

Clarendon College
Liberal Arts Division
English 1301 – Section 195
English Composition I
Summer 2019 --- 3 Semester Hours

INSTRUCTOR: Rosemary Baxter

CONTACT INFORMATION:

I can be reached through the “Participants” block located on the Course Dashboard on the course’s main page. I can also be contacted by phone. My cell phone number is **806-334-1155**, but please try not to call after 9:00PM.

SUMMER I 2019 CALENDAR OF IMPORTANT DATES:

Classes Begin	Monday, June 3
Late Registration Begins	Monday, June 3
Last Day to Register and/or Add/Drop	Wednesday, June 5
Last Day for Financial Settlement	Wednesday, June 5
Census Date (12 th Class Day)	Thursday, June 6
60% of Term Completed	Monday, June 24
Last Day to Drop with a “W”	Monday, June 24
July 4 (College Holiday)	Thursday, July 4
Final Exams	Monday & Tuesday, July 8-9
Final Grades Due @ 2:00PM	Wednesday, July 10
Semester Ends (Grades on Transcripts@ 2:00PM)	Thursday, July 11

ACCOMMODATION STATEMENT:

Clarendon College provides reasonable accommodations for a person with disabilities. Should you have a recognized disability and require special accommodations, you must notify the Student Services Office to ensure that services will be available in an effective and timely manner.

STUDENT RIGHTS AND RESPONSIBILITIES:

Student Rights and Responsibilities are listed on Clarendon College's website at ---
<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentResponsibilities.pdf>

TEACHING PHILISOPHY:

I believe that successful students take the responsibility for their own learning. The course curriculum will come primarily from the required textbook, class handouts, and interaction with me and other students in the class. In other words, class participation and questions show your interest in this class. If you have questions or need extra help, please feel free to call or e-mail me.

COURSE DESCRIPTION:

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

COURSE PURPOSE:

English Composition I partially satisfies the requirements for the Associate degree at Clarendon College and is designed for transfer to a senior college.

COURSE VALUE:

Ability to communicate across the curriculum; ability to interpret what is read and to accept or reject ideas projected from that reading; designed to fulfill the requirements of the core curriculum.

REQUIRED INSTRUCTIONAL MATERIALS:

Bullock, Richard, Maureen Daly Googin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. 4th ed. New York: Norton, 2016. Print. **The ISBN # is 978-0-393-61739-9. You must have the 4th edition of this text because chapter names and page numbers are different from the 3rd edition of this text and the text has the new MLA updates.**

*Any good dictionary (Optional, but recommended) i.e. *The American Heritage Dictionary*, *Webster's Collegiate* or access to any good on-line site such as <http://www.m-w.com/>

A flash drive or other additional means of saving your work is HIGHLY recommended

To order textbooks, on CC's website, click on "Student Services" then "Bookstore." Click on the Web Link: [Clarendon College Online Bookstore](#). If you have questions about ordering your textbook, call the CC Bookstore – 806-874-4860 -- M – F – 8:00AM – 4:30PM.

*****If you use part of your financial aid to purchase your textbook for this class, PLEASE read this information carefully.***** When you have completed the process of receiving financial aid and have a credit balance after your bill is paid to Clarendon College, the amount of the credit is posted to your MBS Direct account **until** June 4 – for you to purchase your textbook for this class. Please note that if you decide to purchase your text from another source and plan to use your financial aid money for this purchase, those funds will not be available until this money is refunded **beginning** June 19 – at the earliest. This date could change, so if you have questions, please contact the Financial Aid Office. **Please keep in mind that waiting until June 19 to purchase a textbook for this class will increase your chances of failing this class!** You are too far into the semester to not have a textbook, and I will not reopen any assignments for this reason.

If you plan to purchase your textbook from another source, please have the funds available to do so.

ENGLISH DEPARTMENT PROGRAM OBJECTIVES:

1. Students will understand and demonstrate writing processes through invention, organization, drafting, revision, editing, and/or presentation.
2. Students will develop the ability to research and write a documented paper.
3. Students will be able to demonstrate an awareness of the scope and variety of works in the arts and humanities.
4. Students will demonstrate understanding of various works of literature as expressions of individual and human values within a historical and social context.

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board. The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

THECB CORE OBJECTIVES:

Critical Thinking Skills --- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (CT)

Communication Skills --- to include effective development and expression of ideas through written, oral and visual communication (COM)

Teamwork --- to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal (TW)

Personal Responsibility --- to include the ability to connect choices, actions and consequences to ethical decision-making (PR)

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes. (Assess CT, COM, PR, and TW through proposal project and essay)
2. Develop ideas with appropriate support and attribution. (Assess CT and COM through proposal project and essay)
3. Write in a style appropriate to audience and purpose. (Assess CT and COM through proposal essay)
4. Read, reflect, and respond critically to a variety of texts. (Assess CT through essays or in-class activities)
5. Use edited American English in academic essays. (Assess CT and COM through essays and pre and post writing test grades)

Students may vary in their competency levels on these abilities. You should expect to acquire these abilities only if you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

COMPUTER/TECHNOLOGY INFORMATION/REQUIREMENTS:

During your orientation course, you learned the following Moodle requirements:

- Compatible Internet browsers and special browser settings
- Adobe Reader
- Flash Player

In addition, I would like you to consider the following items. I am assuming that you probably have as many or more computer skills than I do; however, if this is your ***first online course***, there are some questions you need to consider before beginning this or any online course:

- Are you self-motivated? Can you get assignments finished and submitted on time?
- Do you understand what you read? Can you follow written directions?
- Do you have the use of a computer--one that fits YOUR schedule and the COURSE schedule? Furthermore, are you fairly proficient at navigating the world of computers, including software and digital environments?
- Is your Internet service reliable?
- Do you have a back-up computer – or another place to go – in case of computer and software issues? Remember – no late work is accepted!!

If the answer is **no** to any of these questions, you may wish to rethink your decision to take an online course. A face-to-face class may be a better option for you. If, on the other hand, you believe an online course is for you, here are a few tips:

- Be prepared to spend as much or more time as you would in a face-to-face class. Students should be very disciplined and responsible in online classes—students are expected to participate *as if they are in a classroom*, but in an online environment. The state has set a standard for an expected amount of time students should spend on each class. The recommendation is 18-28 hours per week for a summer term. **Students are expected to read the assigned text** and be prepared to contribute to the class discussion in the online format as well as turn work in on time.
- Make the most of your time and try not to fall behind—it is difficult to catch up on readings. Moreover, **no assignments shall be accepted late**, so you must keep up, yourself, with the schedule and turn work in on time.
- Make sure you can fit the exams into your schedule. No make-up exams will be available.
- If you have a problem, let me know as soon as you can. Do not wait or just do nothing. Remember that I am not a computer instructor, but an English one. Furthermore, the excuse “my computer crashed” or “my Internet went down” is very like the old “the dog ate my homework” excuse. The dog MAY have eaten your homework, but these excuses will not be accepted.
- Do not wait until the last minute to complete a test or submit material. Things can and do go wrong!
Please be aware that all due dates are based on Central Standard Time.
- One more thing and this is so very important. **You simply must save your documents in a Microsoft Word compatible format (such as .doc, .docx, or .rtf).** This is especially something to be cautious of if you have an Apple computer because much of Apple's software is not compatible with what we use on the PCs. Again, I simply cannot grade work that I cannot open. *****If I receive a document that is not compatible, you will receive one warning and then a zero on all following assignments if the above directions are not followed.*****
- *****One advantage of using Moodle is that you can access your course, check assignments, and check grades on your smart phone or tablet device. HOWEVER, please be aware that you cannot use these devices, however marvelous they are, to prepare and submit your written assignments because the font style, font size, and formatting will not be correct unless that device has MSWord.*****

Clarendon College students have access to **Onedrive and Office 365**, which provide access to some software you might need for this class, **for free**. For further instructions on how to access these resources, go to your Student Portal Help section in CAMS. Click on the appropriate link for accessing your Bulldogsmail/Office 365 account. You will also find useful information on using Onedrive and the Office 365 Apps.

INSTRUCTIONAL METHODS:

Assigned readings, On-line discussions, On-line quizzes and tests, On-line messaging and e-mail

CLASS POLICIES

Attendance

Regular attendance for college classes is up to the student, but necessary for successful completion of any class. Weekly attendance is mandatory in all online classes. Specific activities will be identified each week that must be completed in order for students to be considered “in attendance.” Students are also expected to log into their online course(s) at least twice a week. Progress toward satisfactory completion of weekly assignments is expected on a weekly basis. No progress could jeopardize good standing and financial aid.

Required Enrollment Verification Activity

Students who fail to complete the Syllabus Agreement EVA activity (located in the Class Orientation section of the online course) by the census date (June 6) cannot continue in the course and will receive a W (Withdrawn) at the end of the term. Students may also not be eligible for a financial aid refund. If you are receiving financial aid, you may also be required to reimburse tuition and fees.

The census date for this term can be found on the Academic Calendar located at the **Inside CC** link on Clarendon College’s home page and on the first page of this syllabus.

My policy for this course is that I will submit a required attendance report each Thursday afternoon and on the census date. Students who are following the online attendance policy are marked “Present.” Those who are not following the online attendance policy will be marked “Absent.” Students can be placed on academic probation or lose financial aid for chronic nonattendance. Regular “attendance” is also part of your Class Participation grade that is 20% of your final grade in this class.

Respectful Behavior

I will always show you the respect you deserve as a student. In return, I expect respectful behavior from you. An on-line class presents certain differences from the regular classroom concerning behavior. Since most of our communication is via either e-mail or phone, please be considerate and respectful while using these lines of communication with me and with other students in the class. **Remember the ramifications of posting anything on the Internet.** One infraction will result in my warning you verbally or by e-mail. A second infraction will result in our consulting the Vice President of Academic Affairs and the possibility of your withdrawal from the class, possibly with an “F.”

Course Withdrawal

A student may drop a class with a “W.” This must be done on or before the last day to drop a class as designated by the college calendar. This request for permission to drop a course is **initiated by the student** by procuring a drop form from the Dean of Students office. The student should sign the form, have the instructor sign the form, and return it to the office. For on-line students, this can also be done by calling the Registrar’s Office. Please remember that failure to officially drop a course will result in a final grade of “F” for the class. Any student who is considering dropping this course is encouraged to contact me before initiating the drop. **Remember, a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount at Clarendon College for taking the class a third time or more. Furthermore, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6, he/she will no longer be able to withdraw from any classes. The final drop date for Summer I 2019 is Monday, June 24.**

Student Academic Integrity and Classroom Ethics

“Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (5) entering an office, classroom, laboratory, or building to obtain an unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory activity; and/or, (10) plagiarism. **Plagiarism is defined as the using, stating, offering, or reporting as one’s own, an idea, expression, or production of another person’s work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student. (Clarendon College Student Handbook 2018-2019 – Student Academic Integrity & Classroom Ethics section – pp. 40-41) --- The CC Student Handbook is available online on CC’s homepage. Click on “Inside CC” – under “Students” - click on “Forms & Resources” – then click on “2018-2019 Student Handbook.”** More about plagiarism will follow.

Students are responsible for ensuring that their work is consistent with Clarendon College’s expectations concerning academic integrity. In this course you may be asked to submit some papers using an online tool, **Turnitin.com**, to confirm that you have used sources accurately in

your papers. In order to submit your papers to **Turnitin.com**, you will receive a **class id** and **enrollment password** at the appropriate time from me.

You will also receive step-by-step instructions about how to use **Turnitin.com** from me. The instructions and videos are also available at CC's website at the **Students >> Forms & Resources** link. Additional information about the Turnitin.com plagiarism prevention tool is available at <http://turnitin.com>

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of the course will file a report with Tex Buckhaultz, Vice President of Academic Affairs, when a "cheating" event occurs, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. The Vice President shall discipline students who are reported as offenders more than once. The Vice President will notify all involved parties within fourteen days of any action taken.

PLAGIARISM: Please read and make sure you understand the following!

1. Word-for-word plagiarism: The student quotes his or her source without using quotation marks. Even if the student cites the source, he or she is still plagiarizing because proper quotation procedures were not used. Proper documentation **must** include quotation marks and the proper citation.
2. Paraphrased plagiarism: The student uses a source and with the exception of changing a few words or phrases essentially quotes the original. Even if the source is properly cited, the writing is still plagiarized because the student has used the author's style, vocabulary, and content and claimed it as his or her own.
3. Improper citations: If a student uses someone's information other than his or her own, the source of the material must be properly cited. Failure to do so is plagiarism.
4. Improper use of ideas: Ideas are as equally protected as words. If the student uses someone's ideas, but expresses them in his or her own words, the student plagiarizes if he or she does not cite the source of the idea.
5. Internet use: Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism.
6. Student sharing: While students are certainly free to work together and study together, an assignment that calls for individual work to receive an individual grade must reflect the

student's personal effort. In other words, if each student is to turn in a paper for a grade, it must be obvious to me that each student has done his/her own work. The papers should not be exactly alike!!! If a student borrows or copies another student's work, that is plagiarism. One student writing a paper for another student is plagiarism. Plagiarism also occurs if two students collaborate on an individual assignment and turn in the same work.

7. Student sharing: Plagiarism also occurs when you use someone else's electronic files or allow another student to use any of your personal files. It is important to protect all of your electronically saved files. The Student Handbook states that accounts (IDs and passwords) are approved and issued by the Dept. of Information Systems and Computer Operations and are issued to individuals and intended for the sole use of that individual. The individual to whom the account has been issued is responsible for the proper use of the account . . . and shall keep his or her keywords and passwords confidential to protect himself/herself and said files. Users shall not give or sell passwords to others.

***Your responsibility is to protect your electronically saved files. If someone else turns in an assignment as if it were that student's work, but is the work that you have completed, I will have to assume that you allowed this to happen. **Both of you will suffer the same consequences.** Therefore, make sure your saved files are kept in a place where others cannot copy them. **DO NOT SHARE FLASH DRIVES, COMPUTERS, ETC.**

Plagiarism is also committed if you use work that you have turned in for another instructor *if you do not get my permission first. Always ask!*

NEVER LET ANYONE ELSE USE YOUR COLLEGE LOGIN OR PASSSSWORD!!!!

The 8th edition of the *MLA Handbook* states that student plagiarism does considerable harm. Those who plagiarize "are seen not only as dishonest but also as incompetent, incapable of doing research and expressing original thoughts. . . . it calls into question everything about the writer's work . . . and undermines the relationship between teachers and students, fostering suspicion instead of trust, and making it difficult for learning to take place." Plagiarism is cheating and is unfair to other students who make the effort to do their own work.

My policy is that anyone who commits any of the above infractions (#1 - #7) will receive a zero on that assignment or test with no opportunity to make up the zero. You will receive an "F" in the course for more than one violation. This "F" will be given for a second offense if the assignment is a major writing assignment or something as simple as a daily assignment. In addition, **this instructor reserves the right to give the student an "F" for the class if there is any one cheating violation which she perceives as a deliberate, not accidental, infraction.** In other words, cheating and plagiarism will not be tolerated.

ASSIGNMENTS:

Assignments are due as stated in the “Course Schedule” for each assignment, quiz, or test. No exceptions!!!!

To offset a grade that might be missed and consequently a zero given, I will drop the **two (2) lowest daily grades** and the **lowest test/quiz grade** at the end of the semester. Any exemptions to this policy must be handled through the Vice President of Academic Affairs.

Daily grades will be averaged as part of your final grade. Major tests and assignments will be part of your final grade and must be satisfactorily completed in order to pass this course.

Important: Assignments must be computer generated. **The MLA format must be used for all typed assignments.** Always keep at least two (2) saved copies of your work. Flash drives are your best option. See the **REQUIRED INSTRUCTIONAL MATERIALS** section of this syllabus. Any lost or damaged data will not be accepted as an excuse for late work.

GRADING PROCEDURE:

The final grade in this course will be determined by the following:

Major writing assignments.....	50%
Major Tests/Quizzes(Course final=a major test).....	30%
Daily assignments (Including discussions), Teacher contact, Good “attendance”	20%

The final semester grades will be figured as set in the current catalog:

90-100 --- A 80-89 --- B 70-79 --- C 60-69 --- D Below 60 --- F

GRADE APPEALS:

Students have **three (3)** working days from the day grades are posted at the end of the semester in which the course was taken to challenge or question the assigned grade.

COURSE EVALUATION:

Clarendon College has implemented a new policy wherein a student must complete the Class Evaluation by the end of the semester in the Student Portal in order to be able to view his or her final grade for this class. Please let me know if you have questions about this.

TENTATIVE SCHEDULE FOR ENGLISH 1301, SUMMER 2019 (ONLINE)

Regular attendance is mandatory in all online courses. Specific activities are identified for each section that must be completed in order for students to be considered “in attendance.” **These activities are typed in red in the actual class and in the Tentative Class Schedule.** Do not confuse these dates with the due dates for the assignments.

Class Orientation: Due June 9

For attendance purposes, you must have logged in to the class by June 5.

- Complete **Course Overview** and the other items in the **Class Orientation** section.
- Review instructions for Onedrive and Office 365. This is a free resource for Clarendon College students and may be very helpful if you do not already own MS Word. Remember, only Word compatible documents will be accepted!
- Take the syllabus quiz. You must receive at least an 80 to move forward in this class.
- Agree to the terms of the syllabus by clicking “True” on the Syllabus Verification Activity (EVA)
- Take the required Diagnostic Pre-test (This will remain open until June 9.)
- Begin reading pages 279-317 in the text *The Norton Field Guide to Writing (with Readings and Handbook)*.

Section 4 – The Writing Process: Due June 16

For attendance purposes, you must have completed the Syllabus Quiz and the Syllabus EVA activity by June 9.

The Writing Process (Learning Outcome 1)

- LEARN
 - Click on the file “Learning about the Writing Process” for instructions on the work in this unit.
 - *The Norton Field Guide to Writing*—read pages 279-317
 - View the HANDBOOK, an electronic copy of part 8 of your text. This is a helpful resource to review before you take the grammar/punctuation quizzes.
 - You may view the Power-Point that covers these pages if you would like.
- PRACTICE (Remember, you can take the grammar quizzes as many times as you would like, up until the due date. Feel free to take them until you receive the grade you desire!

You can review the grammar or punctuation section by reviewing the appropriate section in the handbook at the back of your textbook. The letter/number you see before each quiz is the corresponding section in the handbook.)

- Grammar Quizzes:
 - S-1 Sentence Elements
 - S-2 Identifying Fragments
 - P-7 Hyphens
- APPLY
 - Discussions on Writing Process:
 - What is your writing process?
 - You must add a new discussion topic and reply to the prompt then reply to at least two other student posts to get full credit for this activity.
 - What will you change?
 - You must add a new discussion topic and reply to the prompt and then reply to at least two other student posts to get full credit for this activity.
 - **TEST** over pages 279-317 (demonstrate and know-LO#1). **Unlike the grammar quizzes on which you get unlimited attempts until the time expires, you will only have one attempt to finish this test.**
 - Submit feedback on the navigation of the Moodle course

Section 5 – Rhetorical Situations: Due June 19

For attendance purposes, you must have completed the Discussion Forums “What is your writing process?” and “What will you change?” by June 16.

Rhetorical Situations (Learning Outcome 3)

- LEARN
 - Click on the file “Learning about Audience and Purpose” for instructions on the work in this unit.
 - *The Norton Field Guide to Writing*—read pages 53-70
 -
- PRACTICE
 - Grammar Quizzes:
 - P-1 a-j Commas
 - Guided discussion forums—reply to my prompts
 - Why are you writing? (PURPOSE)
 - For whom are you writing? (AUDIENCE)

Section 6 – Literacy Narrative: Due June 23

For attendance purposes, you must have completed the discussions on Why are you writing? and For whom are you writing? by June 19.

First Writing Assignment: Literacy Narrative (Learning Outcomes #2&5)

- LEARN
 - In this unit, you will create your **first writing assignment**. Click on the file “Literacy Narratives” for instructions on the work in this unit.
 - *The Norton Field Guide to Writing*—read pages 73-93. You may also view helpful examples of literacy Narratives on pages 639-662 in your text.
 - Read the handout “College Writing Guidelines” for important reminders about college-level writing.

- PRACTICE
 - Grammar Quizzes:
 - S-5 S-V Agreement
 - P-2 Semicolons
 - P-8 Capitalization

- APPLY
 - Read “Mother Tongue” by Amy Tan starting on page 649. Then answer the questions 1-4 under ENGAGING WITH THE TEXT on page 655, in the discussion forum link. To receive full credit on this assignment, you must answer each part of each question.
 - Using MLA format, **write a Literacy Narrative**. You may **preview the rubric** that will be used to grade this paper. Grades will not be submitted until sometime after the assignment deadline. When your instructor has graded this assignment.
 - You may also follow these steps:
 - Review the topic choices on page 84-85. Then, consider the rhetorical situation (85-86). Read pages 86-88 for help generating ideas and text. Read page 88-89 for hints on how to organize a Literacy Narrative. Finally, review pages 89-93 for assistance completing the writing process.
 - Students will post their drafts on the discussion forum entitled Literacy Narrative Peer Review, where students will be expected to respond to at least *one* student draft by following the directions in the discussion forum.

- Using MLA format, submit your Literacy Narrative. Remember, you must submit this in Microsoft Word or .rtf form or you will receive a zero! You may preview the rubric that will be used to grade this assignment.
- Submit feedback on the first writing assignment

Section 7 – Analyzing Texts: Due June 26

For attendance purposes only, you must have submitted your literacy narrative by June 23.

Analyzing a text (Learning Outcome #4)

- LEARN
 - Click on the file “Analyzing Texts” for instructions on the work in this unit. In *The Norton Field Guide to Writing*—read pages 94-128.
 - Take a quiz on Avoiding Plagiarism.
 - There are three examples of Textual Analyses posted under this label for you to view if you would like as well as helpful examples in Chapter 60, starting on page 663.
- PRACTICE
 - Grammar Quizzes:
 - P-5 Apostrophes
 - S-7 Parallelism
 - S-9 Shifts
 - P-4 Quotation Marks
- APPLY
 - **NOTE:** You will not submit an essay in this unit but will instead practice analyzing texts in the discussion forum. You will also have more grammar quizzes in this unit.
 - **Discussion:** The assigned reading for this discussion is Hemingway’s “Hills Like White Elephants”. You will find a .pdf file with the text of this story posted in the discussion forum. You will also find directions for this assignment. You may refer to this chapter for help on answering these questions. Then look at other student postings to see how they respond.
 - Submit feedback on coursework

Section 8 - Memoirs: Due June 30

For attendance purposes, you must have completed the discussion for the “11187 – 424” Discussion Forum by June 30.

Second Writing Assignment: Memoir (Learning Outcomes #2 & #5)

- LEARN
 - Click on the file “Memoirs” for instructions on the work in this unit.
 - In this unit, you will create your second writing assignment. You can read about Memoirs on pages 216-223. You may also read sample Memoirs on pages 849-883. See instructions on the Moodle assignment. You may preview the **rubric** that will be used to grade this assignment.
- PRACTICE
 - Grammar quizzes:
 - L-3 Commonly Confused Words
 - P 6 Colons, Dashes, Parenthesis, Brackets, Ellipses, and Slashes
- APPLY
 - Read “11187-424” by Piper Kerman starting on page 866. Then answer the questions 1- 4 under ENGAGING THE TEXT on page 875 in the discussion forum entitled “Orange is the New Black”.
 - To receive full credit on this assignment, you must answer each part of each of the questions!
- Write a Memoir
 - In this unit, you will create your **second writing assignment**. You can read about Memoirs on pages 216-223.
 - You will find many resources to help you with this assignment in this unit in the pages of your textbook. You will also find helpful examples on pages 797-835. You will submit your assignment in MLA format. **Remember, you must submit this in Microsoft Word or .rtf form or you will receive a zero!** You may preview the **rubric** that will be used to grade this assignment.

Section 9 - Proposals: Due July 7

For attendance purposes, you must have submitted your completed Proposal by July 7.

FINAL WRITING ASSIGNMENT: Proposal

- LEARN
 - Click on the file “Proposals” for instructions on the work in this unit.
 - In this unit, you will create your **final writing assignment**. You can learn about Proposals on pages 235-244 in your textbook. You will find many resources to help you with the assignment in this unit on the pages of your textbook. You will also find helpful examples starting on page 911-938.
 - **NOTE:** This is a **collaborative** project so you will be assigned to a group to work on this project. Working together online can be challenging, but can also be

very rewarding. **You will receive detailed instructions** on this project (i.e. group assignments) as this unit opens.

- PRACTICE
 - Grammar quizzes:
 - L-1 Appropriate Words
 - L-2 Precise Words
 - L-7 Placing Modifiers Carefully
- APPLY
 - With your group, write a Proposal
 - Topic choices
 - Discuss suitable LOCAL topics
 - Consider the Rhetorical Situation (240)
 - Generating Ideas and Text (240-241)

Final Exam – Due July 9 @ 9:00PM

- POST-TEST—this will count for a grade! You will **not** get an automatic 100 on this activity. Study part 8 of your textbook for help with this test. This test **will close at 9:00 p.m. on the 9th!**