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

English 111, Writing and Inquiry

Spring semester 2022

Assignments, including attendance assignments, are due through Blackboard each MWF before 9:00 a.m.

English Department / Arts, Humanities, & Social Sciences Division

Vickrey - v.7.1s8

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 announced on the Announcements page of our class Blackboard shell.

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Instructor Course Syllabus

1. Course Information

1.1. Course: English 111-0004, Writing and Inquiry, 3 semester hours
   • Department: English
   • Division: Arts, Humanities, & Social Sciences (AHSS) Division

1.1.1. Lesson and Assignment Due Time:
   • Class lessons and assignments will be due through Blackboard on Mondays, Wednesdays, and Fridays before 9:00 a.m.

1.1.2. Important Semester Dates:
   • This class has 45 attendance assignments that are due before 9.00 a.m. on a MWF schedule.
   • Attendance will be taken by submission of assignments Monday, Wednesday, and Friday at 9:00 a.m. These are not, however, the only assignments due, just the ones we'll use for attendance purposes.
   • Classes begin on Thursday, 6 January
   • Our first assignment is due on Monday, 10 January, before 9.00 a.m.

   • Other important dates:
     • Semester Begins and Ends: January 6 through May 10
     • Last Day to Add a Class: Wednesday, January 12
     • 10% Point of Semester - Last Day to Drop with a 75% Refund: Tuesday, January 18
     • Last Day to Withdraw without Penalty (Grade of W, no refund): Wednesday, March 23
     • Final Exam Week: Wednesday, May 4, through Tuesday, May 10

   • Breaks and Days Off:
     • Martin Luther King, Jr., Birthday: Monday, January 17
     • Spring Break: Monday, March 14, through Friday, March 18
     • Faculty PD Day: Thursday, April 14
     • College Closed: Friday, April 15, and Saturday, April 16

1.1.3. 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 is computer-assisted; for assistance, contact WTCC Help Desk (opens in new window) at <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.

1.1.4. 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.

1.1.5. Textbooks


Important Information Regarding LaunchPad: Students taking a section of this course that does not require use of LaunchPad are expected to retain the access code in case a future English class requires use of LaunchPad. Students who do not retain the access code for potential future use would likely be required to purchase a new code at full price.

Create only one LaunchPad Account:

- If you already have a LaunchPad account, connect with the same email that you used to register into LaunchPad.
- Hit the Change Button at the top of the registration screen to change the default email address.
- If you used the free trial access, make sure to apply full access to the same email as your trial account or only a portion of your grades will transfer to Blackboard.
- LaunchPad assignments allow you to complete them for study purposes after the due date but you must complete LaunchPad assignments before the due date has passed for grades to save to the gradebook. If you completed a LaunchPad assignment before the due date and the grade didn't save, take a screen shot showing the date and time on your computer and contact Macmillan Tech Support.
- For technology-related questions pertaining to LaunchPad, please contact Macmillan Technical Support (opens in new window) at <https://macmillan.force.com/macmillanlearning/s/contactsupport>.
- Macmillan Technical Support Hours (Eastern Time):
  - Monday - Thursday: 8:00 a.m. - 3:00 a.m.
  - Friday: 8:00 a.m. - 12:00 a.m.
  - Saturday: 12:00 p.m. - 8:00 p.m.
  - Sunday: 12:00 p.m. - 3:00 a.m.

1.1.6. Wake Tech Policies: Academic information and student-related college policies are described in the official College Catalog (opens in new window), located at <https://www.waketech.edu/catalog>.
1.2. Instructor: Wayde Vickrey

1.3. Instructor’s Email:
   • Office: NE423 (North Campus, Building E, Room 423) – Please note that I am not on campus this semester.
   • Phone: 919.532.5642
   • Email: jwvickrey@waketech.edu
   The preferred method of contacting me is email – use your Wake Tech email for all official communication. Do remember when emailing that I get up at 2:30 a.m. and usually shut down my computer at home by 3:00 p.m. on weekdays, so if you email me at midnight, I will not get your email until the next morning. I do not check email on weekends, but I will usually respond in 24 hours on workdays, Monday through Friday before 3:00 p.m. If you have not heard from me in 48 hours on weekdays, please resend your email.

1.4. Instructor’s Office Hours:
   Online office hours for this section are Mondays from 9:00-11:00 on Monday and from 9:00 to 10:00 on Wednesdays and Fridays, so you should receive quick responses to questions during those times. If I will not be available for these hours, I will post a note in Blackboard.
   I may keep some of these office hours on MS Teams, and I will post instructions on Blackboard if I decide to do so.

1.5. Check Your Wake Tech Email Daily
   The college considers email an official line of communication, 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 below. Please read that section.
   • Note that I do not open email that has a blank subject line.
   • 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 or purpose
      Doe Jane, ENG 111-009, Question about the commas worksheet
   • Remember that this is a college class and use standard grammar and complete sentences in your emails.

1.7. Technical Skills Required for a Web-assisted or Online 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. Class Guidelines and Announcements
This document serves as a contract between instructors and students. 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.

Our Announcements 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. Plan to check the Announcements page regularly.

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 announced in class and posted on the Announcements page of our class Blackboard shell.

2. Instructor Policies
2.1. Scope and Objectives of the Course
See the English Department’s General Syllabus for more detail.
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 is a computer-assisted course. 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>.

2.1.1. 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. 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.

2.1.3. Grading Scale
- Please note that I do not round up averages for letter grades.
- **A**: 90-100, **Pass with Distinction** – This superior grade indicates excellent preparation and accomplishment, as well as reflective and stylish responses on graded material.
- **B**: 80-89, **High Pass** - This above-average grade indicates 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** – A “W” 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** – A “WP” means a student was withdrawn by the instructor, and the student has a passing average at the point of withdrawal.
- **WF**: **Withdraw Failing** – A “WF” 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.

2.1.4. Discussing a Grade
Students sometimes have questions regarding evaluation of work. Students should wait twenty-four hours before discussing a grade or feedback to an assignment.

I will hold regular online office hours 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.

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. Please remember that some parts of this syllabus are shared between my online and seated classes, so when you see “before class” in some element of the syllabus, that’s what’s going on in those instances. (§2.1.5. of the Class Guideline.)

- **All worksheets, class assignments, homework, & LaunchPad**.................25%
- **Worksheet assignments count 20% of your grade.**
- **LaunchPad assignments count 5% of your grade.**
- 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.
• Not all worksheets count the same. Worksheets may range from 10 to 200 points, so some worksheets will have a bigger impact than others on your average.
• No worksheets or LaunchPad assignments will be accepted late. There are enough worksheets and LaunchPad assignments available that missing one or two should not negatively affect a student’s overall average.
• Writing assignments – Papers count 75% of your grade. Not only is writing the core of this class, but writing well is one of the signs of a well-educated person, and these papers will be opportunities for students to show what they know and what they have learned about formal writing. These are major projects and cannot be late without a serious reason, documented proof, and prior approval of the instructor.
NOTE: These values may shift during the semester, but I will notify you in Bb of any changes.
• 1st Paper - Improved Diagnostic Paragraph (250 words)……………………3%
• 2nd Paper – Student Description essay (300-350 words)…………………………10%
• 3rd Paper – Writer Description essay (300-350 words)………………………………12%
• 4th Paper – Student-Writer Description essay (900-1,100 words)………………15%
• 5th Paper – Comparison Source essay (1,000 words)…………………………20%
• 6th Paper – Comparison/Cause/Process timed final essay (700-1,000 words). 15%
• Each paper will be improved (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 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 Rules for Writers 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.

2.1.7. Paper Grading Rubric
This is a short version of the more detailed rubric available in Blackboard. I will holistically 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
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)

2.1.8. **Discussing a Grade**

Students sometimes have questions regarding evaluation of work. Students should wait twenty-four hours before discussing a grade or feedback to an assignment.

I will hold regular online office hours 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). Please see §4 below for more detail.

2.1.9. **I Do Not Round Up Grades**

Students will receive the grade they have earned. I do not round up grades. So a student who has earned a 59.6 has earned a 59.6, and I do not round up to a 60. Likewise, a student who has earned a 79.6 has earned a 79.6, and I do not round up to an 80.

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 complete and submit regular worksheets and assignments. Being prepared to learn is more than just doing worksheets. Being prepared to learn is also thinking about the assigned readings in a careful manner and making those readings your own.

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 being involved in class by paying close attention to class proceedings and discussions.
- 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.

The following statement a statement of my intention to foster an inclusive classroom environment and an invitation to the students in this class to help me with such an environment, while also respecting the discipline of the course.

Pervasive gender normativity is reflected in our use of language, and language instruction is one of the spaces in which such traditional structures are reinforced. At Wake Tech, we strive to be respectful and inclusive. While the learning outcomes for this course require us to learn language in its normative form, I encourage you to be aware of the implications of such norms and to be respectful of your classmates’ and instructors’ requests. Please contact me right away should you have any preferred name and/or preferred pronoun by which you would like to be addressed. Although there are limitations to what the language allows grammatically, I will try to find an appropriate solution.

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 both a seated and in an online class daily preparation, in-class participation, and worksheets are your signals to me that you are doing the work and actively engaged in your own education. Students should plan on investing nine to twelve hours of work in a three-hour credit college class. Seated students are expected to come to class prepared, to participate in class by engaging in discussion and by focusing their attention of what is going on in class. Online students have similar responsibilities to do the work to the best of their ability and to prepare to learn in a timely manner.

In addition to writing assignments, this course contains regular worksheet exercises that will help you prepare for class and for writing essays. Some worksheets are objective, and some are short answer. 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.**

Adapting to college classes, especially in an online academic environment, can be difficult, but many of the same skills that work for online schooling will also help in the workplace. And as you know, English is a foundation class for success in both school and work, and planning your time and meeting deadlines, as well as clear thinking and communication, are the kinds of skills that can help one succeed in the workplace, as well as in college. Consider making the following elements a part of your success strategy.

• Check our class Announcements page in Blackboard daily.
• Check your college email daily.
• View the Reminders & Preview video each week.
• Develop an action plan for each week - a plan of what you will do each day of the coming week.
• Develop a monthly action plan with paper due dates.
• Prioritize your action plans and work. Not all assignments in this class are worth the same amount of credit, but you will want to prioritize papers and paper-related worksheets.
• Download the course calendar from the Course Documents folder in Blackboard.
• Check your grades daily, especially when we have a progressive assignment like the ones for topic sentences and thesis statements.
• Keep up with LaunchPad assignments. And note that you can do extra work in LaunchPad.
• Review comments in Blackboard about your worksheets and papers.
• Keep track of your graded worksheets and papers, and look for patterns in what works and what does not work.
• Keep your checklists and self-evaluations from your papers, and look for patterns in your paper self-evaluations.
• Keep your writing improvement plans up to date. Again, look for patterns.
2.2.4. Basic Guidelines for Class Discussion

Please note that these guidelines will also apply to discussion boards. See also the netiquette guidelines below in the next section.

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 in seated classes and on discussion boards.
   • 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 (especially email & Bb discussion boards)

There is a detailed netiquette guide later in this document, but these guidelines are especially applicable to email.

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.
2.3. Taking Exams & Timed Writing

• Please be aware that students are expected to complete exams or timed writing assignments in one continuous sitting. Remember that you must finish online exams or timed-writing assignments before the posted deadline. Students should not plan to begin an exam or essay, step away, and come back to continue the timed session.

• Check your online connection before beginning your exam or timed essay.

• Please plan for restroom or other breaks before and/or after exams or timed writing (not during them).

2.4. Attendance Policies

To remain enrolled in online and hybrid courses, each student is required to open and take the Course Entry Quiz in Blackboard by 11:59 PM (EST) on the semester 10% date, Tuesday, January 18. Instructors may require students to complete the Course Entry Quiz before they are permitted to access other course modules and assignments. Delay in completion may result in missing assignments and other assignment deadlines. Students who do not attempt the Course Entry Quiz by the deadline will be dropped from the course with no tuition refund and assigned an NA grade (Never Attended).

Absences from class are a serious deterrent to good scholarship. The College, therefore, stresses regular class attendance.

• Attendance in an online class is demonstrated by submitting required attendance-designated assignment(s) in Blackboard. An absence is defined as not turning in an “attendance assignment. Attendance assignments are due before 9:00 a.m. on Monday, Wednesday, and Friday.

• Attendance in a seated or online Synchronous class is demonstrated by attending scheduled class meetings.

• Attendance in a hybrid or blended class is demonstrated by submitting required attendance-designated assignments in Blackboard and/or by attending scheduled class meetings.

Missing two consecutive weeks of attendance assignments will cause a student to be withdrawn from the course.

2.4.1. Absences

Students who do not turn in an attendance assignment through Blackboard before 9:00 a.m. are absent for that day's lesson. When verifying the time for any Blackboard-based submission, the English Department recognizes the time and date stamp that is verified by Wake Tech’s Blackboard Learning Management System Administrator as the official and final record.

Missing two consecutive weeks of classes will cause a student to be withdrawn from the course with 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 attendance assignments to be withdrawn often means missing enough work to earn students a failing average and a WF when they are withdrawn from the class.

Please note that students who wish to withdraw from the course should do so by contacting me or by filling out the appropriate electronic form from Wake Tech. 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.

2.4.1.1. 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%.
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• 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.

2.4.1.2. 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 still responsible for assignments due through Blackboard even if the college is closed or classes are cancelled. Check our class shell in Blackboard for more details, but do plan on turning in work before the deadline. This will, of course, not be an issue for good students since they have likely already turned in their work before the college cancels classes, right?

When inclement weather is in the forecast, Wake Tech will notify students and employees of delayed openings and campus closings as quickly as possible.

Inclement weather alerts will be sent via email, text, and voicemail through Wake Tech’s emergency notification system, Wake Tech Warn. Delays and closings will also be announced through local media outlets and posted on the Wake Tech website (waketech.edu) and social media sites. When the college is closed, classes are canceled at all Wake Tech campuses and centers. In the event of a delayed opening, any class with 30 or more minutes of instructional time remaining will meet. Students should check Blackboard sites for their courses for information.


2.4.1.3. Making Up Missed Class Time – 954 Assignments
The state of North Carolina requires that community colleges make up missed class time, but the state does not require colleges to physically make up that time in the classroom. Instead, students will turn in 954 assignments that will make up missed lesson time.

2.5. Students with Learning Disabilities
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 <https://www.waketech.edu/student-services/disability-support-services>. Contact information for office personnel is located at Contact Us (opens in new window) page at <https://www.waketech.edu/student-services/disability-support-services/contact-us>.

In addition to what you find above, 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.

• 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 for testing) must be made at least 48 hours before they are needed.

2.6. Assignment Due Dates and Late Work

2.6.1. Types of Work –
Graded assignments in this class fall into one of three categories:
2.6.1.1. Daily work and worksheets cannot be turned in late – Daily work will count 20% of your grade. Daily work consists of discussion boards, homework, worksheets, class work, quizzes, chapter outlines, and such — pretty much anything that is not a formal paper or an exam. Not all worksheets count the same. Worksheets may range from 10 to 200 points, so some worksheets will have a bigger impact than others.

There are several types of assignments and worksheets in this class.

2.6.1.1.1. Attendance assignment worksheets – As with most college classes, you may have more than one assignment due for a given class. All of the assignments are important, but one assignment will be designated as an attendance assignment, and this is the assignment I will use to take online attendance. If you do not turn in the attendance assignment, you are absent for that day.

2.6.1.1.2. Short answer standalone worksheets – Standalone worksheets are usually linked to a particular reading and are intended to guide critical thinking about that reading, as well as provide an opportunity for students to practice clear thought and college-level writing. These worksheets are graded once after the due date. Short answer worksheet can be turned in twice before the due date. If a student turns in more than one version of a short answer worksheet, I will grade the second submission.

2.6.1.1.3. Objective standalone worksheets – Some of the worksheets in this class will be objective and feature true-false and multiple-choice prompts.

2.6.1.1.4a. Required progressive worksheets – These worksheets are required to turn in a paper. Once they are turned in on time the first time, required progressive worksheets may be turned in two or three or four or more times in as many days as the subject, thesis, topic sentences, outline proposals, or works cited pages progress and develop. These worksheets may be turned in several times and may be graded several times. I check progressive worksheets at least daily and sometimes two or three times a day, so the heads-up thing for students to do is to check progressive worksheets daily, too, and to resubmit revisions, as needed, before the next attendance due date.

2.6.1.1.4b. Recommended progressive worksheets – These worksheets are recommended before turning in a paper. Once they are turned in on time the first time, recommended progressive worksheets may be turned in two or three or four or more times in as many days as the subject, thesis, topic sentences, outline proposals, or works cited pages progress and develop. These worksheets may be turned in several times and may be graded several times. I only check progressive worksheets daily and may not check them on weekends.

2.6.1.1.5. Sequential worksheets – Sequential worksheet, unlike progressive worksheets, are turned in only one time. Students will turn in a worksheet, receive feedback, make the changes requested and keep those changes on their computer, and then move in the next worksheet in the sequence. Students will not turn in sequential worksheets more than once, but they are expected to make the requested changes to their work and may have an opportunity to submit revisions on a later worksheet. These worksheets are turned in once and graded once.

2.6.1.1.6. LaunchPad assignments – LaunchPad counts 5% of your grade. LaunchPad is an educational resource to help students improve their writing by reviewing material on rhetoric, grammar, and organization with quizzes and LearningCurve, an adaptive learning program that allows students to practice the material they are supposed to be learning. Please note that I tend to update the LaunchPad average in Blackboard on Fridays.

2.6.1.2. Major projects — The major projects for this class will be college-level, formal papers. These papers will count 75% of your grade.

2.6.1.3. Exams and in-class writing — Some exams may be objective, some will contain an essay element, and some will be entirely essay in nature. In-class writing will be timed essay writing designed to test students’ raw thinking and writing ability.
2.6.2. Turning in Work

2.6.2.1. All work will be turned in through the appropriate Blackboard assignment or through the Emergency Submission Option (see 2.6.2.13. below). I do not accept work through email.

2.6.2.2. I do not accept late daily work or worksheets (see §2.6.3. below). All work – worksheets, LaunchPad assignments, and papers – will be submitted through Blackboard before the assignment deadline on the day the work is due.

Students are expected to click the Save and Submit button on automated worksheets. Students who choose not to click the Save and Submit button will earn a zero for that assignment.

When verifying the time for any Blackboard-based submission, the English Department recognizes the time and date stamp that is verified by Wake Tech’s Blackboard Learning Management System Administrator as the official and final record.

2.6.2.3. 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 submitted through 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 returned paper.

2.6.2.4. 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.

2.6.2.5. Save your worksheets and formal writing as a Microsoft Word document (.DOC or .DOCX format) and place your name and the page number in the upper right corner of each page.

2.6.2.6. Students can obtain MS Word for free by visiting Microsoft’s education website. Students visit the site, enter a college email address, and receive download information in their mailboxes: https://products.office.com/en-us/student/office-in-education. Students receive the online version of Office 365 for free while they have an active college e-mail address. Alternatively, students can pay $2.50/month for the desktop application.

2.6.2.7. 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. Assignments that are not in .DOC or .DOCX format will earn a zero.

2.6.2.8. Assignments that are turned in through the wrong Blackboard assignment will earn a zero.

2.6.2.9. 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.

2.6.2.10. 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 English Department Policy Regarding Student Written Work and Wake Tech’s Academic Integrity Policy.)

2.6.2.11. 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: Doe _Jane (your name with your last name first), ENG 111-XXXX (your class and section number substituted for the X’s), Critical Reading Worksheet (the assignment’s name). So your Bb submission will look like this:

   Doe_Jane_ENG111-0009_A3-Critical_Reading_Worksheet

This way a class’s papers will automatically alphabetize when I download them for grading.
Thanks. Assignments that do not follow the class document naming protocol will earn a zero.

2.6.2.12. • It is each student’s responsibility to be certain s/he is turning in completed work and not a blank file. Posting blank files, blank pages, and incorrect files will all earn zeroes.

Students are expected to click the Save and Submit button on automated worksheets. Students who choose not to click the Save and Submit button will earn a zero for that assignment.

• If no document is turned in, it is a zero. If the document which is turned in is blank, is just a copy of the assignment sheet, or is not in .DOC or .DOCX format, then this assignment is a zero.
  • Be sure that you turn in the proper document.
  • If you turn in an old draft, a paper from another class, or any other document which is not the required draft, this assignment is a zero.
  • Once you have turned it this paper, make sure the submission has been successful. GO BACK AND CHECK!

2.6.2.13. • Short Papers
Papers with a minimum assigned length must meet that minimum assigned length. Papers that are short of the assigned length cannot earn full credit. So, a paper that is only 75% of the assigned length cannot earn more than 75% of the points and may earn less. Consider that if the paper earned a 75/C, then it will be assigned 75% of a 75, which is a 56/F. The same rule will apply to all papers that are short of the assigned length.

2.6.2.14. • The Emergency Submission Option.
• Students occasionally have difficulty submitting work through a Blackboard assignment. This assignment is to be used only when you cannot get the current Blackboard assignment to accept your submission (or when I tell you to use it).
  • This assignment option is NOT for late work, and I will not grade late work submitted through this assignment. I will delete late work and penalize the current assignment 10 points for each unauthorized late submission through this channel.
  • Work submitted through this option must be submitted before the due date and time of the standard assignment. (As noted in section 2.6.2.2. When verifying the time for any Blackboard-based submission, the English Department recognizes the time and date stamp that is verified by Wake Tech’s Blackboard Learning Management System Administrator as the official and final record.)
  • You may use this assignment submission channel three times during the semester for emergencies. Even if I suggest your using this option, you may still only use it three times in total.
  • When you use this assignment, even if I suggested it, you must send me an email telling me what you have submitted, when you submitted it, and why you used this assignment rather than the standard one. If I do not receive an email, you will not receive credit for the work.
  • You will, of course, use a subject line that includes your name, your class section, and something about an emergency submission for a named assignment (Name, Section, Emergency Submission of A18 or 2nd Paper or something along those lines).
  • Please note that you will see a zero (0) grade listed for this assignment after you have used it the first time. This is because Blackboard requires a grade after I have cleared your first use. This grade does NOT count in your average. It is just a placeholder, so Blackboard and I know that you have used this option and that I have reviewed your submission.
  • Finally, be aware that work submitted through this option will be graded as I have time.
2.6.3. About Late Work

2.6.3.1. Daily work and worksheets

All worksheets and other Blackboard assignments are due electronically in Blackboard before the assignment deadline and will not be accepted late. The large number of worksheets and assignments in this class means that missing one or two of the worksheets 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 §2.4.1.6. 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 still responsible for assignments due through Blackboard even if the college is closed or classes are cancelled. Check our class shell in Blackboard for more details, but do plan on turning in work before the deadline. This will, of course, not be an issue for good students since they have likely already turned in their work before the college cancels classes, right?

2.6.3.2. Late major assignments

Major assignments such as papers will be accepted late with a penalty of ten points for up to 12 hours and twenty points for up to 24 hours. (The amount of time the assignment is overdue will be determined by Blackboard’s internal clock.) In cases of significant extenuating circumstances beyond 24 hours, such as being in the hospital or in a car wreck, a student should contact me as soon as possible and plan to produce appropriate paperwork to explain the situation.

2.6.3.3. Missed timed writing and exams will not be made up

Missed timed writing assignments and exams will not be made up. Timed writing is limited to the time provided and will not be extended (except with a DSS accommodation). 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 contacts me ahead of time and then presents in a timely manner (within two class meetings) written and authoritative documentation of an acceptable reason for missing an exam (see the extenuating circumstances below and in § 2.6.3.2. above), the final exam score will be substituted for the missed exam. So in this situation 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 assignments, missing an exam or timed writing assignment 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 (a note from the doctor, admission forms from the emergency room, or a police ticket explaining the accident). Again, students must contact me by email to discuss missing the timed writing or exam before they actually miss the timed writing or exam, and I will require authorized documentation (see above). Not listening when the assignment is made, forgetting to do the work on time, or not being able to get one’s computer to work at the last minute are not excusable extenuating circumstances.

2.6.3.4. Maintaining the Paper Development Timeline

Students are required to build their papers step by step in this class. This helps students do a better job with their papers by allowing instructor feedback during the writing process and by preventing them from having to write entire papers at the last minute. If students do not get their topic proposals, thesis statements, topic sentences, citations, and peer review okayed by me on time and step by step with the approved grade for that assignment, they are not allowed to turn in their papers.

Paper development stages are linked to two types of worksheets. The first type of paper development worksheet is a progressive worksheet (see § 2.6.1.1.4. above), and progressive worksheets may be turned in two or three or four times in as many days as the subject, thesis, topic sentences, or
outline progresses and develops. I check progressive worksheets daily, so the heads-up thing for students to do is to check progressive worksheets daily, too, and to resubmit revisions, as needed. The second type of paper development worksheet is a sequential worksheet (see § 2.6.1.1.5. above) where students will turn in a worksheet, receive feedback, make the changes requested, and then turn in the next worksheet in the sequence. Students will not turn in sequential worksheets more than once, but they are expected to make the requested changes to their work and may have an opportunity to submit revisions on a later worksheet.

Students may NOT change topics on a paper without my prior approval, and under no circumstances may students change topics after sources have been approved.

2.7. Using Blackboard (Bb)

Blackboard is an interface that allows students to view announcements and assignments, 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 Distance Education ([opens in a new window](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’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. And I also hear that both Safari and Microsoft Edge usually work okay.

2.7.1. 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.

- I have listed below the navigation links for our class. Please note that I may reorder these a bit if I think of a more efficient pattern.
- The **Course Entry Quiz** link opens to the REQUIRED Course Entry Quiz (CEQ). To remain enrolled in online and hybrid courses, each student is required to open and take the Course Entry Quiz in Blackboard by 11:59 PM (EST) on the semester 10% date, **Tuesday, January 18**.
- 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, the class calendar for the next week or two, and some reminders about grading and using Blackboard. 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 **Faculty Information** link includes details about me and about getting in touch with me.
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● The **Lessons / Assignments by the Week** link will take you to weekly folders that will open to reveal the assignments for each week of the week. This is where you will find what is due and when.

● The **Peer Review Groups** link is where English 111 students will find their assigned peer groups for exchanging papers. Note that this link will not be visible until we are actually exchanging papers.

● The **LaunchPad** link is where English 111 students will find LaunchPad assignments. These assignments will include readings, exercises, and exams on what you have learned in your readings and exercises.

● 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.

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● The **Course Resources** link is where you will find PowerPoint presentations, some sound files (when available) of the PowerPoint presentations, and some outlines of presentations.

● The **Course Syllabus & Class Documents** link will take you to relevant course documents (the Humanities syllabus, the Department syllabus, the Class Guidelines and Syllabus, the Tentative Class Calendar, FERPA documents, and the Worksheet & Essay Grading Rubrics).

● 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 **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 **Student Support** link jumps to student support links. This should be your first stop if you have questions about Blackboard and things at Wake Tech.

2.7.2. 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.

Students can obtain MS Word for free simply by visiting Microsoft’s education website. Students visit the site, enter a college email address, and receive download information in their mailboxes: https://products.office.com/en-us/student/office-in-education. Students receive the online version of Office 365 for free while they have an active college e-mail address. Alternatively, Students can pay $2.50/month for the desktop application.

• Once you have opened our course (ENG 111-xxxx) in Blackboard.
• Select Tools.
• Select MyGrades.
• Click on your grade for a given paper or assignment, your 1st Paper (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 (I strongly recommend this so that you will have a record of the comments on your paper – remember, I expect you to turn in an improved version of your paper).
• View my comments in the PDF of your paper.
• If I allow improvements or a rewrite of a given paper (I usually do), you must respond to ALL of my comments before you submit your revised draft.
2.8. Instructions for the Presentation of Written Work & Exams
You will submit assignments as electronic attachments through Blackboard. You must:

• Present your work in standard MLA format (see Rules for Writers, pages 464+)
• 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 worksheets and daily assignments.

• Formal writing and worksheets must be in Microsoft Word and saved as a .DOC or a .DOCX file as required (Note that some 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.)
• Assignments that are not in .DOC or .DOCX format will earn a zero.
• Assignments that are turned in blank will earn a zero.
• Assignments that are turned in through the wrong Blackboard assignment will earn a zero.

• 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_name
  Sample — Doe_Jane_ENG111-0009_A23:Britt_reading_worksheet
• Assignments that do not follow the class document naming protocol will earn a zero.

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

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

2.9.1. The REAL Center and the Writing Center at the Individualized Learning Center (ILC)
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 at the 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.

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>. 
2.9.2. What the Writing Center CAN Do for You

The following guidelines were written for in-person tutoring sessions, but they will also apply to online interactions, especially the ones about preparing before you contact the ILC.

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.

2.9.2.1. 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. Remember that typed work will be easier for the tutor to read, but take all of your work 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.

2.9.2.2. 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.

2.9.2.3. 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 to you by your instructor, which identifies the kinds of issues you have and errors that you are making, and they will work with you on those kinds of issues and 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.

2.9.2.4. 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.

2.9.2.5. 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.

2.9.2.6. 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.

2.9.3. What the REAL Center and the Writing Center Will NOT Do for You

The following guidelines were written for in-person tutoring sessions, but they will also apply to online interactions, especially the ones about preparing before you contact the REAL Center.

Be realistic. Going to the REAL Center or the Writing Center will not guarantee you an “A” on your paper. The tutors will not guarantee or predict grades for your papers. They will not insist on your making recommended changes. The REAL Center and 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 and the REAL 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 ideas and “kinds” of errors, but they will not write down your ideas or correct errors in your paper.
• Tutors in the Writing Center and the REAL 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.

2.9.4. 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

3.1. Semester Dates, breaks, and days off

• This class has 45 attendance assignments that are due before 9:00 a.m. on a MWF schedule.
• Attendance will be taken by submission of assignments Monday, Wednesday, and Friday at 9:00 a.m. These are not, however, the only assignments due, just the ones we'll use for attendance purposes.
• Classes begin on Thursday, 6 January
• Our first assignment is due on Monday, 10 January, before 9:00 a.m.

• Other important dates:
  • Semester Begins and Ends: January 6 through May 10
  • Last Day to Add a Class: Wednesday, January 12
English Department – Arts, Humanities, and Social Sciences Division
Vickrey’s Class Policies
English 111-0009, Writing & Inquiry – SPRING semester, 2022

• 10% Point of Semester - Last Day to Drop with a 75% Refund: Tuesday, January 18
• Last Day to Withdraw without Penalty (Grade of W, no refund): Wednesday, March 23
• Final Exam Week: Wednesday, May 4, through Tuesday, May 10

• Breaks and Days Off:
  • Martin Luther King, Jr., Birthday: Monday, January 17
  • Spring Break: Monday, March 14, through Friday, March 18
  • Faculty PD Day: Thursday, April 14
  • College Closed: Friday, April 15, and Saturday, April 16

4. 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.

4.1. Contact Information

Associate Department Head, North
Dr. Tara Thompson
919-532-5518
tlthompson2@waketech.edu

Department Head
Dr. Eleanor Branch
919-866-6879
edbranch@waketech.edu

Dean, Arts, Humanities, and Social Sciences
Dr. Mike Beck
SB 204L (Southern Wake Campus)
919-866-5004
mebeck@waketech.edu

5. Tentative Calendar

This is an ONLINE section of English 111 class. A significant degree of computer literacy is required, as well as proficiency with using the Internet and Blackboard. All assignments are subject to change.

These are the planned due dates. All assignments are subject to change. Use this calendar as a guideline, but do check the dates and assignments on our class Announcements page in Blackboard for the most up-to-date schedule. All assignments will be turned in electronically through Blackboard. All
assignments are due on Blackboard before 9:00 a.m. on the first day that they are listed.
In order to spread things out, assignments will be due on a Monday-Wednesday-Friday schedule.
For most assignments, this does not mean you cannot complete all of your work on the weekend before assignments are due, but progressive assignments may require more frequent revisions, so you will want to check daily for those assignments.

You may not miss an exam or paper without prior approval from the instructor.
The following abbreviations are used for the various texts:
- **RFW = Rules for Writers, 9th ed**
  - This is our handbook, our guide to writing, and our writing rule book.
- **LP = LaunchPad, the electronic workbook for this class**
  - Please note that in order to spread out the LaunchPad assignments, you may complete an exercise a day or two or three before we discuss that material in class.
- **WTR = Wake Tech Reader, 3rd ed**
  - This book contains some of the readings we will use as models for writing.
- **Bb or PDF = a PDF reading posted in Blackboard (Bb).**
  - Most of the PDFs for this class will be additional model readings.

Assignments are labeled by their planned sequence in the semester, so A1 is “assignment one” and is the first assignment. Be aware, however, that I do not always assign all of the assignments I have developed for this course, so we might not do A3 or A14 this semester, or we might jump from A3 to A6.

**All assignments are due through Blackboard (Bb) before at 9:00 a.m.**

This is the likely class calendar, but some classes move faster than others, and sometimes we will end up spending more time on a topic than I had planned, so, one more time, **this is a tentative calendar, and all assignments are subject to change. Pay attention to the Announcements page in Blackboard.**

**Semester by Class Days**

**Review basic grammar before class begins.**

Look over your **Rules for Writers (RFW)** and review chapters 1-7, 8-11, and especially 19-22: This is basic material that you mastered in grade school, so it should not prove too difficult. If you find yourself having trouble with nouns, verbs, adjectives, adverbs, subjects, predicates, agreement, and sentence boundaries, plan to make time to go to the Individualized Learning Center (on North Campus, Building NF Room 448, 919-532-5548, M-F 9-7, F 9-3) during the semester.

**Lesson 1 • Focus: Class Basics**
- **Focus**: Getting Started review of the Syllabus in Blackboard, Textbooks, Assignments, Due Dates, Attendance, Learning Outcomes, Classroom Behavior, Using Blackboard
- Complete the **Course Entry Quiz** in Blackboard. *(attendance assignment)*

**Lesson 2 • Focus: More Class Basics**
- **Focus**: Getting Started review of Discussion Guidelines through the beginning of Critical Reading (all in Bb) and material on the Diagnostic Paragraph
- **Assignment 1 (A1): First Contact** assignment is due (two parts: email response + document in Blackboard) due through Bb before class today. *(attendance assignment)*
- **Assignment 2 (A2): Your Diagnostic Paragraph is due through Blackboard before 9.00 a.m. today.* See Blackboard for details
- **LP**: Set up your LaunchPad account this week; your first assignment is due in a few days. As a rule, LP assignments will launch a week before they are due.

**Lesson 3 • Focus: Critical Reading 1**
- **Focus**: Critical Reading material from Mo Tsu to Mortimer Adler
- **Assignment 3 (A3): Getting Started Exercise** is due through Bb before 9:00 a.m. *(attendance assignment)* – This exercise is a review of the syllabus and class documents, and it gives you
credit for doing what you normally do with all of your classes, reading and reviewing the syllabus and class documents before classes begin. You need to complete this worksheet before you can complete any more worksheets or other work for this class. Worksheet due through Bb before class.

Lesson 4 • Focus: Adler’s “Mark a Book”
- **Focus:** Critical Reading 2 - Mortimer Adler's "How to Mark a Book" *(Wake Tech Reader, WTR 35)*
- **Assignment 4 (A4): Critical Reading Adler** reading worksheet is due through Bb before 9.00 a.m. *(attendance assignment)* – This is a typical readings worksheet for this class. Students are expected to turn in thoughtful, well-written responses to the worksheet prompts. In seated classes, when we have an assigned reading from your textbook, bring your textbook to class.
  - One of the things you should do before you read any assignment is to review any questions at the end of the reading and, in this case, the questions on the worksheet. These questions will provide you with signposts to look for along the way as you read for the answers.
  - **Read** Adler, WTR 33, and Marohl, “Critical Reading,” WTR 1, and “Reading Arguments” in your handbook. *Rules for Writers* (RFW), pages 78-89
  - **LaunchPad (LP) exercises.** Welcome to LaunchPad exercise – This is your first LaunchPad assignment, and you will have several dozen more LP assignments throughout this semester. Some exercises will give you credit for readings, but most will include readings plus exercises to complete. The LearningCurve exercises in LP are adaptive exercises that get more difficult as you learn more. Please note that in order to spread out the LaunchPad assignments, you may complete an exercise a day or two or three before we cover that material in class. You purchased the *Rules for Writers* with LaunchPad access code, right? If you did not, you must purchase access to LaunchPad.

Lesson 5 (10%) • Focus: Associative Thinking & Critical Reading
- **Focus:** Associative Thinking (making connections between seemingly unconnected things) and more readings
- **A5: Associative Thinking & More Reading Practice** worksheet is due through Bb before 9.00 a.m. *(attendance assignment)*. This is a list of short readings (poems) that we'll use to practice and discuss critical reading.
  - **Read** RFW, chapters 4-6
  - **LP** – Active Reading
  - **10% point** – Last student withdrawal from a course with no notation and with a 75% refund

Lesson 6, • Focus: Practice Critical Reading
- **Focus:** Practice Critical Reading
- **A6: Associative Thinking & Even More Reading Practice** *(attendance assignment)*: Various Readings worksheet is due through Bb before 9.00 a.m. - This worksheet includes some short readings (poems) that we'll use to practice critical reading (Ted Hughes, Shelley, Cohen, Tennyson, Sexton, and Shakespeare).
  - **Read** RFW, chapters 1-3 and 7
  - **LP** – Critical Reading

Lesson 7 • Focus: Aristotle, Rhetoric, & Description
- **Focus:** Rhetoric and Argumentation to Basic Critical Thinking and maybe get to the selection from Aristotle’s “Rhetoric” *(PDF in Bb)* & Rhetoric notes in Bb
- **A7: Aristotle & Rhetoric** *(attendance assignment)*: Aristotle & Rhetoric worksheet is due through Bb before 9.00 a.m.
  - **LP**, Prewriting
  - **Review** presentation notes in Bb Lessons folder about Rhetoric and Modes
  - Lessons folder > Writing Basics Review > Rhetoric 1 - Rhetoric & Writing
Lesson 8 (15%) • Focus: Critical Thinking, Schafersman, and Bloom
• Focus: Critical Thinking, Schafersman, and Bloom – An overview of critical thinking with examples from Steve Schafersman and Benjamin Bloom’s Taxonomy of Critical Thinking
• A8: Bloom & Schafersman on Critical Thinking (attendance assignment): Critical Thinking worksheet due through Bb before 9:00 a.m.
• LP, Patterns of Development

Lesson 9, (20%) • Focus: Elbow & Murray as Models
• Focus: Discuss Peter Elbow’s “Freewriting” & Donald Murray’s “The Maker’s Eye”
• A9 (attendance assignment): Elbow & Murray readings worksheet due through Bb
• Read Elbow, “Freewriting,” WTR 93
• Read Murray, “The Maker’s Eye,” WTR 182
• LP, Topic Sentences

Lesson 10, • Focus: Theses, Topic Sentences, & Essay Organization
• Focus: Theses, Topic Sentences, & Essay Organization
• A10 (attendance assignment): Student topic sentence worksheet due through Bb before 9.00 a.m.
• Read Wolkowski, “Introductions and Conclusions,” WTR 15
• Read Neilson, “Fluid Sentences and Coherent Paragraphs,” WTR 11
• Read Fenton-Glass, “Thesis Statements and Topic Sentences,” WTR 19
• Read RFW, pages 15 & 52

Between class 10 & class 11 • A10 revisions: Again, this is a progressive worksheet, so student topic sentence worksheet revisions can be turned in as soon as you make the revisions. I will check the assignment Monday afternoon and again on Tuesday, and you can get ahead by not waiting until Wednesday morning.

Lesson 11 • Focus: Drafting and Description
• Focus: Begin Drafting and Description, and Descriptive with examples by E.B. White, Richard Rodriguez, & James Joyce
• A11 (Attendance assignment): Description worksheet due through Bb before 9:00 a.m.
• A10 revisions: Student topic sentence worksheet revisions are due through Bb before 9:00 a.m. REVISED Student Paragraph topic sentence RE-proposal will be available in Bb today. You may turn in your revisions as soon as I have posted a response to your first submission. Reminder: This is a progressive worksheet. – See the essay prompt in the Papers folder.
• LP assignment is due through Bb before 9:00 a.m. – Parts of Speech & Nouns
• Read Neagle, "Narrative-Descriptive Essay," WTR 25
• Read Ball, "Exemplification," WTR 33

Between class 11 & class 12 • A10 revisions: Again, this is a progressive worksheet, so student topic sentence worksheet revisions can be turned in as soon as you make the revisions. I will check the assignment Wednesday afternoon and again on Thursday, and you can get ahead by not waiting until Friday morning.

Lesson 12 • Focus: Description – John Ciardi
• Focus: Description - John Ciardi’s “Dawn Watch”
• A12: Ciardi reading worksheet due through Bb before 9:00 a.m.
• A13a (Attendance assignment): Peer Review Preparation assignment due through Bb before 9:00 a.m. Contact your peer reviewer.
• A10 revisions: Student topic sentence worksheet revisions are due through Bb before 9:00
a.m. REVISED Student Paragraph topic sentence RE-proposal will be available in Bb today. You may turn in your revisions as soon as I have posted a response to your first submission. Reminder: This is a progressive worksheet. - See the essay prompt in the Papers folder.
  • Read John Ciardi’s "Dawn Watch" (PDF in Bb)
  • LP assignment is due through Bb before 9:00 a.m. – Verbs

Lesson 13 • Focus: 2nd Paper Peer Review - Plan to contact your Peer Review Group at least one class before this, even earlier would be better, so your peer reviewer will have time to review your paragraph.
  • A13b (Attendance assignment): Peer Review worksheet due through Bb before 9:00 a.m.
  • Read the Peer Review directions, and then scroll down for the A13b Peer Review worksheet.
  • Remember to send this worksheet to the student whose paper you read, too. That's how you will help the student improve the paragraph.
  • You do not need to turn in the self-evaluation or the checklist with this assignment.
  • You do want to review the essay prompt for the Student Paragraph in the “Papers You Will Write” folder in Blackboard.
  • A complete, clean draft of your Student Paragraph is due through Blackboard before 9:00 a.m.
  • You do not need to turn in the self-evaluation or the checklist with this assignment.
  • You do want to review the essay prompt for the Student-Writer Paper in the "Papers You Will Write" folder in Blackboard.
  • Read RFW, pages 21-28
  • LP assignment is due through Bb before 9:00 a.m. – Drafting

Lesson 14 (30%) • Focus: Description - Langston Hughes' "Salvation"
  • A14 (Attendance assignment): Hughes reading worksheet due through Bb before 9:00 a.m.
  • 1st Paper: Improved Diagnostic Paragraph + Writing Improvement Plan are due through Bb before 9:00 a.m.
  • Your improved diagnostic is a better version of the short essay you did the first week of the semester. The idea is for you to improve that paragraph before you turn in your student paragraph and to learn from what did and did not work in that paragraph. As explained in the PPT for today, you might earn up to ten points for improvements, depending on how many you needed to make and how complex those improvements were. Please note that you must make all improvements and explain why and what you changed to earn any additional points.
  • LP assignment is due through Bb before 9:00 a.m. – Editing

Lesson 15 • Focus: 2nd Paper
  • 2nd Paper (Attendance assignment): Finished Student Description paragraph due through Bb before 9:00 a.m. [Note: Do NOT turn in this essay until you have first completed your improved diagnostic paragraph.] - This assignment will not launch until after the peer review assignment.
  • You WILL turn in a self-evaluation and checklist with this assignment.
  • LP assignment is due through Bb before 9:00 a.m. – Revising

Lesson 16 • Focus: Word Functions & writer paragraph topic sentence
  • A16 (Attendance assignment): Word Functions worksheet due through Bb before 9:00 a.m.
  • A17: Writer Paragraph topic sentence proposal due through Bb before 9:00 a.m. - See the essay prompt in the Papers folder
  • Read ch. 19 in RFW.
  • LP - Sentence Fragments. This is a major error and can cost you points on a paper (i.e., you can fail a paper because of this error), so you will want to pay close attention to this lesson.

• Between class 16 & class 17 • A17 revisions: Again, this is a progressive worksheet, so student topic
sentence worksheet revisions can be turned in as soon as you make the revisions. I will check the
assignment Monday afternoon and again on Tuesday, and you can get ahead by not waiting until
Wednesday morning.

Lesson 17 • Focus: Sentence Boundaries

- **A18 (Attendance assignment):** Sentence Boundaries worksheet due through Bb before 9:00 a.m.
- **A17 revisions:** Writer topic sentence worksheet revisions are due through Bb before 9:00 a.m.
  REVISED Writer Paragraph topic sentence RE-proposal will be available in Bb today.
  You may turn in your revisions as soon as I have posted a response to your first submission.
  Reminder: This is a progressive worksheet. - See the essay prompt in the Papers folder.
- **Read** ch. 20 in RFW.
- **LP** - Run-ons & Comma Splices. This is a major error and can cost you points on a paper (i.e.,
you can fail a paper because of this error), so you will want to pay close attention to this lesson.

- Between class 17 & class 18 • A17 revisions: Again, this is a progressive worksheet, so student topic
  sentence worksheet revisions can be turned in as soon as you make the revisions. I will check the
  assignment Monday afternoon and again on Tuesday, and you can get ahead by not waiting until
  Wednesday morning.

Lesson 18 (40%) • Focus: Agreement

- **A20 (Attendance assignment):** Agreement worksheet due through Bb before 9:00 a.m.
- **A17 revisions:** Writer topic sentence worksheet revisions are due through Bb before 9:00 a.m.
  REVISED Writer Paragraph topic sentence RE-proposal will be available in Bb today.
  You may turn in your revisions as soon as I have posted a response to your first submission.
  Reminder: This is a progressive worksheet. - See the essay prompt in the Papers folder.
  **Note:** This is the last day for topic sentence revisions.
- **Read** chs. 21 & 22 in RFW
- **LP** - Subject-Verb Agreement. This is a major error and can cost you points on a paper (i.e.,
you can fail a paper because of this error), so you will want to pay close attention to this lesson.

Lesson 19 • Focus: Email screenshot proof of sent Writer paragraph &
Gansberg reading

- **A22a:** A screenshot of your email that you have sent your Writer paragraph to the
  appropriate person in your Peer Review Group is due through Blackboard before 9:00 a.m.
- **A21 (attendance assignment):** Gansberg reading worksheet due through Bb before 9:00 a.m.
- **LP** - Pronouns 2

Lesson 20 • Focus 3rd Paper Peer Review + Improved Student Paragraph

- **Improved Student paragraph** is due through Bb before 9:00 a.m.
- **A22b: Writer Paragraph Peer Review worksheet (attendance assignment):** is due through Bb
  before 9:00 a.m. The worksheet (A22b) you will use to guide your review is in the Class 21 folder.
  - **Read** the Peer Review directions, and then scroll down for the A20a Peer Review worksheet.
  - **Remember to send this worksheet to the student whose paper you read, too. That's how you
    will help the student improve the paragraph.**
  - You do not need to turn in the self-evaluation or the checklist with this assignment.
  - You do want to review the essay prompt for the Student Paragraph in the "Papers You Will
    Write" folder in Blackboard.
  - **A complete, clean draft of your Writer Paragraph is due** through Blackboard before 9:00
    a.m.
    - You do not need to turn in the self-evaluation or the checklist with this assignment.
    - You do want to review the essay prompt for the Student-Writer Paper in the "Papers You Will
      Write" folder in Blackboard.
Lesson 22 • 3rd Paper – Finished Writer Description paper (attendance assignment) is due through Bb before 9:00 a.m.
- Note: Do NOT turn in this essay until you have first completed your improved student paragraph. - This assignment will not launch until after the peer review assignment.
- You WILL turn in a self-evaluation and checklist with this assignment.
- LP - Coordination & Subordination

Lesson 23 (50%) • Focus: Description – Alice Walker, “Everyday Use”
- A24 (attendance assignment): Walker reading worksheet due through Bb before 9:00 a.m.
- A23: Student-Writer Paper thesis statement proposal due through Bb before 9:00 a.m. - You may turn in your revisions as soon as I have posted a response to your first submission. Reminder: This is a progressive worksheet. - See the essay prompt in the Papers folder.
- LP - Sentence Variety

Lesson 24 • Focus: Description - E.B. White, “Once More to the Lake”
- A25 (attendance assignment): White reading worksheet due through Bb before 9:00 a.m.
- A23 revisions: REVISED Student-Writer thesis statement proposal due through Bb before 9:00 a.m. REVISED Student-Writer thesis RE-proposal will be available in Bb today. You may turn in your revisions as soon as I have posted a response to your first submission. Reminder: This is a progressive worksheet. - See the essay prompt in the Papers folder.
- LP - Adjectives & Adverbs

Lesson 25 • Focus: Finish up your papers for today. We will use today’s LaunchPad assignment for today’s attendance.
- A23 revisions: REVISED Student-Writer thesis statement proposal due through Bb before 9:00 a.m. REVISED Student-Writer thesis RE-proposal will be available in Bb today. You may turn in your revisions as soon as I have posted a response to your first submission. Reminder: This is a progressive worksheet. - See the essay prompt in the Papers folder. Note: This is the last day for thesis statement revisions.
- LP (attendance assignment) - Working with Sources

Lesson 26 • Focus: Peer Review - Email screenshot proof of sent Student-Writer paper & your Improved Writer paper
- A27a (attendance assignment): A screenshot of your email showing that you have sent your Student-Writer essay to the appropriate person in your Peer Review Group is due through Blackboard before 9:00 a.m.
- You will NOT be allowed to turn in this paper if you do not complete this stage of the paper.
- Read the Peer Review directions, and then scroll down for the Peer Review worksheet.
- LP – Summarizing
Lesson 27 • Focus 4th Paper Peer Review

- Your Improved Writer paper is due through Bb before 9:00 a.m.
- A27b: Peer Review worksheet (attendance assignment) is due through Bb before 9:00 a.m.
  The worksheet (A27b) you will use to guide your review is in the Class 21 folder.
  - Read the Peer Review directions, and then scroll down for the Peer Review worksheet.
  - Remember to send this worksheet to the student whose paper you read, too. That's how you will help the student improve the paragraph.
- A complete, clean draft of your Student-Writer Paper is due through Blackboard before 9:00 a.m.
  - You do not need to turn in the self-evaluation or the checklist with this assignment.
  - You do want to review the essay prompt for the Student-Writer Paper in the "Papers You Will Write" folder in Blackboard.
- LP - Documentation Guides

60% point of the semester, Last “W”

Withdrawal Reminder: The 60% point is the last date for a non-punitive (i.e., it does not harm your GPA) grade of “W” and the last day Wake Tech students can initiate a withdrawal from a class. Students who attend a class on the day after this are committed to a passing or failing grade in that class. Remember, a “D” grade does not transfer, and students who have a failing average (less than a 60 in a ten-point scale) in a class at this point should consider carefully whether to withdraw, or not. Withdrawing at this point nets a 0% refund, but may preserve your GPA.

Lesson 28 (60% of class meetings) • 4th Paper – Finished Student-Writer Description paper (attendance assignment) is due through Bb before 9:00 a.m. [Note: Do NOT turn in this essay until you have first completed your improved writer paragraph.] - This assignment will not launch until after the peer review assignment.
  - You WILL turn in a self-evaluation and checklist with this assignment.
  - LP - Quotation Marks

Lesson 29 • Focus: Comparison mode + Suzanne Britt’s "Neat People vs. Sloppy People"

- A28 (attendance assignment): Comparison & Britt reading worksheet due through Bb before 9:00 a.m.
- LP - Active and Passive Voice

Lesson 30 • Focus: Commas + Comparison - Judy Brady's "I Want a Wife"

- A29 (attendance assignment): Brady reading worksheet due through Bb before 9:00 a.m.
- A30: Commas worksheet due through Bb before 9:00 a.m.
- LP - Argumentation

Lesson 31 • Focus: Deborah Tannen's "Sex, Lies and Conversation"

- A31 (attendance assignment): Tannen reading worksheet due through Bb before 9:00 a.m.
- LP - Mixed Constructions

Lesson 32 (70%) • Focus: Commas + Robin Lakoff's "You Are What You Say"

- A32 (attendance assignment): Lakoff reading worksheet due through Bb before 9:00 a.m.
- LP – Parallelism
Lesson 33 • Focus: Henry Louis Gates' "Delusions of Grandeur"
• A33 (attendance assignment): Gates reading worksheet due through Bb before 9:00 a.m.
• A34: Essay selection for the next paper is due though Bb before 9:00 a.m. This is a sequential worksheet.
• LP – Commas

Lesson 34 • Focus: George Plimpton’s "American Tradition of Winning"
• A35 (attendance assignment): Plimpton reading worksheet due through Bb before 9:00 a.m.
• LP - Colons & Semicolons

Lesson 35 • Focus: I.A. Williams' "The Importance of Doing Things Badly"
• Improved 3rd Paper, Student-Writer Description, due through Bb before 9.00 a.m.
• A36 (attendance assignment): Williams reading worksheet due through Bb before 9:00 a.m.
• LP - Colons & Semicolons

Lesson 36 • Focus: Comparison Working Thesis
• A37 (attendance assignment): Comparison working thesis worksheet due through Bb before 9:00 a.m.
• LP – Wordiness

Lesson 37 - Begin Cause & Effect & Rick Bass’ “Why I Hunt”
• A38 (attendance assignment): Rick Bass reading worksheet is due through Bb before 9.00 a.m.
• A37: REVISED Comparison working thesis worksheet due through Bb before 9:00 a.m.

Lesson 38 – Focus: Plato & Comparison Topic Sentences
• A39 (attendance assignment): Plato reading worksheet is due through Bb before 9.00 a.m.
• A37: REVISED Comparison working thesis worksheet due through Bb before 9:00 a.m.
• A40: Comparison Topic Sentences worksheet is due through Bb before 9.00 a.m.

Lesson 39 – McKibben’s “Designer Genes”
• A41 (attendance assignment): McKibben reading worksheet is due through Bb before 9.00 a.m.
• A40: Comparison Topic Sentences is due through Bb before 9.00 a.m. This is a progressive

Lesson 40 • Focus: Process - Sherri Turkle + Sources Review
• 5th Paper, Comparison-Contrast w/sources is due through Bb before 9.00 a.m.
• Sentence Structure, Fragments, Comma Splices & Fused Sentences (Review)
• A43 (attendance assignment): Turkle, “Computers,” WTR 301, reading worksheet is due through Bb before 9:00 a.m.
• LP, Analyzing Processes

Lesson 41 (90%) • Focus: About Timed Writing + Review Elbow & Murray
• A44 (attendance assignment): Murray & Elbow review worksheet is due through Bb before 9.00 a.m.
• Re-read Peter Elbow (WTR 93) and Donald Murray (WTR 182) in your reader for today. Yes, you have read these essays before, but do it again. This is important.

Lesson 42 • Focus: Writing Workshop/Final exam preparation
• Writing: A45 (attendance assignment); Comparison bases worksheet is due through Bb before 9.00 a.m. - Sequential assignment: This assignment is the first of a series of assignments, most of which will launch after the previous sequential assignment is due. So the next assignment will
launch after this one is due. Unlike some of the assignments we have done this semester, you will not be resubmitting these assignments. After I comment on them, however, I will expect you to make the appropriate changes to your work. I just won’t be checking those changes.

Lesson 43 • Focus: Writing Workshop/Final exam preparation
• Editing & Proofreading (Review)
• Final exam preparation (Attendance is required) – Description, comparison, cause & effect, and process exercises in-class
• Writing: A46 (attendance assignment): Quotations & citations worksheet is due through Bb before 9.00 a.m. - Sequential assignment: This assignment will launch after the previous sequential assignment is due.
• Writing: A47: Working thesis worksheet is due through Bb before 9.00 a.m. - Sequential assignment: This assignment will launch after the previous sequential assignment is due.

Lesson 44 • Focus: Writing Workshop/Final exam preparation
• Improved 4th Paper, Comparison-Contrast w/sources is due through Bb before 9.00 a.m.
• Revising (Review)
• Writing: A49 (attendance assignment): Revised thesis & topic sentences worksheet is due through Bb before 9.00 a.m. - Sequential assignment: This assignment will launch after the previous sequential assignment is due.

Lesson 45 • Focus: Writing Workshop/Final exam preparation
• Writing: A50 (attendance assignment): Works cited forms worksheet is due through Bb before 9.00 a.m. - Sequential assignment: This assignment will launch after the previous sequential assignment is due.

Timed Final Exam Essay in Bb
• The final exam will be a timed written essay available in Blackboard.
• You may use your reader, your handbook, a dictionary, and your workshop sheets from the previous week.
• If I okayed your workshop proposals through Bb, you may use your approved thesis, topic sentences, outline, and works cited forms during the exam.
• 6th Paper paper, the Final Exam essay, will be due at the end of the timed period.
• Please review section 7.3.3. of Class Guidelines regarding missing exams (I have to okay your reason before the exam).

Semester grades – I will post semester grades in WebAdvisor and Blackboard two days after the final day of exams.