

## Syllabus for: (name of class) English 150 Precollegiate Reading and Writing

<b>Semester &amp; Year:</b>	Fall 2012
<b>Course ID and Section Number:</b>	E1708
<b>Number of Credits/Units:</b>	3.5
<b>Day/Time:</b>	Tuesday/Thursday 8:30-9:55
<b>Location:</b>	
<b>Instructor's Name:</b>	Nanette Voss
<b>Contact Information:</b>	Office location and hours: By appointment, ASC Phone: Email: nanette-voss@redwoods.edu

### **Course Description (catalog description as described in course outline):**

English 150 is a course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process.

### **Student Learning Outcomes (as described in course outline) :**

1. Develop an effective, thesis-driven argument appropriate to an academic audience.
2. Critically read and respond to argumentative texts.
3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts.
4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

**Special accommodations:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

**Academic Misconduct:** Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.

The student code of conduct is available on the College of the Redwoods website at:

<http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf>

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

College of the Redwoods is committed to equal opportunity in employment, admission to the college,

# English 150

## Course Information:

Precollegiate Reading and Writing  
TTH 8:30-9:55 E1708  
FM 208  
College of the Redwoods, Fall 2012

## Instructor Information: Nanette Voss-Herlihy

**E-mail:** nanette-voss@redwoods.edu  
**Office hours:** By Appointment  
**Mailbox:** Forum 200  
**Writing Center Hrs:** T 11:40-1:05, TH 10-11:30  
**ASC Hours:** M/W T 10-11, 1-4; TH 12-3:30

## Course Description:

English 150 is a course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process.

## Prerequisite:

ENGL 350 (or equivalent) with a "C" grade or better OR assessment recommendation for ENGL 150. Be prepared to provide proof of eligibility if requested.

## English150 Lab:

English 150 includes a .5 unit lab component that provides ENGL 150 students with essential feedback on English essays and individualized help on reading, writing, and grammar assignments. Students spend approximately 90 minutes each week in the Writing Center (LRC 102), during a regular time period which is scheduled the first week of classes. ***In addition to the required hours, to receive credit for the lab portion of ENGL 150 (10% of total grade), students need to participate in at least three tutorials in the Writing Center over the course of the semester, and stay up-to-date on work in the grammar text (which will be checked periodically).***

## Required Texts/Materials:

- 📖 English 150 Course Packet (available in Main Campus Bookstore)
- 📖 *The Least You Should Know About English, Form C, 10<sup>th</sup> Edition* Page & Glazier (Available in the bookstore)
- 📖 Six bluebooks (For Competency Exams)
- 📖 Four letter-size file folders (For Essays, Worksheets and Drafts)
- 📖 A binder for storing the Class Booklet, handouts, drafts, and blank paper
- 📖 Regular access to a computer (**including an email account**). **Students in this class must be willing and able to register with and to use My CR and Turnitin.com (an anti-plagiarism data base on the web), to receive class-related email, and to submit word-processed work.** I will provide directions for everyone and one-on-one assistance to those who seek out my help, but use of these computer-based instructional aids is **mandatory** for the course.

## Student Learning Outcomes

5. Develop an effective, thesis-driven argument appropriate to an academic audience.
6. Critically read and respond to argumentative texts.
7. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafts.

8. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.

## Academic Work and Assessments

### 3 Formal Essays (minimum 1000 wds/no less than 5 paragraphs each):

This class hinges upon essay writing. We will spend lots of time working through the writing process—brainstorming, planning, drafting, revising. All three of these essays will be argumentative and about issues that we discuss from the readings and from the world around you. Prewriting assignments, at least two drafts (showing significant revision), and Writing Center tutorials are **required** for each essay. *Essays that have not been thoroughly revised after consultation with a Writing Center instructor or tutor will not be graded.*

### Reading/Reading Response Journals:

All non-fiction essays that will be read for class you can find in your course packet. The readings cover a wide variety of topics, but are separated generally into 3 broader topics: Education, Media and Society. For select readings, you will do reading response journals, the details of which are found in your course packet. These reading assignments will help you to improve your critical thinking and writing skills. Please take them seriously and complete each one thoughtfully.

### Grammar— usage and punctuation:

You are expected to complete much of the work on your own in the writing center. We will take 10-15 minutes to chat about grammar concepts at the beginning of class, but you must be assertive in letting me know if you understand these concepts or not. Please don't be afraid to ask questions. Questions lead to clear answers, and clear answers are good to have when you are taking your Unit tests.

### Competency Exam:

During a 90-minute testing period in the last week of classes, you will write an essay that will be evaluated by other English 150 instructors (besides me). **Your grade on this essay will count as 20% of your final grade in English 150.** In addition, you will write two in-class essays that will serve as practices for the competency exam.

### MyCR Online:

We will use the discussion board at MyCR to post topic sentences and thesis statements, so that you can receive feedback from me and from your peers. To access your MyCR account, click on the “MyCR” link on the College of the Redwoods homepage. Your username and password are the first initial of your first name plus your full last name plus the last three digits of your student ID. Your generic password for accessing MyCR is your six-digit birth date.

### Turnitin.com:

Final drafts of each essay will be turned in both in class and at turnitin.com. The class ID is: 5144946. The password is: writing.

## GRADING

- 40% **Essays:** including assigned prewriting assignments, first drafts, Writing Center conferences, and second drafts.
- 20% **Reading:** assignments and journals
- 20% **Competency exam** (timed in-class essay)
- 10% **Grammar, punctuation, & usage:** essay corrections, quizzes and Unit Tests.
- 10% **Writing Center Pass/Fail criteria:** A total of 22.5 hours a semester—and no

fewer than 21 hours.

**With a final grade of C (70%) or higher in English 150, you will be eligible for English 1A.**

## **Characteristics of Students Who Excel in English 150**

- They know how to reach their instructor (in her office and the Writing Center or via phone and email), and they do not hesitate to ask her for help and clarification.
- They refer to the Class Schedule daily, not only to see what is due for the next class but also to plan ahead for upcoming deadlines and tests.
- They are attentive in class: participating actively in discussions, asking questions, and taking notes.
- They devote an ample amount of time to course work, which involves juggling multiple assignments and essay revisions and studying for in-class essays and for tests.
- They begin all assignments well before the deadline and complete them conscientiously. They also turn in assignments on time—even ungraded work.
- They miss very few (or no) class meetings, and if they are absent, they take responsibility to see that work is turned in, to find out what they may have missed, and to keep track of their total absences and tardies (so they do not run afoul of the attendance policy).
- They make good use of the Writing Center, attending every week and seeking the one-to-one help and feedback which will improve their performance in the class.
- They revise their essays thoroughly, taking advantage of the third-draft option; they seek out more than one Writing Center conferences on each draft, getting advice from different tutors and instructors on how best to revise.
- They motivate themselves by choosing writing topics that interest them and by focusing on the importance of reading and writing skills to their academic and professional futures.
- They read handouts (assignments, syllabus, and other guidelines) thoroughly, referring back to them throughout the semester.

## **Policies and Expectations**

### **The English Department Attendance Policy:**

Students at the College are expected to attend all sessions of each class in which they are enrolled. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. (Also, if you are 15 minutes or more late for class, you are considered absent for that day.) After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.

### **Withdrawal/Drop Policy:**

While *an instructor may drop a student for excessive absences*, it is the student's responsibility to officially withdraw from a class. (Instructor approval is not required to withdraw from classes). Students must drop their classes by the appropriate deadline date through the current registration system. Withdrawals, or drops, are authorized through the last day of the tenth week of instruction. Instructors shall clear their rolls of inactive students not later than the end of the last business day before the census day. Census rosters will be utilized to report dropped students before census day. Instructors may continue to drop students from a semester length class until the end of the tenth week of the semester. To drop

students, instructors shall submit signed drop cards to the Admissions and Records Office. Instructors must indicate a last date of attendance.

**IF YOU STOP ATTENDING CLASS WITHOUT OFFICIALLY DROPPING OR BEING DISQUALIFIED, YOU WILL RECEIVE AN “F” IN ENGL 150.**

#### **Make-Up Tests:**

If you must be absent for a test or an in-class writing task, **please speak with me about arranging a make-up** in the **Learning Resource Center (in the library)**—preferably **ahead of time**. **It is your responsibility to contact me about the make-up.**

#### **Late Work:**

***I do not accept late work.*** Formal essays may be considered late if they are turned in on time but are not ready to be graded because a student has not uploaded the essay to turnitin.com, has not included a first draft with the first draft conference record, or has not revised the first draft thoroughly.

***Exceptions:*** If you have an emergency that warrants special attention regarding a deadline, contact me **before the deadline**. When special circumstances arise, I reserve the right to adjust the late paper policy, based on my judgment of the student's emergency situation and his or her past performance in the class.

#### **Paper Submission:**

All student essays and reading response journals must be typed in Times New Roman 12-point font and double-spaced.

#### **Copies:**

**Students are required to print and keep their own copies of all drafts before turning them in to me.** Very occasionally a paper (especially one turned into my mailbox and/or turned in late) may get misplaced. In such a case, the quickest and easiest recourse is for the student to submit another copy.

#### **Writing Workshops:**

Sharing your work with your fellow students and receiving and giving feedback are extremely beneficial to the writing process, and we will partake in writing workshops periodically. Bring all of your drafts to class in your accordion folder, so that you have them with you when we are work shopping. If you do not bring a draft to class on a scheduled writing workshop day, you will receive a 0 for the day.

#### **Revisions:**

**TWO DRAFTS ARE REQUIRED FOR EACH FORMAL ESSAY.** Topic and planning worksheets must be approved by me before a student proceeds with draft one. You will plan your next revision with help from a teacher in the Writing Center or help from me during office hours. I will comment on second drafts and grade them. **If an early draft has been skipped or has not been revised thoroughly or if you have not received writing center feedback before revising, I will not accept the later draft for a grade.**

In an effort to improve your grade, you may revise each essay **one** additional time **after** receiving my comments and submit your revision for a possible grade increase. **Third drafts MUST follow an assigned procedure, including an additional Writing Center conference.**

#### **Instructor Comments and Grades:**

Most second drafts of formal papers will be returned, with comments and grades, **TWO WEEKS** after being turned in. **Students will not receive the optional third drafts until the end of the semester.** Essays which do not comply with the guidelines on the handout **FORMAT**

**FOR SECOND DRAFTS or essays which have not been uploaded to turnitin.com will not be graded, nor will they warrant extensions on any subsequent revisions.** Quizzes and tests will be returned as soon as possible, well in advance of the next related quiz or test.

**Extra Credit:**

The English Department offers NO opportunities for extra credit.

**Cell Phones:**

Cell phones need to be off and put away during class. If your phone should ring during class or if I see you texting during class, you are required to bring either food or beverages to share with the whole class for our final exam party.

**Academic Misconduct:**

Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course.

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College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

## English 150 Course Calendar

Fall 2012/Voss  
 College of the Redwoods

**Abbreviations:**

- Course Packet* = CP
- Reading Response Journal = RRJ
- Writing Center = WC
- The Least You Should Know About English* = LSE

**\*\*This document is subject to change. Changes will be announced in class.**

	<b>Activities In-Class</b>	<b>Homework to complete and bring to our next class meeting</b>
<b>Week 1</b>		
Tue., Aug. 28	<ul style="list-style-type: none"> <li>★ Syllabus</li> <li>★ WC Orientation and sign-ups</li> </ul>	<ol style="list-style-type: none"> <li>1. Get course packet, grammar book and required materials</li> <li>2. Read “How to Mark a Book” and RRJ assignment and example and “The Art of</li> </ol>

		Summarizing” 3. Register for Turnitin.com
Thurs., Aug. 30	<ul style="list-style-type: none"> <li>★ Student Info Sheets</li> <li>★ Discuss “How to Mark a Book”</li> <li>★ Discuss RRJs format and expectations</li> </ul>	1. Do RRJ A1--Read “College-Prep Expectations Don’t Mesh with Realities” and respond according to the RRJ guideline. Don’t forget to include you annotated article.
<b>Week 2</b>	**Friday 9/7 is the last day to drop with a refund	**Start attending the Writing Center this week (1.5 hrs minimum).
Tues., Sept. 4	<ul style="list-style-type: none"> <li>★ <b>RRJ A1 Due</b></li> <li>★ LSE: Parts of Speech</li> <li>★ Discuss reading</li> <li>★ Introduce Essay A</li> <li>★ Introduce Topic Selection Worksheets</li> </ul>	<ol style="list-style-type: none"> <li>1. LSE: Parts of Speech Exercises 1-5 and paragraph exercise (p. 27-32). Check your answers in the WC instructor’s edition. Record answers on LSE grammar score sheet.</li> <li>2. Read and take notes on “Introduction” and “They Say”</li> <li>3. Complete Topic Selection Worksheet for Essay A</li> </ol>
Thurs., Sept. 6	<ul style="list-style-type: none"> <li>★ <b>Topic Selection Worksheet for Essay A Due</b></li> <li>★ LSE: Prepositional Phrases</li> <li>★ How to write a thesis</li> </ul>	<ol style="list-style-type: none"> <li>1. LSE: Prepositional Phrases Exercises 1-5 and paragraph (p. 65-68). Check your answers in the WC instructor’s edition. Record answers on LSE grammar score sheet</li> <li>2. Review information on Arguable Thesis</li> <li>3. Write a rough thesis for Essay A</li> <li>4. Do RRJ A2—Read “College for All Campaign Getting a Second Look” and “Untangling the Post-Secondary Education Debate”. Pick <b>one</b> to respond according to the RRJ guideline in your CP. Don’t forget to include your annotated article.</li> </ol>
<b>Week 3</b>	** 3.0 hrs minimum in WC	1.
Tue., Sept. 11	<ul style="list-style-type: none"> <li>★ <b>RRJ A2 Due</b></li> <li>★ LSE: Subjects and Verbs</li> <li>★ Discuss Readings</li> <li>★ Thesis Workshop on Essay A</li> <li>★ Review Essay Planning Worksheets</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete Planning Worksheet for Essay A</li> <li>2. LSE: Subjects and Verbs Exercises 1-5 and paragraph (p. 59-62)</li> </ol>
Thurs., Sept. 13	<ul style="list-style-type: none"> <li>★ <b>Planning Worksheet for Essay A Due</b></li> <li>★ LSE: Verb Phrases</li> <li>★ Discuss readings</li> <li>★ Read a sample Thesis/Support Essay</li> </ul>	<ol style="list-style-type: none"> <li>1. LSE: Identifying Verb Phrases Exercises 1-5 (p. 92-96)</li> <li>2. Post your working thesis to MyCR</li> </ol>
<b>Week 4</b>	★ **4.5 hrs minimum in WC	
Tues., Sept. 18	<ul style="list-style-type: none"> <li>★ LSE: Independent Clauses, Dependent Clauses and Phrases</li> <li>★ Arguable Topic Sentences</li> </ul>	1. . LSE: Understanding Dependent Clauses Exercises 1-5 and paragraph(p. 71-75); exercises A-1 and A-2 (at opening of LSE)

		<ol style="list-style-type: none"> <li>2. Write a rough draft of your Essay A. <b><i>Bring 3 copies to class Thursday.</i></b></li> <li>3. Post your topic sentences to MyCR</li> </ol>
Thurs., Sept. 20	<ul style="list-style-type: none"> <li>★ <b>1<sup>st</sup> Draft of Essay A Due. Bring 3 copies.</b></li> <li>★ Peer Review</li> <li>★ Grammar Quiz</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare for Unit Test 1, material from weeks 2-4</li> <li>1. Bring completed grammar score sheet for weeks 2-4 to class Monday</li> <li>3. Have a conference in the WC</li> </ol>
<b>Week 5</b>	**6.0 hrs minimum in WC	** Have a conference in the WC about Essay A draft by October 1.
Tues., Sept. 25	<ul style="list-style-type: none"> <li>★ <b>Grammar Score Sheet Due (Weeks 2-4)</b></li> <li>★ <b>UNIT TEST 1</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Do RRJ B1—Read “Children Detach from Natural World”. Respond according to the RRJ guideline. Don’t forget to include your annotated article.</li> </ol>
Thurs., Sept. 27	<ul style="list-style-type: none"> <li>★ <b>RRJ B1 Due</b></li> <li>★ LSE: Fragments</li> <li>★ Inserting others’ words into your own work</li> <li>★ Review how to submit essay via Turnitin.com</li> </ul>	<ol style="list-style-type: none"> <li>1. LSE: Correcting Fragments, 78-82; Exercises 1-5 and Proofreading Exercise</li> <li>2. <b>Have a conference in the WC</b></li> <li>3. Compile all drafts and parts of Essay A into a manila folder.</li> <li>4. <b>Complete Essay A.</b> Submit to turnitin.com by Oct. 2. Print the receipt to include in your essay folder.</li> </ol>
<b>Week 6</b>	**7.5 hrs minimum in WC	** Have a conference in the WC about Essay A draft by October 1.
Tues., Oct. 2	<ul style="list-style-type: none"> <li>★ <b>Essay A Due!!</b></li> <li>★ Introduce Essay B</li> </ul>	<ol style="list-style-type: none"> <li>1. Do RRJ B2—Choose any reading from Section B of your course packet and respond according to the RRJ guideline. Don’t forget to include your annotated article.</li> </ol>
Thurs., Oct. 4	<ul style="list-style-type: none"> <li>★ <b>RRJ B2 Due</b></li> <li>★ LSE: Run-On Sentences</li> <li>★ Discuss RRJ B2 Readings</li> <li>★ Essay B Thesis Workshop</li> </ul>	<ol style="list-style-type: none"> <li>2. LSE: Correcting Run-On Sentences, 85-90; Exercises 1-5 and Proofreading Exercise</li> <li>3. Complete the Topic Selection Sheet for Essay B</li> <li>4. Post your working thesis for Essay B to MyCR</li> </ol>
<b>Week 7</b>	**9.0 hrs minimum in WC	
Tues., Oct. 9	<ul style="list-style-type: none"> <li>★ <b>Topic Selection Sheet for Essay B Due</b></li> <li>★ Topic Sentence Workshop</li> <li>★ <b>Grammar Quiz</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Post Topic Sentences for Essay B to MyCR</li> <li>2. Prepare for <b>UNIT TEST 2</b>, material from weeks 5 &amp; 6.</li> <li>3. Bring completed grammar score sheet (weeks 5-6) to class Wednesday.</li> </ol>
Thurs., Oct. 11	<ul style="list-style-type: none"> <li>★ <b>Grammar Score Sheet Due</b></li> <li>★ <b>UNIT TEST 2</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Complete the Planning Worksheet for Essay B</li> </ol>
<b>Week 8</b>	**10.5 hrs minimum in WC	
Tues., Oct. 16	<ul style="list-style-type: none"> <li>★ <b>Planning Worksheet for Essay B Due</b></li> <li>★ LSE: Pronouns/Case Agreement/Avoiding Shifts in Person</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Write a rough draft of Essay B; bring 3 copies to class Thursday.</b></li> <li>2. LSE: Using Pronouns 152-156 Exercises 1-3; 158-159 Exercises 4-5 and Proofreading; Supplemental Vague Pronoun Exercises B1-</li> </ol>



		B5; Avoiding Shifts, 157-165161; Proofreading Exercises
Thurs., Oct. 18	<ul style="list-style-type: none"> <li>★ <b>1<sup>st</sup> Draft of Essay B Due.</b></li> <li>★ <b><i>Bring 3 copies to class.</i></b></li> <li>★ Peer Review</li> </ul>	<ol style="list-style-type: none"> <li>1. Do RRJ C1—Read “Digging In” and “The Blessings of Dirty Work”; choose one to respond to according to the RRJ guideline on p. 25 of your CP. Don’t forget to include you annotated article.</li> <li>2. Have a WC conference on Essay B</li> </ol>
<b>Week 9</b>	**12 hrs minimum in the WC	**Have a conference in the WC about Essay B by Weds., Oct. 24
Tues., Oct. 23	<ul style="list-style-type: none"> <li>★ <b>RRJ C1 Due</b></li> <li>★ LSE: Subject/Verb Agreement</li> <li>★ Discuss Reading</li> </ul>	<ol style="list-style-type: none"> <li>1. LSE: Maintaining Subject-Verb Agreement, 116-119; 1-5 and Proofreading Exercise</li> <li>2. Compile all drafts and handouts for Essay B into a manila folder.</li> <li>3. <b>Complete Essay B.</b> Submit it to turnitin.com by Oct. 25. Print receipt for your folder.</li> </ol>
Thurs., Oct. 25	<ul style="list-style-type: none"> <li>★ <b>Essay B Due!!!</b></li> <li>★ Introduce Essay C</li> </ul>	<ol style="list-style-type: none"> <li>1. Do RRJ C2—Read “Up Against WalMart” and “Progressive WalMart. Really.” ; choose one to respond to according to the RRJ guideline. Don’t forget to include your annotated article.</li> <li>2. Complete Topic Selection for Essay C</li> </ol>
<b>Week 10</b>	**13.5 hrs minimum in the WC	
Tues., Oct. 30	<ul style="list-style-type: none"> <li>★ <b>RRJ C2 Due</b></li> <li>★ <b>Topic Selection Worksheet for Essay C Due</b></li> <li>★ Discuss reading</li> </ul>	<ol style="list-style-type: none"> <li>1. Complete Planning Worksheet for Essay C</li> </ol>
Thurs., Nov. 1	<ul style="list-style-type: none"> <li>★ <b>Planning Worksheet C Due</b></li> <li>★ Thesis Workshop</li> <li>★ Introduce the Competency Exam</li> <li>★ Grammar Quiz</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare for UNIT TEST 3, materials from weeks 7-9</li> <li>2. Complete Grammar Score Sheet for weeks 7-9</li> </ol>
<b>Week 11</b>	★ **15 hrs minimum in the WC	
Tues., Nov. 6	<ul style="list-style-type: none"> <li>★ <b>Grammar Score Sheet Due</b></li> <li>★ <b>UNIT TEST 3</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Write rough draft of Essay C. <b><i>Bring 3 copies to class on Thursday.</i></b></li> <li>2. Have a WC conference on Essay C</li> </ol>
Thurs., Nov. 8	<ul style="list-style-type: none"> <li>★ <b>1<sup>st</sup> Draft of Paper C Due</b></li> <li>★ LSE: Comma Rules 1,2,3</li> <li>★ Peer Review</li> </ul>	<ol style="list-style-type: none"> <li>1. Have a WC conference on Essay C</li> <li>2. LSE: Comma Rules (1, 2, &amp; 3) 171-175; Exercises 1-5 and Proofreading Exercise</li> </ol>
<b>Week 12</b>	**16.5 hrs minimum in the WC	** Have a conference in the WC on Essay C by Monday, Nov. 19
Tues., Nov. 13	<ul style="list-style-type: none"> <li>★ Review the recipe for a competency exam</li> <li>★ Assign practice prompt</li> <li>★ Norm Comp Exams</li> <li>★ LSE: Comma Rules 4,5,6</li> </ul>	<ol style="list-style-type: none"> <li>1. LSE: Comma Rules (4, 5, &amp; 6) 179-184; Exercises 1-5, Proofreading Exercise, and Comma Review Exercise</li> <li>2. Prepare for practice competency exam for Thursday</li> </ol>
Thurs., Nov. 15	★ <b>Practice Competency Exam #1</b>	<ol style="list-style-type: none"> <li>1. Compile all drafts and worksheet for Essay C into a manila folder.</li> </ol>

		2. <b>Complete Essay C.</b> Submit it to turnitin.com by Nov. 20. Print a receipt to include in your essay folder.
<b>Week 13</b>	**18 hrs minimum in the WC	** Have a conference in the WC on Essay C by Monday, Nov. 19
Tues., Nov. 20	<ul style="list-style-type: none"> <li>★ <b>Essay C Due!!</b></li> <li>★ Discuss Comp Exams</li> <li>★ LSE: Contractions</li> <li>★ LSE: Possessives</li> <li>★ LSE: Punctuation</li> <li>★ Assign practice competency exam prompt</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare for practice competency exam</li> <li>2. LSE: Possessives, 47-53, Exercises 1-5, Proofreading Exercise, and Review of Contractions and Possessives</li> <li>3. LSE: Contractions, 41-45, Exercises 1-5</li> <li>4. LSE: Period, Question Mark, Exclamation Point, Semicolon, Colon, Dash, 164-169; Exercises 1-5 and Proofreading</li> </ol>
<b>Week 14</b>	**19.5 hrs minimum in the WC	**Practice, Practice, Practice for the Competency Exam
Tues., Nov. 27	<ul style="list-style-type: none"> <li>★ <b>Practice Competency Exam #2</b></li> <li>★ Prompts distributed for the REAL Competency Exam</li> </ul>	1. Work on Competency Exam planning
Thurs., Nov. 29	<ul style="list-style-type: none"> <li>★ Discuss Practice Competency Exam #2</li> <li>★ Work in groups to come up with theses and topic sentences for Comp Exam</li> </ul>	<b>1. Prepare for Competency Exam: read articles, annotate, generate a thesis, write out your essay as practice. NO WC HELP ALLOWED FOR THE EXAM!</b>
<b>Week 15</b>	*21 hrs minimum in WC	** You can earn 3 hrs maximum in the WC this week.
Tues., Dec. 4	★ <b>COMPETENCY EXAM</b>	Celebrate your competency exam completion. You made it this far. Almost done.
Thurs., Dec. 6	<ul style="list-style-type: none"> <li>* Review grammar for UNIT TEST 4</li> <li>★ Self-Assessment Letter introduced</li> </ul>	<ol style="list-style-type: none"> <li>1. Write Self-Assessment Letter</li> <li>2. Review grammar for UNIT TEST 4, material from weeks 10-13</li> </ol>
<b>Week 16</b>	★	
Tues., Dec. 11	<ul style="list-style-type: none"> <li>★ <b>UNIT TEST 4</b></li> <li>★ <b>Self-Assessment Letter Due</b></li> <li>★ <b>Competency Exam Scores Distributed</b></li> </ul>	