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ENGL 1A (56072)  
Room: CCI 207  
Time: TTh 3:00–4:50

## English 1A: Course Description

Students will read, analyze, and compose college-level prose, with emphasis on the expository; study writing as a process; explore different composing structures and strategies; edit and revise their own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

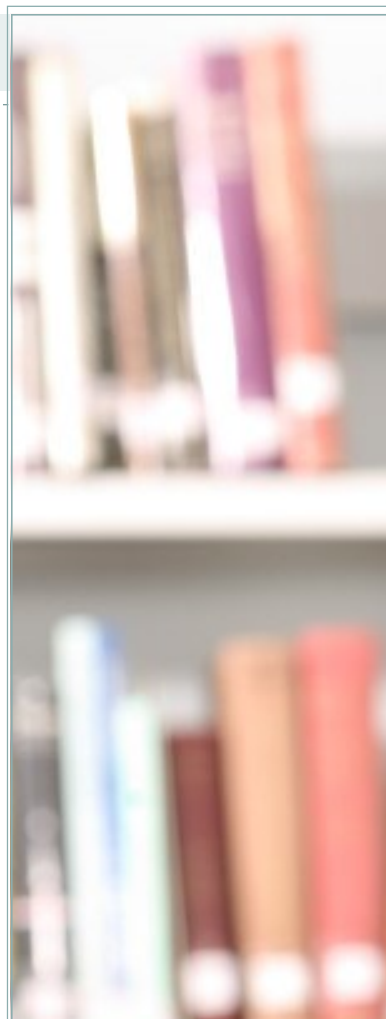
### STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- A. Write a documented research paper of at least 1,500 words that includes:
  - A sophisticated introduction, multiple body paragraphs, and a conclusion
  - A clearly defined, arguable thesis sentence
  - Supporting details that exhibit critical thinking and use credible secondary sources
  - Correct usage of MLA format, including a works cited page
  - Sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments and mechanics
  - Controlled and sophisticated word choice
  - An avoidance of logical fallacies
  - Demonstration of an awareness of purpose and audience
  - Appropriate and purposeful use of quotations
  - Correct in-text citations
  - An annotated bibliography of multiple sources
  - An avoidance of intentional and unintentional plagiarism
- B. Complete a timed essay independently in class
- C. Summarize and comprehend college-level prose (will include a full reading)

### INSIDE THIS SYLLABUS

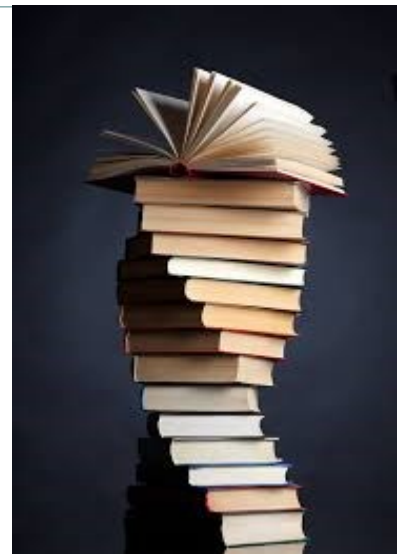
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## COURSE OBJECTIVES:

In the process of completing this course, students will:

- A. Write multiple essays of at least 1,500 words, including at least one research paper with documentation.
  - Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.
  - Indicate an arguable thesis.
  - Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.
  - Employ MLA formatting guidelines.
  - Reduce dependence on the instructor's guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.
  - Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.
  - Practice sound choices in identifying and avoiding logical fallacies.
  - Employ appropriate use of third person universal.
  - Identify appropriate audiences for their compositions.
  - Employ quotations, discriminating among sources for accuracy and validity.
  - Employ MLA formatting guidelines for Work Cited Page and in-text citations.
  - Develop annotated bibliography from sources for a research paper.
  - Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.
- B. Write an organized essay(s) with thesis and adequate support independently within a class period.
- C. Read and understand college level prose, including:
  - Identifying the model, summarizing the thesis, and locating supporting information.
  - Naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author's intent, both explicit and implicit.
  - Answering questions from assigned reading differentiating between an author's intent and personal reaction
  - Describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings.



### ON THE IMPORTANCE OF READING AND WRITING

*“Writing the perfect paper is a lot like a military operation. It takes discipline, foresight, research, strategy, and, if done right, ends in total victory.” - Ryan Holiday*

*“The art of writing is the art of discovering who you are.” - Gustave Flaubert*

*“Words are a lens to focus one's mind” - Ayn Rand*

*“The most important thing is to read as much as you can, like I did. It will give you an understanding of what makes good writing and it will enlarge your vocabulary.” - J. K. Rowling*



### IMPORTANT DATES AND DEADLINES

- January 25: Last day to drop a Spring 2019 full-term class for a full refund
- February 1: Last day to register for a Spring 2019 full-term class in person
- February 1: Last day to drop a Spring 2019 full-term class to avoid a “W” in person
- February 3: Last day to drop a Spring 2019 full-term class to avoid a “W” on WebAdvisor
- February 8: Last day to change a Spring 2019 class to Pass/No-Pass grading basis
- March 8: Last Day to drop a full-term class (letter grades assigned after this date)
- April 15-18: Spring Recess, no classes held.
- **May 21: Semester final! Normal class time! This cannot be changed!**
- May 24: End of Spring 2019 semester

## REQUIRED TEXTS AND MATERIALS:

- *They Say / I Say with Readings* by Gerald Graff, Cathy Birkenstein and Russel Durst (4th Edition. ISBN: 9780393631685)
- *Rules for Writers* by Diana Hacker and Nancy Sommers (9th Edition. ISBN: 9781319057428 )
- *Speaker for the Dead* by Orson Scott Card (ISBN: 9780312853259)
- A binder or folder for class notes, handouts and returned assignments (keep all assignments until the end of the semester)
- A way to store and save your work (such as a USB flash drive)
- Access to a computer, a printer and the internet
- A notebook or binder with lined paper
- Writing utensils and highlighters
- A stapler and/or large binder clips for submitting work

## GRADES

Category:	Percent of Grade:
Writing Project #1	15%
Midterm & Essay Exam (Timed Essay)	15%
Writing Project #2: Research Paper	20%
Annotated Bibliography	10%
Final: <i>Speaker for the Dead</i> and Term Paper Presentation	10%
Quizzes	20%
Reading Responses	10%

### Grading Scale:

- A: 100—90%
- B: 89.99—80%
- C: 79.99—70%
- D: 69.99—60%
- F: 59.99—0.00%

**Warning:** You must earn a C in order to pass this class, and for this class to count for transfer credit. As per the English 1A Course Outline of Record, you must be able to write a passing research paper, an annotated bibliography and an in-class timed essay in order to pass this class.

Grades will be updated regularly on Canvas. Make sure to check them frequently. Do not wait until the end of the semester to discuss your grade with me. If you see that I have made a mistake entering something in the grade book, please politely bring this to my attention. **Be sure to keep all of your work during the semester.**

## CLASSROOM ASSIGNMENTS

### Writing Projects and Annotated Bibliography

You will complete two writing projects over the course of the semester. Both writing projects will require major revision, multiple drafts and participation in class workshops. Writing Project #1 will be part of our writing unit and will be worth 15% of your grade. Writing Project #2 will consist of a longer research paper connected to *Speaker for the Dead* and will be worth 20% of your grade. The Annotated Bibliography is an assignment that you will need to complete in tandem with Writing Project #2 and will be worth 10% of your overall grade. You will be required to submit your final essays to Turnitin.com (through Canvas) and turn in a hard copy of all of the drafts of your essays when your essays are due.

### Submitting Late Essays

It is your responsibility to make sure your essays are completed and submitted on time. If you know you are going to be missing class on the day the essay is due, you should try to do the following: turn it in early, send it to class with a friend, get it time stamped and place it in my box, or at the very least email me a copy of your essay before class starts. **However, you may submit your essay up to one week late for a grade reduction. For each class meeting that you submit the essay late, a full grade will be deducted from the overall grade.** No essay will be accepted after this point.

### Essay Revision

You will only be allowed to revise two of your essays this semester, including Writing Project #1 and the Midterm Essay. In order to revise either of these essays you will need to do the following:

- Schedule a time to meet with me to discuss your essay and what you need to do to improve your paper.
- Visit the Reading and Writing Center and get help from one of the tutors. You will need to bring in any notes or feedback given to you and turn in documentation of having visited the Reading and Writing Center.
- Submit a revised essay packet that contains all of the following documents:
  1. Revised essay: make sure to highlight all of the changes you made to your essay.
  2. Your original scored essay with my comments and the attached rubric score.
  3. A bulleted list that specifically explains what changes you made to your essay and how these changes improved your paper.
- Your revised essay must be submitted by the specified date or it will not be accepted.

*\*There is no guarantee that you will earn a higher grade just because you revise your paper. Your revised essay grade will be based on the quality of the work you complete.*

### NEED EXTRA HELP?

I will not be keeping office hours this semester. I will be available Tuesday and Thursday afternoons **by appointment only**. If you would like to meet with me, please speak to me in person or send me an email in order to schedule an appointment. If you are unable to meet at this time, I can also try to host an online conference with you through Canvas. **Again, you will need to arrange an appointment with me ahead of time.**

Please feel free to email me about any specific questions or concerns you may have.

There are several other resources available to help:

**The Reading and Writing Center** (HUM 58). Open Mondays—Fridays from 8 -4. Walk-ins are welcome. They also have Tutorials available online.

**The Learning Center** also offers free tutoring for any subject. Tutoring is available in small group sessions or one-on-one. You can make an appointment or walk-in (you may need to complete a request for tutoring form if no tutor is available when you walk-in). The Learning Center is open Monday—Thursday 8:00-5:00 and Fridays 8:00-4:00

**Free online tutoring through Canvas.** Just click on the “Smarthinking Online Tutoring” link.

**24/7 Library Research Help:** this is available through Canvas. Just click on the link to open a chat session.



## CLASSROOM ASSIGNMENTS

### Midterm Exam and in-Class Essay

Part of the criteria for English 1A requires you to complete an in-class timed essay. This in-class essay will be part of the midterm exam and will be based on our poetry unit. The Midterm will also contain an exam that covers grammar, rhetorical devices, proper MLA formatting and other concepts covered in class. The midterm will be worth 15% of your grade. **You will not be allowed to make up the midterm or timed essay if you miss class. You also will not be allowed to retake the test for a higher grade.**

### Final

Your final will consist of two parts: a multiple choice exam on *Speaker for the Dead* by Orson Scott Card and a formal presentation on your term paper (Writing Project #2). Your final will be worth 10% of your grade.

### Quizzes

You should plan on taking at least one quiz a week. These quizzes will be based on grammar and writing exercises and on homework and reading assignments. If I can tell that students haven't been completing the assigned reading, I will begin giving quizzes at the beginning of each class session. **Quizzes will be given at the beginning of class. You will not be allowed to retake or make up missed quizzes.** Quizzes will be worth 20% of your grade.

### Reading Responses

Reading and writing go hand in hand. I will expect that when a reading assignment is due that you will have read the text actively. This means that you will have annotated your text and that you will be prepared to actively engage in class discussion and conversation about the reading. In order to help you do this, you will be required to complete Double Entry Journals on specific reading assignments. These DEJs will be submitted to Canvas **before** class. This will show me that you have done the reading and that you have come to class prepared. Your reading responses will be worth 10% of your grade.

### Homework

Most homework assignments, unless specified, will be uploaded to Canvas and will be due before class. All assignments must be turned in on time for credit. Late work will not be accepted. **The Canvas thread will close at 11:59 PM the day it is due.** I will only accept late assignments if your extenuating circumstances are approved by me.

## NEVER GIVE UP

*Start where you are. Use what you have. Do what you can. – Arthur Ashe*

*Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential. – John Maxwell*

*“Success is the sum of small efforts, repeated day in and day out.” – Robert Collier*

*Challenges are what make life interesting. Overcoming them is what makes life meaningful. – Joshua J. Marine*

*Success is not final; failure is not fatal: It is the courage to continue that counts - Winston Churchill*

*“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.” - Colin Powell*

*"Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don't quit." - Conrad Hilton*

## EMAIL ETIQUETTE

Feel free to email me whenever you have any questions or concerns. However, you need to remember that when you email me you are emailing your instructor. Make sure your email contains all of the following:

- A salutation: Dear Mrs. Vizthum

- The body of your email should be polite and should conform to Standard Written English (avoid slang, abbreviations, misspellings and inappropriate language).

- A closing: Sincerely...

Any email that fails to follow these guidelines—or an email that is unnecessarily rude or aggressive—will receive a “Try Again” message.

Please allow at least 24 hours during the week for me to respond. I don’t typically check or respond to emails over the weekend and holidays. If you do not hear back from me after 72 hours, please send me a new email, as it is safe to assume that your original email has been missed or lost. Please make sure to include your name and section information in the email’s subject line.

## CLASSROOM POLICIES AND EXPECTATIONS

### Absences

Attendance in this class is required. You are expected to attend all class sessions and to participate actively in all class activities (including group work, workshops, presentations, etc.). Attendance is taken at the beginning of class. You are responsible for completing all work on time, even when you miss class. You must check Canvas daily for announcements and reminders. You will not be allowed to make up tests, quizzes or other assignments that you missed. I consider an unprepared student (someone who has not completed the homework or who hasn’t brought the appropriate materials to class) to be absent. Do not pack up or leave early, as this will constitute an absence. If you must leave early for some reason, please tell me ahead of time. **Please note that you will be dropped if you miss the first or second class meeting without contacting me beforehand. You will also be dropped by the census date (March 7th) if you miss three or more class sessions without contacting me and/or you are earning a failing grade.**

### Tardy

If you come late to class, enter the room quietly and take the closest open seat. Do not interrupt class to tell me that you have arrived, to ask what we are doing or to turn in an assignment. At the end of class, politely remind me to update your attendance record. You will not be allowed to make up a test/quiz you missed on account of your being tardy. Remember, physical copies of assignments will only be accepted at the beginning of class. If you arrive to class after work has been collected, your work is late and will not be accepted.

### Academic Behavior:

According to the Reedley College *Student Conduct Standards and Procedures*, if a student “Interferes with or disrupts faculty and administrators who are fulfilling their professional responsibilities that student is subject to discipline” (4). In order to maintain a safe learning environment, I expect you to be respectful and to work cooperatively with your classmates. This means coming prepared to class on time, staying on task and completing the assignment or activity, not talking out of turn or passing notes, and **keeping your cell phones turned off and put away**. If you are disruptive, I may ask you to leave (this will constitute an absence).

### Electronic Devices

Cell phones should not be out during class. Cell phones should be switched off and put away. If you have a personal laptop or tablet, you will be allowed to use it during class when working on certain assignments (during essay workshops, when we are conducting research or for completing presentations). However, I expect you to stay focused and on task (see Academic Behavior above). If your personal device becomes too much of a problem or a distraction, you will not be permitted to continue using it during class.

## MAKE SURE TO PLAN AHEAD

*“By failing to prepare, you are preparing to fail.” - Benjamin Franklin*

*“Plan your work and work your plan.”*

*- Napoleon Hill*

*“The backbone of success is hard work, determination, good planning, and perseverance.”*

*- Mia Hamm*

*“Planning is bringing the future to the present so that you can do something about it now.”*

*- Alan Lakein*

*“For tomorrow belongs to the people who prepare for it today.”*

*- African Proverb*

*“A goal without a plan is just a wish.” - Antoine de Saint-Exupéry*

*“Have a bias toward action—let’s see something happen now. You can break that big plan into small steps and take the first step the right way.” - Indira Gandhi*

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## CLASSROOM POLICIES AND EXPECTATIONS

### Cheating and Plagiarism

- Cheating is defined as: acting dishonestly or unfairly in order to gain an advantage
- Plagiarism is defined as: *the practice of taking someone else’s work or ideas and passing them off as one’s own.*

**If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class.** Additionally, a plagiarism report will be filed with administration. **Plagiarizing any of the major writing assignments will result in a failing grade in the class.** Please note that you will submit your essays to Turnitin through Canvas, so if you plagiarize, you will get caught.

### Examinations/Quizzes

**Examinations and quizzes cannot be made up or retaken** (this includes the in-class timed essay!). If you know you will be missing class, you must speak to me at least 48 hours in advance in order to make alternate arrangements. During quizzes and examinations, you will not be allowed to talk, to leave class (unless you have already finished and turned in your exam) or to have any electronic devices out. You will only be allowed to use the materials specified on the exam. You will not be permitted to share materials with your classmates. If you violate these test regulations, you will be immediately dismissed from class and no credit will be given.

### Students with Disabilities/Special Accommodations

Disabled Students Programs and Services provide specialized counseling, support services, and resources to students with temporary or permanent disabilities. For more information, contact Disabled Students Programs and Services at (559) 638-0332. If you are in need of an accommodation due to a disability please provide me with your notification of authorized services form from DSP&S so that arrangements can be made.

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*“If you don’t think there is magic in writing, you probably won’t write anything magical.”  
— Terry Brooks*

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## TENTATIVE COURSE SCHEDULE

### Changes to the Syllabus/Calendar

The instructor reserves the right to make changes as necessary for the benefit of the class, including: changes to policies on the syllabus or dates on the calendar. Not checking Canvas or your email account is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

**Abbreviations:**

- *T/I* = They Say / I Say
- *Rules* = Rules for Writers
- *SfD* = *Speaker for the Dead*

<b>Date</b>	<b>Agenda</b>	<b>Assignment Due</b>
Tuesday January 15	Review course syllabus and policies <b>Homework:</b> Complete DEJ on Syllabus; purchase course materials; Read “Repair Sentence Fragments” ( <i>Rules</i> Chapter 19, 166 – 173)	
Thursday January 17	Syllabus Quiz Review English 1A Essay Rubric Grammar: Sentence Structure; Fragment Sentences “How is College Different from High School?” and Advice from Previous English 1A Students <b>Homework:</b> Read “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie and “Mother Tongue” by Amy Tan and respond to Discussion posting (Canvas)	DEJ: Syllabus
Tuesday January 22	Grammar Quiz: Fragment Sentences Discuss “Superman and Me” by Sherman Alexie and “Mother Tongue” by Amy Tan Introduce Diagnostic Essay: Literacy Narrative <b>Homework:</b> Respond to Introduction (Discussion on Canvas); Brainstorm & Outline Literacy Narrative	Respond to Discussion post on “Superman and Me” and “Mother Tongue” (Canvas) due by 11:59 PM on 1/21/19
Thursday January 24	<b>In-Class Timed Essay: Literacy Narrative due at the end of class to Turnitin (Via Canvas)</b> <b>Homework:</b> Read Introduction and Chapter 1 of <i>T/I</i> (3 – 11, 19 – 29); Read “Two Years is Better than Four” by Liz Addison ( <i>T/I</i> 365 – 368); Read “Revise Run-on Sentences” ( <i>Rules</i> Chapter 20, 173 – 179); Read Chapters 54b “Understand what Plagiarism is” – 55b “Integrating Sources” of <i>Rules</i> (399 – 406).	Respond to Introduction (Discussion post on Canvas) due by 11:59 PM on 1/23/19 Literacy Narrative Essay Brainstorming & Outline
Tuesday January 29	Grammar: Sentence Structure; Run-on Sentences Starting with what others are saying <b>Homework:</b> Read Chapter 2 of <i>T/I</i> (30 – 42); Read “Don’t Blame the Eater” by David Zinczenko ( <i>T/I</i> 647 – 650)	Bring <i>They Say, I Say</i> to class with you
Thursday January 31	Quiz: Run-On Sentences and Assigned Readings The Art of Summarizing Discuss: “Don’t Blame the Eater” by Zinczenko <b>Homework:</b> Revised Summary due at the beginning of class on Tuesday, February 5 <sup>th</sup> ; Read Chapter 3 of <i>T/I</i> (43 – 52); Read “Does Texting Affect Writing?” by Michaela Cullington ( <i>T/I</i> 462 – 473); Read Chapter 56a “MLA in-text Citations” of <i>Rules</i> (420 – 429).	Bring <i>They Say, I Say</i> to class with you



Tuesday February 5	<p>MLA: How to properly format quotations Working with Quotations Discuss “Does Texting Affect Writing” by Michaela Cullington <b>Homework:</b> Read “Why Women Still Can’t Have It All” by Anne-Marie Slaughter (<i>T/I</i> 534 – 554) complete DEJ (due to Canvas)</p>	Bring <i>They Say, I Say</i> to class with you Revised Summary Paragraph
Thursday February 7	<p>Quiz: Properly formatting quotations and Assigned Readings Three Ways to Respond Discuss: “Why Women Still Can’t Have It All” by Slaughter <b>Homework:</b> Read Chapter 5 of <i>T/I</i> (67 – 76); Read “Why Men Still Can’t Have It All” by Richard Dorment (<i>T/I</i> 555 – 575) and complete DEJ (due to Canvas); Chapters 15 – 16 of <i>Rules</i> (142 – 149)</p>	Bring <i>They Say, I Say</i> to class with you
Tuesday February 12	<p>Grammar: Sentence Variety Distinguishing What You Say from What They Say Discuss “Why Men Still Can’t Have It All” by Dorment Writing Project 1: Essay Prompt with Brainstorming and Mapping <b>Homework:</b> Complete Working Thesis and Brainstorming/Mapping</p>	Bring <i>They Say, I Say</i> to class with you
Thursday February 14	<p>Quiz: Sentence Variety &amp; Readings Writing: Clear Thesis Statements and Introductions <b>Homework:</b> Complete Introductions (bring two copies to class on 2/19)</p>	
Tuesday February 19	<p>Writing: Matching Topic Sentences and Thesis Statements Workshop: Introductory Paragraphs and Thesis Statements <b>Homework:</b> Write first two body paragraphs; Read Chapters 6 – 7 <i>T/I</i> (77 – 100)</p>	Working thesis and Introductions due at the beginning of class (bring 2 copies!)
Thursday February 21	<p>Quiz: Thesis Statements &amp; Topic Sentences Counterarguments and Effective Conclusions Workshop: Body Paragraphs and Suggest Counterarguments <b>Homework:</b> Complete Rough Draft of Essay (Writing Project 1); Read Chapters 8 – 10 <i>T/I</i> (101 – 140)</p>	Bring Rough Draft of Essay (Introduction and Two Body Paragraphs)
Tuesday February 26	<p>Adding Metacommentary to your Writing How to Successfully Revise Your Writing Workshop Rough Drafts <b>Homework: Revise Essay; Final Essay Packet will be due at the beginning of class on Thursday 2/28 - Digital Copy due to Turnitin (Canvas) by 11:59 PM 2/28</b></p>	Bring Completed Rough Draft of Essay (Writing Project 1) to class
Thursday February 28	<p>Background: Speaker for the Dead Read and Discuss: Introduction of <i>SfD</i> Introduction to Poetry: Important Poetic Terms and Devices How to Read &amp; Analyze Poetry: “One Art” by Elizabeth Bishop <b>Homework:</b> Read Prologue and Chapter 1 of <i>SfD</i> with DEJ (Canvas)</p>	<b>Final Essay Packet (Writing Project #1) due at the Beginning of Class!</b> Bring <i>Speaker of the Dead</i> to class

Tuesday March 5	Discuss <i>SfD</i> Prologue and Chapter 1 Analyzing Speaker, Situation and Tone in Poetry: “Dear Tiara” by Daughtry and “Daddy” by Sylvia Plath <b>Homework:</b> Read Chapters 2, 3 and 4 of <i>SfD</i>	Bring <i>Speaker of the Dead</i> to class
Thursday March 7	Quiz: Poetic Devices and Assigned Poems Discuss <i>SfD</i> chapters 2, 3 and 4 Analyzing Form and Rhythm in Poetry: “Anabel Lee” by Poe, Sonnet 116 by Shakespeare, “Repetition” by Phil Kaye <b>Homework:</b> Read Chapters 5 and 6 of <i>SfD</i> ; Read	Bring <i>Speaker of the Dead</i> to class
Tuesday March 12	Writing Practice: Thesis Statements & Topic Sentences Discuss Discuss <i>SfD</i> Chapters 5 and 6 Analyzing Diction and Word Choice in Poetry: “Siren’s Song” by Atwood; “Because I could not stop for death” by Dickinson; “Jabberwocky” by Carroll <b>Homework:</b> Read Chapter 7 of <i>SfD</i>	Bring <i>Speaker of the Dead</i> to class
Thursday March 14	Writing Practice: Topic Sentences Discuss <i>SfD</i> Chapter 7 How to Write About Poetry: “Design” by Robert Frost Practice Essay <b>Homework:</b> Read Chapters 8, 9 and 10 of <i>SfD</i> ; Read sources on Robert Frost and “Design”	<b>Revised Writing Project #1 Due!</b> Bring <i>Speaker of the Dead</i> to class
Tuesday March 19	Discuss Chapters 8, 9 and 10 of <i>SfD</i> Practice Essay: Writing Introductions and Mapping Body Paragraphs <b>Homework:</b> Read Chapters 11 and 12 of <i>SfD</i> ; Read “Do Not Go Gentle into that Good Night” by Dylan Thomas and “Death Be Not Proud” by John Donne	Bring <i>Speaker of the Dead</i> to class
Thursday March 21	Discuss <i>SfD</i> Chapters 11 and 12 Practice Essay: Body Paragraphs and Incorporating Sources/Quotations Discuss “Do Not Go Gentle into that Good Night” by Dylan Thomas and “Death Be Not Proud” by John Donne <b>Homework:</b> Practice Essay Introduction and Body Paragraph due at the beginning of class on 3/26; Read Chapter 13 of <i>SfD</i> ; Read “Those Sundays” and “My Papa’s Waltz”	Bring <i>Speaker of the Dead</i> to class
Tuesday March 26	Discuss <i>SfD</i> Chapter 13 Discuss “Those Sundays” by and “My Papa’s Waltz” by Introduce Practice Annotated Bibliography and Timed Essay Prompt Timed Essay: Discuss Prompt and begin brainstorming <b>Homework:</b> Read Chapters 14 and 15 of <i>SfD</i> ; Begin Research and Practice Annotated Bibliography	Practice Essay: Introduction and Body Paragraph due at the beginning of class  Bring <i>Speaker of the Dead</i> to class
Thursday March 28	Discuss <i>SfD</i> Chapters 14 and 15 Timed Essay: Time to research and map out essay <b>Homework:</b> Read Chapter 16 of <i>SfD</i> ; Work on Practice Annotated Bibliography	Bring <i>Speaker of the Dead</i> to class
Tuesday April 2	Discuss <i>SfD</i> Chapter 16 Timed Essay: Time to research and map out essay <b>Homework:</b> Read Chapter 17 of <i>SfD</i> ; Practice Annotated Bibliography due by 11:59 PM (Canvas) on 4/3	Bring <i>Speaker of the Dead</i> to class

Thursday April 4	<b>Timed Essay Exam! Timed Essay due to Turnitin (Canvas) by the end of class!</b> <b>Homework:</b> Read Chapter 18 of <i>SfD</i> ; Review for Midterm Exam	Practice Annotated Bibliography due by 11:59 PM (Canvas) on 4/3
Tuesday April 9	Discuss <i>SfD</i> Chapter 18 <b>Midterm Exam: Poetic Devices, Assigned Poems, Grammar and MLA Formatting</b>	
Thursday April 11	Introduce Writing Project #2: Invention Exercises and Thesis Proposal	
Tuesday April 16	<b>Spring Break! No Class! Continue Researching for Term Papers!</b>	
Thursday April 18	<b>Spring Break! No Class! Continue Researching for Term Papers!</b>	
Tuesday April 23	Introduce: Thesis Prospectus and Annotated Bibliography Continue researching and work on Annotated Bibliography	
Thursday April 25	Workshop: Annotated Bibliography Continue working on Annotated Bibliography and Thesis Prospectus	<b>Revised Timed Essay Due!</b>  Thesis Prospectus and Annotated Bibliography due by 11:59 PM to Canvas on 4/29/19
Tuesday April 30	<b>No Class: Paper Conferences – Remember, the Conferences are Mandatory!</b>  <i>Use this time to research and work on your rough draft!</i>	Thesis Prospectus and Annotated Bibliography to your paper conference
Thursday May 2	<b>No Class: Paper Conferences – Remember, the Conferences are Mandatory!</b>  <i>Use this time to research and work on your rough draft!</i>	Thesis Prospectus and Annotated Bibliography to your paper conference
Tuesday May 7	Workshop: Bring 2 copies of your rough draft to class Revise Essay	
Thursday May 9	<b>Final Essay Packet due!</b> Term Paper Presentations: Time to Prepare	<b>Final Essay due to Turnitin (Canvas) by 11:59 PM 5/9/19</b>
Tuesday May 14	Term Paper Presentations	
Thursday May 16	Term Paper Presentations	
Tuesday May 21	<b>Final! Normal Class Time! This cannot be changed!</b>  <b>Term Paper Presentations</b> <b>Final Exam: <i>Speaker for the Dead</i></b>	