



Tallahassee Community College

444 Appleyard Drive

Tallahassee, FL 32304

(850) 201-6200 / www.tcc.fl.edu

Tallahassee Community College is an open-admission, comprehensive community college. Its mission is to provide excellence in teaching and learning through educational programs that promote the intellectual, social, and personal development of students; assist them in developing the ability to think critically, creatively, and reflectively; and prepare them for productive and satisfying lives.

ENC 1101 — Greg Loyd

Summer 2008 (A-Term) MTWRF 12:00—1:15 Rm AC # 220

CRN 067640 / Section 24 (May 6-June 16, 2008)

<i>Greg Loyd's Summer Office Hours</i>	
Monday	11:15 a.m. —11:45 a.m.
Tuesday	1:30 p.m.—2:00 p.m.
Wednesday	1:30 p.m.—2:00 p.m.
Thursday	11:15 a.m. —11:45 a.m.
Friday	11:15 a.m. —11:45 a.m.

Additional office hours available upon request.

<i>Greg Loyd, Assistant Professor of English</i> Contact Info:	
Phone: <i>with voicemail</i>	(850) 201-8054
E-mail:	loydg@tcc.fl.edu
Office Location:	English Building (EN #223-C)
Please use TCC e-mail for most immediate response; if sending file attachments related to course work, please specify which assignment you are e-mailing to me. Thanks in advance for your consideration in this matter.	
Office phone/voicemail is available 24-hours a day and is checked regularly. If calling, please leave your number and the best time for you to receive a return call.	

Course Catalog Description: ENC 1101 College Composition (3 credit hours) Prerequisite: ENC 0020 and REA 0002 or adequate placement test score. This course centers on reading and writing activities that support critical inquiry. Stressing writing as a process, the course emphasizes the rhetorical principles of academic writing, including the following: thesis statement; development with specific information and analysis; organization and transition; diction, tone, and sentence style; and the grammar and the mechanics of standard formal English. Substantial writing component. Fulfills state writing requirement. Lecture 3 hours. Students must complete this course with a "C" or better before enrolling in other communication courses. Additional fee.

Teaching Mission: The faculty is committed to creating a learning environment for all students which promotes, encourages, and fosters higher order thinking and critical thinking skills that are grounded in an understanding of the fundamental concepts of the disciplines in which they are taught.

Required Materials: 1. ENC 1101 Reader 2. The Pocket Wadsworth Handbook 3. Floppy Disk/Jump Drive 4. Active TCC e-mail account (provided free-of-charge by college)

Technical Requirements: This is a web-assisted course utilizing Blackboard. By using Blackboard and its components, students are working to satisfy some state-mandated computer proficiency skills; additionally, this is a Gordon Rule course, meaning a minimum amount of written work is required of each student. 3 contact hours.

COURSE POLICIES:

Attendance Policy:

Important Note: Wednesday, June 4, is the last day to withdraw from this course with a "W." Attendance is necessary for your success in this course. All of the classroom activities, including lectures, classwork, timed writings, etc. are designed to benefit and strengthen your skills as a writer and a communicator. The skills you hone in this course will be useful to you throughout your collegiate and workforce careers. With this in mind, please take responsibility for your attendance. Your instructor **will not** exercise Administrative Withdraw ("AW"). Therefore, it is up to the student to withdraw himself/herself from this course prior to deadline to avoid a failing grade.

Please understand that there are no "excused" absences. Though students do sometimes have very good reasons for missing class, absence means a student is not exposed to vital in-class activities and instruction that count toward degree credit. Attendance is encouraged for the benefit of all students to ensure they have gained all the necessary knowledge and instruction required for continued success in ENC 1102 and subsequent college courses. Your respect and cooperation for maintaining regular attendance are encouraged and appreciated.

Missed Deadlines / Missed Classwork: Work performed during class time (such as impromptu essays, in-class journal assignments, the midterm) are not allowed to be made up outside of class. Regardless of the reason, if you miss a day and miss an in-class activity, you will receive a "0" for that assignment.

We will have five out-of-class essays that are required for students to complete to pass this course. These essays will be submitted electronically as Word attachments via Blackboard and Turn-It-In. You must have submitted your final copy prior to class time on specified due dates.

We will use Blackboard extensively in this class. Prior to submitting impromptu essays and journal assignments, you might find it a good idea to compose your work in a Word document. Save your work to your own disk or jump drive. After doing so and editing the copy to your satisfaction, you may copy and paste your text into Blackboard journal assignments and impromptus and submit. Please note, however, that the five major out-of-class essays must be submitted via Blackboard and Turn-It-In as Microsoft Word attachments.

On the first day of course, I will go over Blackboard and its relevant applications for your success in ENC 1101. If you miss the first day of class, it is imperative that you seek help from me or another Blackboard savvy individual as soon as possible so that you do not fall behind. Please note that excuses aren't accepted as reasons for missing deadlines (ie: "I don't understand Blackboard," or "I wasn't there when you went over Blackboard," or "I've never used Blackboard before.") I will be glad to help you any way you need in order to learn Blackboard, and I'm willing to take up time with you individually outside of class, but you must be willing to ask for help; if there are no questions, I will assume that you understand how to use Blackboard. **NOTE:** All essays and coursework for ENC '01 should be saved by the student on a jump drive or disk.

Final Exam Date/Time/Location: The final exam for ENC '01 will be held during our last regularly scheduled class period on Monday, June 16.

Class Cancellation Information: Should our class be canceled due to instructor's sickness and/or personal circumstance, a notice will be posted on our Blackboard Course site in the form of an announcement. This announcement will also be e-mailed to your TCC e-mail account. It is imperative you check your TCC e-mail and our class Blackboard site regularly. **NOTE:** Information concerning inclement weather is available on the TCC website (www.tcc.fl.edu) and via local TV/radio stations.

Grading Policy: The following details the weight given to all coursework when determining your final grade average:

90—100 %	A
80—89 %	B
70—79 %	C
60—69 %*	D
59 %—below	F

Essays (1-5)	50 %
Journal Assignments	5%
Discussion Boards	10 %
Annotated Bibliography	10 %
Writing Critique	5 %
Impromptu Essays	10 %
Mid-Term Essay	5 %
Final Exam Essay	5 %

TOTAL	100 %
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- Students must score a final average of “C” or higher in order to receive graduation credit and achieve eligibility to progress to ENC 1102 , ENC 1141 or higher-level English or Communication courses.
- Regardless of final average, a student is not eligible to pass ENC 1101 unless all out-of-class essays have been submitted.

Exams: Most exam grades in this course come in the form of essay assignments. Please see the pacing schedule at the end of this course syllabus for a detailed account of due dates and other important alerts. If any changes in scheduling are necessary, they will be announced in class and via the Blackboard course website.

English Department Paper & TCC Anti-Plagiarism Policy:

- Many ENC 1101 teachers at TCC use similar essay assignments; as a result, your instructor can require you to enroll in and submit your writing to TCC’s account with Turnitin.com, a software system that validates the originality of student writing.
- You must copy the following academic integrity statement at the end of each essay: **“The writing in this essay is my own work. If I have used outside sources, I have acknowledged them through correct documentation.”** You will attest to the statement’s truth by signing your name.
- Each out-of-class essay must be accompanied by rough drafts, the number being stipulated by your instructor. Additionally, any paper which cites an outside source(s) must be accompanied by a photocopy of the complete source(s); source photocopies will not be returned.

If the student commits academic dishonesty in this class, then the instructor has the right to follow the College’s established procedure for academic dishonesty. This involves two steps: first, the instructor notifies the student that he or she has been charged with academic dishonesty; second, if the student is guilty, then the instructor completes the form Academic Dishonesty Sanctions, a copy of which is placed in the student’s disciplinary file. The penalty for the first offense of academic dishonesty is either a zero for the assignment/test or an “F” in the course if successful completion of the assignment or exam is required for the course. Sanctions for students found guilty of second or subsequent charges of academic dishonesty will include a grade of “F” assigned for the course involved and may include conduct probation, suspension, dismissal, or expulsion.

General Education Outcome:

- The student will experience the perspectives of various disciplines that comprise the arts and sciences, and develop the skills and abilities necessary to evaluate social, cultural, and scientific bodies of knowledge, their historical development, continuing influence, and inter-relatedness.
- The student will gain a foundation of knowledge within each of the various disciplines, balancing depth and breadth of knowledge.
- The student will learn how to acquire, verify, organize, interpret, evaluate, present and apply information.
- The student will develop and apply analytical, critical, and creative reasoning.
- The student will demonstrate reinforcement and application of skills in written communication (reading and writing), oral communication (listening and speaking), and computer use.

Student Learning Outcomes:

As an introduction to academic reading and writing, ENC 1101 supports student accomplishment of these reading and writing objectives:

- Reading rhetorically
- Reading analytically
- Identifying and evaluating claims and supporting data in written texts
- Employing a variety of creative techniques to develop starting points for written work
- Constructing a thesis relevant to a scholarly conversation
- Presenting written work in relevant social and academic contexts
- Supporting a thesis with appropriate and specific information and analysis
- Coherently organizing a written discussion
- Using sources effectively in essays and cite these sources according to MLA guidelines
- Revising to improve clarity and depth of discussion
- Writing in a style that is readable and clear
- Demonstrating the skills associated with standard formal English, with special attention to the following:
 - Subject/verb agreement
 - Clear sentence modification/reference
 - Use of commas, with special attention to the punctuation of clauses
 - Use of semi-colons and colons
 - Use of pronouns with clear antecedents
 - Use of adjectives and adverbs
 - Use of parallel elements
 - Use of correct pronoun case forms (nominative, objective, possessive)
 - Use of proper and consistent verb tense
 - Ability to construct complete sentences free from comma splices and fused errors
 - Use of standard capitalization practices
 - Use of appropriate diction and spelling
 - Use of logical comparisons

Tips for Success:

Coming to class faithfully is the best success tip; additionally, the moment you feel overwhelmed, discouraged, or frustrated, please talk to me so that I can help you through your tough time. If you happen to be one of the many for whom writing seems restrictive and labor-intensive, my goal is to help you learn to enjoy it. Though I may teach English, I understand how intimidating the subject can appear; therefore, I encourage you to talk to me if you hit a rough spot during the semester. Your success in this course is assured if you do your part and work to keep a positive outlook regarding ENC 1101. Additional success tips include:

1. Please keep an open mind to learning. When subject matter seems difficult, confusing, or frustrating, please do your best to maintain a positive outlook. All questions are welcomed in this course, so please feel the freedom to ask questions during class.
2. Please plan to be here for the entire class meeting period.
3. You must participate in Blackboard discussions on the course website. Please plan to contribute (1) one original response per week (to the assigned readings) and (3) three responses to classmate's postings per week.
4. On days when we hold in-class peer review workshops, please come to class with at least (4) four copies of your essay draft.
5. Please exercise respect for yourself and others by paying attention during class time. You should avoid one-on-one conversations with neighbors, and instead, focus on the material being presented in class. Talking while the instructor is teaching distracts many students; therefore, those who disrupt class by carrying on individual conversations will be asked to leave class if a persistent problem develops. Also, please respect differing points of view. Please exercise respect in your interactions with your classmates and instructor.
6. Please avoid unnecessary distractions that hinder your own learning. Students should silence cell phones, pagers, and other communication devices prior to class. Students should not use any personal electronic communication devices during class. Also, please do not have iPods or any other type of musical devices out during class. If we are in a computer classroom, please avoid the temptation of playing on the Internet during class. In order for you to your best, you must be willing to remain attentive.
7. Finally, please feel free to address any concerns or questions you have regarding class conduct expectations with me at any time outside of class.

A word from your instructor . . .

Welcome to English 1101! I'm pleased to have you in my class this semester. Together, I am certain we will enjoy an exciting and productive semester. My primary goal is for you to leave this course feeling less intimidated by the writing process and more confident in your own writing skills, secure in the knowledge that you can handle any writing assignments that will come your way in future college courses. English 1101 is truly the springboard for mastery of basic college writing skills that will benefit you not only in school, but in the job market. Professional, solid communication skills are a must in today's world, and even more important in today's fast-paced, technologically-advanced society. As we begin to rely more on the electronic conveniences of e-mail and instant messages, advanced writing skills are necessary to professionally convey meanings and maintain good working relationships. For these reasons alone, ENC 1101 is an invaluable course that will offer you endless benefits.

Perhaps you are asking yourself, "Who is this Greg Loyd and why has he been hired as an English teacher? What are his credentials to help me strengthen my writing?" Accordingly, I'd like to take this opportunity to introduce myself.

I bring more than ten years of professional communication experience and extensive graduate-level study to my job as an assistant professor of English at Tallahassee Community College. I hold a Master of Arts in English Literature from Valdosta State University and a Bachelor of Science in Media Communication and Journalism minor from The Florida State University. After graduating with my four-year degree, I worked for three years as a television news anchor, reporter, and producer. I served as the primary anchor of a small market ten o'clock newscast at a FOX television network affiliate where I was also a producer, responsible for planning and writing the news. Following my work in television, I worked full-time for three years as a college reading instructor, while earning my master's in English. After attaining my graduate degree, I worked for two years as an English instructor at Waycross College where I taught all levels of English, including Learning Support courses, English 1101, 1102, and an upper-level World Literature course for sophomores.

I want you to know that I understand the anxiety and frustrations of being a college student; please know I want you to be comfortable and secure in my class. Questions are encouraged and celebrated. I want you to get the most out of your English 1101 experience. Please let me know what I can do to make your learning more comfortable. Additionally, please don't be shy about asking me for help outside of class. Please be assured I'm here to facilitate your learning by being a source of help and encouragement to you. Here's to anticipating an exciting semester of English 1101! Sincerely,

ADA Provisions: Tallahassee Community College is committed to making all programs, services, and facilities accessible to and usable by persons with disabilities in order for students to obtain maximum benefit from the educational experience and to effectively transition to our college environment. Students with disabilities who identify themselves and provide appropriate documentation are eligible for support services. To access these services, please contact the TCC Disability Support Services (DSS) Office at 850-201-8430 or visit the office on the first floor of the Student Union Building (SU 178).

Teaching Mission: "Tallahassee Community College is an open-admission, comprehensive community college. Its mission is to provide excellence in teaching and learning through educational programs that promote the intellectual, social and personal development of students; assist them in developing the ability to think critically, creatively and reflectively; and prepare them for productive and satisfying lives."

Critical Thinking and Other Higher Order Thinking Skills: "The Faculty is committed to creating a learning environment for all students which promotes, encourages, and fosters higher-order thinking and critical thinking skills that are grounded in an understanding of the fundamental concepts of the disciplines in which they are taught."

WA Class: This is a "WA" class - web-assisted - the class has a website using Blackboard. The site is used to post materials, assignments and grades. You are expected to use the website as part of this class. If you do not have access to a computer and/or the Internet off-campus, be sure to note the hours of the open-access computer labs on campus. Not all class materials will be available in electronic format. Do not count on simply accessing the class website to obtain all that was done during class. NOTE: each instructor may use the BlackBoard environment differently, so be sure to pay attention to the instructions given in each of your WA classes.

Campus Resources:

Math Center: The TCC Math Learning Center, located in DH 225, allows students to work independently or in small groups and provides assistance to TCC students enrolled in courses ranging from college preparatory math through calculus, financial accounting, managerial accounting, physics and chemistry. Resources including trained specialists, learning assistants, videos, textbooks, computer resources and handouts are available to help students.

Writing Center: The Writing Center, located in AC133, offers TCC students help with all aspects of their writing. The Writing Center is staffed by writing professionals and English faculty, and offers assistance with brainstorming, paper organization, development, grammar, mechanics, and documentation.

Reading Center: The Reading Center, located in DH 141, offers support to students across all disciplines. Staff members present workshops, provide one-on-one tutoring, and make classroom presentations on such topics as How To Read College-Level Textbooks, How to Improve Your Reading Speed, How To Study For Exams, How To become a Strategic Student, etc. The Center has many print materials and computer-assisted programs and an experienced staff to assist students with reading/study skills related questions.

Additional resources: TCC Library, STAR lab, foreign language lab, Student Success Center, TCC Career Center – see TCC website for additional details concerning these resources.

Course Timeline/Pacing Schedule for ENC 1101

Summer Semester 2008 A-Term Greg Loyd

******NOTE:** Please pay special attention to posting deadlines. A midnight deadline means that the assignment should be completed by 12:00 midnight on the day indicated. For example, a midnight Sunday deadline means that an assignment must be complete by 11:59 p.m. on Sunday evening.

Instructor reserves the right to modify as necessary,; therefore, regular class attendance is crucial to success.

WEEK # 1: (May 6-9, 2008)

Tuesday, May 6:

- * Discussion of syllabus and course policies
- * Introduction to Blackboard (Question & Answer Session)

HOMEWORK: 1. Be sure you have username/password for log-in for TCC Student Portal. You will need this to access Blackboard, TCC student e-mail, and numerous other important areas vital to your success at TCC. 2. Discussion Boards 1 & 2 Open; Posts due by midnight Friday, May 9. 3. Send Mr. Loyd an e-mail (just a hello verifying you have successfully logged-in to your TCC e-mail account. This e-mail must be sent from your TCC e-mail account by midnight tonight! 4. Read the following essays located in your ENC 1101 Reader, on the pages indicated: "What is Happiness?" by Ciardi (461); "Three Ways of Meeting Oppression," by King, Jr. (475); "The Ways We Lie," by Ericcson (347); "How Our Skins Got Their Color," by Harris (415). You should be read to discuss these in Wednesday's class.

Wednesday, May 7:

- * Reading Discussion
- * Pre-CLAST
- * Diagnostic Essay

HOMEWORK: 1. Read the following essays located in your ENC 1101 Reader, on pages indicated, and be ready to discuss in Thursday's class: "In Search of Our Mother's Gardens," by Walker (109); "Sex, Lies and Conversation," by Tannen (125); "A Persisting Evil: The Global Problem of Slavery," by Re (467). 2. Remember to complete Discussion Board posts. 3. Complete Journals 1, 2, & 3 due by midnight Saturday, May 10.

Thursday, May 8:

- * Comprehensive Grammar Review
- * Discussion of written summaries

HOMEWORK: 1. Complete article summary assignment through Blackboard. **Due by midnight tonight!** 2. Complete Journals 4, 5, & 6 due by midnight Sunday, May 11 3. Read and be ready to discuss "Kids in the Mall," by Kowinski (421); "Sex, Drugs, Disasters, and the Extinction of the Dinosaurs," by Gould (267).

Friday, May 9:

- * Overview of MLA (in-text citations & Works Cited pages)
- * Summary-Soapbox (Essay # 1) assigned and explained; Pre-Writing/drafting during class.

HOMEWORK: 1. Complete Summary-Soapbox Essay Assignment. Essay should be submitted electronically via Blackboard prior to noon on Monday, May 12. 2. Complete posts on Discussion Boards 1 & 2 by midnight tonight! 3. Be sure you have completed Journals 1-3 (by midnight Saturday, 5/10) and Journals 4-6 (by midnight Sunday, 5/11).

WEEK # 2: (May 12– 16, 2008)

Monday, May 12:

- * **SUMMARY-SOAPBOX (ESSAY # 1)** due by noon (submitted via Blackboard & Turn-It-In).
- * Chapter 2 (Critical Thinking & Pre-Writing Techniques)
- * Journals 7 & 8 in-class

HOMEWORK: 1. Discussion Boards 3 & 4 Open! Please complete posts by midnight Thursday, 5/15. 2. Read the following essays from your ENC '01 Reader on the pages indicated and be prepared to discuss tomorrow. "Education in America," by Buchen (299); "Unforgettable Miss Bessie," by Rowan (335); "The Chase," by Dillard (91); "Three Kinds of Discipline," by Holt (237); "In Praise of the 'F' Word," by Shelley (281). "Me Talk Pretty One Day," by Sedaris (171); "Why Schools Don't Educate," by Gatto (277). "Hold Us to Higher Standards," by Moore (289); "How the Teachers Killed a Dream," by Klein (285); "What is Intelligence, Anyway?" by Asimov (213); "Prison Studies," by Malcolm X (165).

Tuesday, May 13:

- * Reading Discussion
- * **Personal-Perspective (Essay #2) assigned!**
- * Discussion of Revision Process

HOMEWORK: 1. Compose Personal-Perspective (Essay # 2) and bring two copies of your draft to class tomorrow! 2. Read the following essays from your ENC '01 Reader on the pages indicated and be prepared to discuss on tomorrow. "Only Daughter," by Cisneros (97); "Bones Break, But Boys Endure," by Judith Viorst, page 143

Wednesday, May 14:

- * Reading Discussion
- * Peer Review of Personal-Perspective (Essay # 2)!

HOMEWORK: 1. Revise Personal-Perspective essay and compose final copy due Friday. 2. Read the following essays from your ENC '01 Reader on the pages indicated and be prepared to discuss tomorrow: "About Men," by Gretel Ehrlich, page 341 ; "The Company Man," by Ellen Goodman, page 355; "Ain't I a Woman," by Sojourner Truth, page 109; "Polaroids," (229); "Be Specific," (187).

3. Complete Journal 9 by midnight Thursday 4. Remember Discussion Boards 3 & 4 posts are due by Thursday midnight!

Thursday, May 15:

- * Reading Discussion
- * Chapters 3 & 4 (Critical Reading & The Writing Process)
- * Journal Assignment # 10 (in-class)

HOMEWORK: 1. Finish final draft for Personal-Perspective (Essay # 2) and submit via Blackboard and Turn-It-In by noon tomorrow! (due before class). 2. Remember to complete Journal 9 by midnight tonight! 3. Remember to complete your Discussion Board 3 & 4 posts by midnight tonight!

Friday, May 16:

- * **PERSPOLNAL-PERSPECTIVE (ESSAY # 2)** due by noon (submitted via Blackboard & Turn-It-In). This should be done PRIOR to class!
- * **Impromptu Essay # 1** (in-class)
- * Definition (Essay # 3) assigned and explained.

HOMEWORK: 1. Discussion Boards 5 & 6 Open! Please complete your posts by midnight Tuesday, 5/20. 2. Compose draft of Definition (Essay # 3) and bring two copies to class on Monday, 5/19 for peer review session 3. Complete Journals 11 & 12 by midnight Sunday, 5/18.

WEEK # 3 (May 19-23, 2008)

Monday, May 19:

- * In-class Peer Review Workshop
- * Chapters 5 & 6 (Developing and Supporting Thesis)

HOMEWORK: 1. Revise your Definition Essay (final copy due Thursday) 2. Journal 13 due by midnight tonight. 3. Read the following essays and be ready to discuss tomorrow: "Why My Son Doesn't Act Like a Boy" (157); "Arm Wrestling with My Father" (103); "The Handicap of Definition" (233); "The Good Mother: New Realities Fight Old Images of Mother" (147); "The Meanings of a Word" (229).

Tuesday, May 20:

- * Reading Discussion
- * Annotated Bibliography Assigned (due Tuesday, 5/27).

HOMEWORK: 1. Be sure to complete posts to Discussion Boards 5 & 6 by midnight tonight!
3. Begin finding sources for your annotated bibliography.

Wednesday, May 21:

- * Chapter 7 (Improving Sentences and Paragraphs)

HOMEWORK: 1. Complete your final draft of Definition (Essay # 3)! Paper is due via Blackboard and Turn-It-In submission prior to tomorrow's class. 2. Complete Journal # 14 by midnight tonight. 3. Discussion Boards 7 & 8 Open (Posts due by Monday midnight).

Thursday, May 22:

- * **DEFINITION (ESSAY # 3)** due by noon (submitted via Blackboard & Turn-It-In). This should be done PRIOR to class!
- * Chapter 8 (Improving Intros & Conclusions)
- * Argumentative writing discussed

HOMEWORK: 1. Read the following essays and be ready to discuss in class tomorrow: "A Pro-Life Atheist Civil Libertarian" (451); "All Junk, All the Time" (439); "Who Killed Benny Paré" (435); "Learning While Black" (293).

Friday, May 23:

- * Reading Discussion
- * Argumentative (Essay # 4) Assigned
- * Time to work on Annotated Bibliography (if needed)

HOMEWORK: 1. Consider topics for Argumentative (Essay # 4). E-mail Mr. Loyd with a topic selection by midnight Sunday (5/25); 2. Remember to complete Discussion Boards 7 & 8 posts. 3. Complete Journals 15 & 16 by midnight Tuesday, 5/27). 4. Complete Annotated Bibliographies (due Tuesday 5/27).

WEEK # 4: (May 25-30, 2008)

Monday, May 26: MEMORIAL DAY HOLIDAY (No class meeting; TCC Closed for holiday).

HOMEWORK: Refer to Friday's homework and be sure to have all tasks/assignments completed. Remember, your annotated bibliographies are due at the start of class (submit a printed copy in class; the annotated bibliography is not an electronic submission)

Tuesday, May 27:

- * **ANNOTATED BIBLIOGRAPHY** (printed copy) **DUE AT BEGINNING OF CLASS!**
- * **IMPROMPTU ESSAY # 2** (In-class)

HOMEWORK: 1. Discussion Boards 9 & 10 Open! (posts due by Friday midnight) 2. Complete Journal 17 & 18 by midnight Wednesday.

Wednesday, May 28:

- * **MIDTERM ESSAY (In-class)**

HOMEWORK: 1. Read the following essays from your ENC 1101 Reader and be prepared to discuss on Thursday. "Don't Let Stereotypes Warp Your Judgment," by Heilbroner (191); "Indian Education," by Sherman Alexie; "Champion of the World," by Angelou (445); "Campus Racism 101" (243); "The Holocaust" (217); "The Human Cost of an Illiterate Society" (197); "Take This Fish and Look At It" (207).

Thursday, May 29:

- * Reading Discussion
- * English & The Real World (Reader Response & Business World)

HOMEWORK: NONE

Friday, May 30:

- * **IMPROMPTU ESSAY # 3 (In-class)**

HOMEWORK: 1. Be sure you have posted to Discussion Boards 9 & 10 by midnight tonight! 2. Complete your argument essay draft this weekend. Please bring two copies to class on Monday for a peer review session.

WEEK # 5: (June 2-6, 2008)

Monday, June 2:

- * Peer Review Workshop
- * Individual Instructor Conferences (as needed)

HOMEWORK: 1. Discussion Boards 11 & 12 open (please post by midnight Thursday, 6/5). 2. Work on final Argument (Essay #4) revisions. (Final draft is due Thursday).

Tuesday, June 3:

- * **Impromptu # 4 (In-class)**

HOMEWORK: 1. Complete Journal Assignments 19 & 20 by midnight Friday!

Wednesday, June 4:

- * Grammar Review
- * Copyediting exercise (in-class)

HOMEWORK: 1. Complete Argument (Essay # 4) and submit via Blackboard and Turn-It-In prior to tomorrow's class!

Thursday, June 5:

- * **ARGUMENTATIVE (ESSAY # 4)** due by noon (submitted via Blackboard & Turn-It-In). This should be done PRIOR to class!
- * Case Study of a Writer (Essay # 5) assigned and discussed. (due Tuesday 6/10)

HOMEWORK: 1. Be sure to have posted to Discussion Boards 11 & 12 by midnight tonight!

Friday, June 6:

- * **Impromptu Essay # 5 (In-class)**

HOMEWORK: 1. Complete Journals 19 & 20 by midnight tonight! 2. Discussion Boards 13 & 14 Open (please post by midnight, Wednesday, 6/11).

WEEK # 6 (March 17-21, 2008)

Monday, June 9:

- * Assign Writing Critique (question and answer session)
- * Grammar Review Session

HOMEWORK: 1. Complete Case Study of a Writer (Essay # 5) and submit via Blackboard and Turn-It-In prior to tomorrow's class. 2. Read the following essays from your ENC 1101 Reader and be prepared to discuss tomorrow: "How to Mark a Book," by Adler (249); "A Lesson Learned the Hard Way," by Cherry (307); "Battling Clean-Up and Striking Out," by Barry (319); "Nameless, Tennessee," by Heat-Moon (327).

Tuesday, June 10:

- * **CASE STUDY OF A WRITER (ESSAY # 5)** due by noon (submitted via Blackboard & Turn-It-In). This should be done PRIOR to class!
- * Reading Discussion
- * Class time for Writing Critique (instructor assistance, as needed)
- * **HOMEWORK:** 1. Complete posts to Discussion Boards 13 & 14 by midnight tonight! 2. Continue to work on Writing Critique.

Wednesday, June 11:

- * POST-CLAST

HOMEWORK: 1. Complete Writing Critique. Assignment due prior to class time tomorrow, submitted via Blackboard and Turn-It-In.

Thursday, June 12:

- * **WRITING CRITIQUE** due by noon (submitted via Blackboard & Turn-It-In). This should be done PRIOR to class!
- * **Impromptu Essay # 6 (In-class)**

HOMEWORK: None

Friday, June 13:

- * Review for final essay
- HOMEWORK:** Prepare for final essay

Monday, June 16:

- * **FINAL ESSAY (IN-CLASS)**
- [Last day of course; final class meeting]