weeks of the semester.
- Make-up or alternate assignments will be provided. Students must submit make-up or alternate assignments by assigned due date or they will not be accepted.

14.2 Emergency Closures
For this college policy, go to College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog/campus-policies-and-procedures>. In “Campus Policies and Procedures,” select “Emergency Closings.” If there is a delayed opening or early closing, any class with 30 or more minutes of instructional time remaining will meet. Curriculum students should check their Blackboard course sites for information about their specific classes. Students should make personal decisions regarding their travel safety.

14.3 Official Communication with Students Policy
Every curriculum student is provided with an official Wake Tech email account through the student portal (my.waketech.edu):

- Students must first activate their my.waketech.edu account, wait 24 hours, and then activate the email account.
- This college-issued email account is to be used for all email correspondence with instructors and other college officials.

Official correspondence from the college (from instructors, information about registration or financial aid, etc.) will be sent to students’ Wake Tech email address ONLY. Instructors and college officials may refuse to accept student emails sent from other addresses. For the Official Communication with Students Policy, go to College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog/campus-policies-and-procedures>, in Campus Policies and Procedures.

Appropriate Communication—In AHSS division classes, students are expected to communicate in clear, correct, respectful Standard American English at all times. This includes all online or electronic communication, which should follow the standards of Internet etiquette (also known as “netiquette”). Students unfamiliar with these concepts and conventions should check with their instructors. [See section Basic Guidelines for Electronic Communication above.]

14.4 FERPA Statement
For the most recent copy of the FERPA policy, please go to College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog/registration-student-records> and read revised 08/09/17
the information under Registration and Student Records > Security of Student Records (FERPA). Students can grant access to their Wake Tech educational and financial records to specified persons with FERPA consent Form 1167. Students can grant access to a parent to see their financial and/or academic records by logging in to WebAdvisor and following the link to add a parent.

Another FERPA release form (1126) relates to email communications between course instructors and their students. Instructors may not discuss any information pertaining to a student’s academic performance and/or grades via email unless the student signs Wake Tech Form 1126 (Authorization to Release Instructor Grade Material via Email) waiving his or her FERPA rights. Form 1126 can be used by students for online, hybrid, and seated classes. For online classes, the course instructor will post information in the Blackboard class with instructions explaining how students can complete and submit the Form 1126 waiver to the instructor. Students’ Wake Tech-supplied email addresses are automatically included on this Form 1126 FERPA authorization. Students’ submission of this completed form authorizes course instructors to correspond with students by email on certain grade and academic performance-related issues. Students who don’t complete this Form 1126 form acknowledge that they will not email the instructor or other college employees with regard to grades or academic performance-related issues.

14.5 Wake Technical Community College Student Code of Conduct

As noted in the following college catalog section, students are expected to conduct themselves in accordance with generally-accepted standards of scholarship and conduct. It is important that students carefully read the Student Code of Conduct, including a listing of Prohibited Conduct and Disciplinary Penalties for Violations of the Student Code. This information is located in the College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog/student-code-conduct-rights-and-responsibilities>. Read the information under “Student Code of Conduct, Rights, and Responsibilities.”

14.6 Wake Technical Community College Academic Integrity Policy

For the most recent information on academic integrity, please go to College Catalog (opens in new window) at <http://www.waketech.edu/student-services/catalog> and read the information under Student Code of Conduct, Rights, and Responsibilities.

A. Expectations

When college officials award course credits, degrees, diplomas, and certificates, they assume integrity on the part of the student who has completed the work. Wake Tech expects students to demonstrate the highest personal integrity in all academic work and behavior. Effective education depends on an atmosphere that is conducive to learning, based on a commitment to honesty, trust, fairness, respect, and individual responsibility. Creating such an atmosphere is the responsibility of students and instructors and requires integrity on the part of both. Students may be asked to sign a statement of academic integrity upon entering Wake Tech classes.

Cheating and plagiarism, as defined below are forms of academic dishonesty that violate the integrity of the academic process.

B. Violations of the Academic Integrity Policy

1. Cheating, including:
   a. receiving, giving, or helping another student receive or give any information during a quiz, test, examination, or individual assignment;
   b. using unauthorized materials or equipment during a quiz, test, or examination, e.g., notes or books;
   c. communicating the subject matter or contents of a quiz, test, or examination to another student unless specifically authorized by the instructor to share it;
   d. taking a quiz, test, or examination for another student;
   e. obtaining quiz, test, or examination questions beforehand;
   f. tampering with the grading of a quiz, test, or examination; or
   g. working with others in completing take-home quizzes, tests, examinations, or individual assignments unless the instructor specifically authorizes collaborative work.
2. **Plagiarism**
   Plagiarism is stealing, or passing off as one's own, the ideas or words of another person. When students present others' words or ideas in a written assignment, they must document the source(s), as described in the MLA Handbook or as directed by the instructor of the course. Plagiarism also includes:
   a. having another person write a paper and submitting it as one's own;
   b. copying all or part of a paper from another student or another source, such as the internet; or
   c. allowing another person to copy one's work.

3. **Buying, selling, stealing, or soliciting any materials purported to be unreleased contents of a forthcoming examination, quiz, test, or project/assignment or the use of such material.**

4. **Substituting for another person in any of the above-mentioned situations or allowing another person to substitute for oneself.**

5. **Collusion with another person in the preparation or editing of assignments submitted for credit, unless such collaboration has been approved in advance by the instructor.**

6. **Knowingly furnishing false information to the college; forgery, alteration and or use of college documents or instruments of identification with the intent to defraud.**

C. **Academic Penalties**
   The following academic penalties may be imposed by an instructor, a department head, or a division dean for violation of the Academic Integrity Policy:
   1. **Loss of Grade: A zero for the assignment.**
   2. **Loss of Credit: An "F" for the course and loss of rights to attend the remaining class sessions.**

Written notice of any academic penalty must be submitted to a student conduct officer for appropriate recordkeeping.

*Please note that all work submitted must be new, original work. According to the 7th edition of the MLA Handbook for Writers of Research Papers, "If you must complete a research paper to earn a grade in a course, handing in a paper you already earned credit for in another course is deceitful" (59). Similar rules exist for documentation systems used in all fields of study. Whether researched or not, just as recycling work created by someone else in an effort to earn credit is plagiarism, re-using one’s own work, without permission of the instructor, is “self-plagiarism” and is unacceptable because the work is not new or original.

**SafeAssign:** This course may require students to submit essays and/or papers using a Blackboard Assignment submission function. By utilizing this Assignment essay submission function in this course, you acknowledge your understanding that this function checks essay/paper submissions for plagiarism using SafeAssign. Your papers may be submitted to institutional and Global Reference databases.

**Success Centers:** Wake Tech offers free individual and small group tutorial services. Among these services are the Individualized Learning Center (ILC), the REAL (Rhetoric, Exposition, Argument, and Literature) Center specifically for English course support, the Foreign Language Center (FLC), and the SPEAK (Speech Preparation Essentials and Knowledge) Center (for oral communication) and SSRC (Social Sciences Resource Center). Please ask your instructor or consult the college website for more information.

15. **Disability Support Services (DSS)**
   Disability Support Services serves Wake Tech students who may, due to documented physical, psychological, or learning disabilities, require accommodations for equal access to college facilities, academic programs, and other activities (defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act). For more information, please visit Disability Support Services (opens in new window) at <http://www.wakettech.edu/student-services/disability-support-services>. Contact information for office personnel is located at Contact Us (opens in new window) page at <http://www.wakettech.edu/student-services/disability-support-services/contact-us>.

Revised 08/09/17
16. Student Support folder in Blackboard courses
In each Blackboard course, there is a course menu item labeled Student Support. Included in this folder are hyperlinks to numerous student support resources. Examples: Wake Tech's Academic Success Centers, Wake Tech Help Desk, the college Libraries website, Individualized Learning Center, Disability Support Services, Single Stop, Career and College Resources, etc.

17. Syllabus hyperlinks
Wake Tech is in the process of implementing numerous college website design modifications. As a result, some of the active hyperlinks in this syllabus could be broken; in this event, updated hyperlinks will be announced.
ENG 111 - FALL 2017 Tentative Assignment Calendar v6.7f1

This is a web-assisted section of English 111. Some degree of computer literacy is required, as well as some degree of proficiency with using the Internet and Blackboard. All assignments are subject to change. These are the planned due dates. Use this calendar only as a tentative guideline — check the dates and assignments on Blackboard for the most up-to-date schedule. All written assignments will be turned in electronically through Blackboard. All assignments are due on Blackboard before class begins on the first day that they are listed.

The first column contains the week number, the second column is Monday, the third column is Wednesday, and the fourth column is Friday. Each row after the first has a week number and contains the assignments for that week. Each class has a class number that follows the letter C, for class, (hence, the C, as in C1 for class 1). Usually, we meet 45 times as a class.

You may not miss more than five (5) classes. (LBH column is Friday. Each row after the first has a week number and contains the assignments for that week. Each class has a class number that follows the letter C, for class, (hence, the C, as in C1 for class 1). Usually, we meet 45 times as a class.

The calendar table below is constructed with accessibility-friendly column headings and row bookmarks for the weeks. If your screen reader has difficulty with this table, an HTML version is available (opens in new window).

www.wvckrey.com/school/wt/docs/111_calendar.html

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/16-8/18</td>
<td>• Review LBH chapters 1-5: This is material you mastered in grade school.</td>
<td>• Class 1, Aug.16 - Getting Started, Textbooks, Assignments, Due Dates, Attendance, Learning Outcomes, Classroom Behavior, Using Blackboard</td>
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<td>• Class 2, Aug.18 - Rhetoric: Modes &amp; the Writing Process Review</td>
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<td>C3, Aug.21 - Paper Grading Rubric</td>
<td>C4, Aug.23 - Logic, Syllogisms &amp; Enthymemes, False Logic - LBH ch. 12b.114-123</td>
<td>• Read Greybeal - WTR 5 &amp; 7</td>
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<td>Review thesis statements &amp; paragraphing LBH chs. 4 &amp; 7</td>
<td>• Read Wołkowski - WTR 13</td>
<td>• Read Elbow - WTR 89</td>
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<tr>
<td>Week 2</td>
<td>A3: Getting started worksheets due through Blackboard</td>
<td>• Read LBH ch. 10.84-99, Critical Thinking</td>
<td>• Read Murray - WTR 189</td>
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<td>• A4: Elbow &amp; Murray due through Blackboard</td>
<td>• A1: First Contact Email &amp; Blackboard Assignment - TWO parts</td>
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<td>C6, Aug.28 - Mode: Description/Narr.</td>
<td>C7, Aug.30 - Mode:Description/Narr.</td>
<td>C5, Aug.25 - Finish False Logic, Critical Thinking</td>
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<td>Read Martin Gansberg - Bb</td>
<td>Read Langston Hughes - WTR 111</td>
<td>• Read Plato - WTR 201</td>
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<td>Read LBH ch. 5, Revising</td>
<td>A7a - Paper Corrections Worksheet</td>
<td>• Read Plato’s “Ring of Gyges” – Bb</td>
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<td>A6 - Description Readings 2</td>
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<td>• A5 - Plato &amp; Critical Thinking Worksheets</td>
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<td>1st Paper: Diagnostic Essay due in Bb</td>
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<td>• A2: Sign up for MyWritingLab</td>
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<td>Week 3</td>
<td>8/28-9/1</td>
<td>C9, Sep 6 - Mode:Description/Narr.</td>
<td>C8, Sep.1 - Mode:Description/Narr.</td>
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<td>September 4, Labor Day</td>
<td>Read sentence boundaries</td>
<td>Read Neagle - WTR 19</td>
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<td>No Classes</td>
<td>LBH chapters 6, 35, 36, 29, &amp; 31</td>
<td>Read Ciardi, Ransom, Roethke, &amp; Ted Hughes - Bb</td>
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<td>Read Neilson - WTR 9</td>
<td>• A5 - Description Readings 1</td>
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<td>• A8 - Sentence Boundaries 1</td>
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<td>Week 4</td>
<td>9/4-9/8</td>
<td>C10, Sep.8 - Mode:Description/Narr.</td>
<td>C10, Sep.8 - Mode:Description/Narr.</td>
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<td>Review sentence boundaries</td>
<td>Review sentence boundaries</td>
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<td>LBH chapters 6, 35, 36, 29, &amp; 31</td>
<td>LBH chapters 6, 35, 36, 29, &amp; 31</td>
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<td>Read Fenton-Glass - WTR 17</td>
<td>Read Fenton-Glass - WTR 17</td>
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<td>1st Paper Corrections due in Bb</td>
<td>1st Paper Corrections due in Bb</td>
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<td>• A9 - Sentence Boundaries 2</td>
<td>• A9 - Sentence Boundaries 2</td>
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<td>2nd Paper: Description/Narration Peer Review in class - Bring your completed 2nd Paper to class</td>
<td>Read White - WTR 301</td>
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<td>• C10, Sep.10 - Mode:Description/Narr.</td>
<td>2nd Paper: Description/Narration due in Bb</td>
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<td>2nd Paper Thesis due in Bb</td>
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<td>A10 - Description Readings 3</td>
<td>2nd Paper: Description/Narration due in Bb</td>
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<td>Review agreement LBH chs. 29 &amp; 31</td>
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<td>Read Turkle - WTR 287</td>
<td>Read Tuchman - WTR 279</td>
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<td>A12 - Process Readings 1</td>
<td>• Read Ehrenreich - WTR 67</td>
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Revised 08/09/17
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<tr>
<th>Week</th>
<th>Monday</th>
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</table>
| Week 1 9/25-9/29 | • C17, Sep.25 - Mode:Process Analysis  
  • Read Bass - Bb  
  • A14 - Process Readings 2 | • C18, Sep.27 - Mode:Process Analysis  
  • Read Gould - WTR 714  
  • 2nd Paper Corrections due in Bb  
  • A7b - Paper Corrections Worksheet | • C19, Sep.29 - Mode:Process Analysis |
| Week 2 10/2-10/6 | • C20, Oct.2 - Mode:Process Analysis  
  • Read McKibben – WTR 163  
  • 3rd Paper Thesis due in Bb | • C21, Oct.4 - Mode: Process Analysis  
  • 3rd Paper: Process Analysis Peer Review in class | • C22, Oct.6 - Mode: Causal Analysis  
  • Read Neagle - WTR 23  
  • 3rd Paper: Process Analysis due in Bb |
| Week 3 10/9-10/13 | October 9, Mid-semester Break  
  No classes | • C23, Oct.11 - Mode: Causal Analysis  
  • Read Momaday - WTR 183  
  • A16 - Causal Readings 1 | • C24, Oct.13 - Mode: Causal Analysis  
  • We will not meet for class on campus, but you will have a required worksheet due at class time.  
  • Read Angelou – Bb  
  • C25, Oct 16 - Mode: Causal Analysis  
  • Read Tannen - WTR 263 |
| Week 4 10/16-10/20 | • C25, Oct.16 - Mode: Causal Analysis  
  • Read Ehrenreich - WTR 67  
  • A17 - Causal Readings 2 | • C26, Oct.18 - Mode: Causal Analysis  
  • Read Reich - WTR 269  
  • 3rd Paper Corrections  
  • A7c - Paper Corrections Worksheet | • C27, Oct.20 - Mode: Causal Analysis  
  • A18: 4th Paper Thesis due in Bb  
  • Comparison mode  
  • Read Brit – PDF on Bb |
| Week 5 10/23-10/27 | • C28, Oct.23 - A19 - Comparison Readings 1  
  • Peer Review during class - Bring your completed 4th Paper to class | • C29, Oct.25 - Comparison mode  
  • Read Gates - WTR 93  
  • Read Plimpton - PDF on Bb  
  • 60% Point – Last withdrawal (0% refund) | • C30, Oct.27 – Comparison mode  
  • Read Williams - PDF on Bb  
  • 4th Paper: Comparison due in Bb |
| Week 6 10/30-11/3 | • C31, Oct.30 - Comparison mode  
  • Read Angier - PDF on Bb  
  • A20 - Comparison Readings 2 | • C32, Nov.1 - Comparison mode  
  • Review Tannen - WTR 263  
  • Read Lakoff - PDF on Bb | • C33, Nov.3 - Review comparison basics  
  • 4th Paper Corrections due in Bb  
  • A7d - Paper Corrections Worksheet |
| Week 7 11/6-11/10 | • C34, Nov.6 – Practice & strategies for timed writing in class | November 8, Faculty Development  
  No classes | November 10, Veteran's Day  
  No classes |
| Week 8 11/13-11/17 | • C35, Nov.14 - Writing the 5th Paper in class (Attendance is required) | • C36, Nov.16 - Writing the 5th Paper in class (Attendance is required) | • C37, Nov.18 - Writing the 5th Paper in class (Attendance is required) |
| Week 9 11/21-11/24 | • C38, Nov.21 - Writing the 5th Paper in class (Attendance is required) | November 22, Thanksgiving Break  
  No Classes | November 24, Thanksgiving Break  
  No Classes |
| Week 10 11/27-12/1 | • C39, Nov.28 - Review thesis statements, organization, and timed writing | • C40, Nov.30 – Review commas & sentence boundaries | • C41, Dec.2 – Review pronouns & agreement |
| Week 11 12/4-12/8 | • C42, Dec.5 - Correcting the 5th Paper in class (Attendance is required) | • C43, Dec.7 - Review Elbow & Murray  
  • In-class writing techniques worksheet | • C44, Dec.9 - Final exam preparation (Attendance is required) |

Revised 08/09/17
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Week 18</td>
<td>C45, Dec. 12 - Final exam preparation (Attendance is required)</td>
<td>Final Exams are Tuesday, 12/12, through Monday, 12/18</td>
<td>Our final exam might be on the first day of exams, Tuesday, 12/13, from 9-10.50</td>
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<tr>
<td>12/11-12/15</td>
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<td>Writing the 6th Paper in class (Attendance is required)</td>
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<tr>
<td>Week 19</td>
<td>Final exams (Monday)</td>
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<tr>
<td>12/18</td>
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