

Course Name/Number	ENGL 1301	Instructor:	Dr. Rufel Ramos
Section/Days/Time/Room:	- 4013 MWF 11:15am-12:10pm – G131 - 4481 T Hybrid 11am-12:20pm – L303 - 4482 R Hybrid 11am-12:20am – L303 - 4400 M-F Online only – eCampus	Instructor Office & Phone:	G136, 972-860-7361
		Instructor Office Hours:	M-F 10am-11am
		Instructor Back-Up Website:	www.rowenasworld.org
		Instructor Office E-mail:	rramos@dcccd.edu
Division Office Location/Hours	G138 (Dr. Ramos' inbox)	Division Phone/Fax	972-860-7124, 972-860-8342
Division Office Hours:	M-F 8am-5pm	Division Email:	brendalee@dcccd.edu

DCCCD CATALOG COURSE DESCRIPTION: ENGL 1301 Composition I (3 credit hours)

- Prerequisite:** One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) Reading and Writing standards.
- Description:** This course focuses on student writing. It emphasizes reading and analytical thinking and introduces research skills. Students practice writing for a variety of audiences and purposes. (3 Lec.)

REQUIRED TEXTBOOK/RESOURCES:

- Kirszner, Laurie G. and Stephen R. Mandell. Patterns for College Writing. 11th ed. Boston: Bedford/ St. Martin's, 2010. ISBN-10: 0-312-60152-2
- THE COMMON BOOK:** Dawson, George and Richard Glaubman. Life Is So Good. New York: Penguin Books, 2001. ISBN: 978-0-141001685
- Recommended writing reference:** Purdue University's Online Writing Lab (OWL): <http://owl.english.purdue.edu>

CORE CURRICULUM INTELLECTUAL COMPETENCIES:

- Reading** – analyze and interpret a variety of printed materials, books, documents, and articles (above 12th grade level).
- Writing** – produce clear, correct, and coherent prose adapted to purpose, occasion, and audience (above 12th grade level).
- Critical Thinking** – think and analyze at a critical level.
- Computer Literacy** – understand our technological society, use computer-based technology in communication, solving problems, acquiring information.

STUDENT LEARNING OUTCOMES (SLOs):

- Understand and demonstrate** the importance of purpose and audience.
- Produce** unified, coherent, and developed essays above the 12th grade level.
- Participate effectively** in groups.
- Understand and apply** the basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- Understand and appropriately apply** modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- Analyze and interpret** a variety of printed materials – i.e., books, short stories, articles.
- Understand and demonstrate proficiency** as dictated by the writing process – planning, drafting, shaping, revising, editing and proofreading.
- Use** computer-based technology in communication, solving problems, acquiring information.
- Understand and utilize** vocabulary above the 12th grade level.
- Understand** the basic principles of research.

COURSE POLICIES

ATTENDANCE POLICY

- Attendance and success in the course are related because class participation is part of the learning process and will affect your final course grade. You are expected to attend every class (or access eCampus at least weekly if entirely online) and be ready and willing to work.
- If your absences exceed two weeks' class sessions, I may advise you to drop the course (if this occurs before the drop date), or you may be given a grade of "F" for Participation & Discussion. Please understand that this is not meant to penalize you unfairly but is meant to encourage participation in order that you may receive maximum benefit from the course, including the maximum possible grade.
- An absence, however, is excused due to illness, car problems, family emergencies, or religious obligations (absence due to religious holy day[s]). Please inform the instructor before or **immediately** after the absence so that the instructor can excuse the absence. You are required to complete any assignments or take any examinations missed as a result of the absence within the timeframe specified by the instructor.
- While contributing to class discussion: Please understand that your mere presence in class (either in person or on screen) does not automatically give you an "A" for Participation & Discussion. Thus, in the classroom, please refrain from using your cell phone and/or MP3 player. Also, disrespectful comments (even if you didn't mean it) to yourself, your classmates, and/or your instructor will negatively affect your Participation & Discussion grade. The instructor will respect you and your classmates; please have the courtesy to do the same.

LATE WORK POLICY

You are expected to submit assignments on time. The instructor will deduct ten points for each week the assignment is late for a maximum 20 points deducted. After two weeks, the instructor will not accept any late work. No late work will be considered for full credit unless you discuss with her about **why** the work will be late **prior** to its due date. She will give you a new due date. The absolute deadline to turn in any acceptable late work is the last day of class, **before Finals Week**. Once Finals Week starts, the instructor will accept no late work.

INSTITUTIONAL POLICIES

DROP / WITHDRAWAL POLICY AND SEMESTER DROP DATE

If you are unable to complete this course, it is your responsibility to withdraw. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. You must withdraw through the Admissions/Registrar's Office (C119) **in person, by mail, or by eConnect** by **Thursday, April 12, 2012**. Failure to withdraw before the deadline will result in receiving a performance grade, usually a grade of "F." You will receive a "W" ("Withdraw") in each class dropped. A **"W" shows up on your transcript BUT does not hurt your GPA.**

*****STOP BEFORE YOU DROP: THE 6 DROP RULE*****

For students who enrolled in college level courses for the **first time in the Fall of 2007**, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop **no more than 6 courses during your entire undergraduate career** unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a "W". Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: <https://www1.dcccd.edu/coursedrops>.

DISTRICT THIRD ATTEMPT POLICY/ REPEATING A COURSE

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge a higher tuition rate to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in higher tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: <http://www.dcccd.edu/Current+Students/Paying+for+College/Third+Course+Attempt/>.

FINANCIAL AID STATEMENT

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not withdraw or stop attending any class without first consulting the Financial Aid Office (C215). Non-attendance or withdrawals may affect your eligibility to receive further financial aid and could cause you to be in a position of repayment for the current semester. Also, students who do not withdraw from a class but fail to attend or participate after the drop date are also subject to this policy, that is, may be in a position of repayment for the current semester.

TEXAS SUCCESS INITIATIVE (TSI)

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ACADEMIC HONESTY/PLAGIARISM POLICY

*You are expected to do your own work. **Plagiarism** (the unacknowledged, wholesale use of another writer's words in a written assignment) and **cheating** (using unauthorized resources during an exam) will not be tolerated. For the **first offense**, the student will receive **a grade of zero on the assignment**. A **subsequent offense could result in failure in the course**.*

PRINTING ON CAMPUS

Printing in the Computer Lab (L108), Library, and Learning Assistance Center (LAC) will cost 10 cents a page. You must bring a one, five, ten, or twenty dollar bill to the lab to create a print account **before** you can print. No change is made in the lab. Once the money is in the bill acceptor, it cannot be retrieved. No cash refunds are possible. An account stays active (and therefore, you can print) as long as the account has value (that is, has money in it).

FERPA STATEMENT:

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as "directory information" to the general public without the written consent of the student. Directory information includes student name, student address, telephone numbers, date and place of birth, weight and height of members of athletic teams, participation in officially recognized activities and sports, dates of attendance, educational institution most recently attended, and other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

STUDENT E-MAIL:

Legal privacy issues prevent your instructor from discussing your work or your grades on commercial e-mail accounts. If you wish to send your papers as attachments to an e-mail (and the instructor permits it), or if you have a question about your grade, you must open a student e-mail account. The account is free. You may set it up by going to <https://www1.dcccd.edu/netmail/activate.cfm> **All students receiving financial aid must open a student NetMail account.** You can check your NetMail by going to <http://www.dcccd.edu/netmail/home.html> Also, make sure your email address is current with the Registrar's office, or you may not be able to receive important emails from your instructor or Eastfield College in general, as well as check your grade online via eConnect.

GETTING YOUR END-OF-TERM COURSE GRADE:

Grade reports are not mailed. Convenient access is available online (eConnect) or by telephone (DCCCD Touch Tone Services). Online: <http://econnect.dcccd.edu/grades.html> You'll need your student ID number and password to login. Telephone: 972-613-1818. Final Course Grades will be available by **10am, Monday, May 14, 2012.**

ADA STATEMENT

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office, in the Student Support Services Division, room C237, email: efcdso@dccc.edu, phone: 972-860-8348.

RELIGIOUS HOLIDAYS POLICY

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

INCLEMENT WEATHER STATEMENT

In the event there is inclement weather that affects regular scheduled classes and events on the Eastfield College campus, the [Dallas County Community College District](#) and [Eastfield College](#) web pages will display a notification of any closings or delays. **If there is no notice of changes or delays, then classes are in session as usual.** You also may refer to announcements on major television and radio stations (like KEOM-FM radio 88.5) in the event that the DCCCD or Eastfield College Internet sites cannot be accessed.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS/COURSE SCHEDULE

The instructor reserves the right to amend this syllabus as necessary.

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

Students will participate and discuss in class/on the Discussion Board. They will complete weekly quizzes. They will create eight sets of Journals. Also, following the Writing Process and MLA Style of Manuscript format, students will compose four, double-spaced, word-processed, Times New Roman 12 font, 2-3 page Essays. Finally, they will compose one, 3-4 page, two-source comparison/contrast Research Paper, based on the Common Book.

Participation & Discussion: Timed Essay, Syllabus Acknowledgment, Discuss Responses, Peer Reviews	5%
Quizzes: Grammar, Punctuation, Argument, MLA Style (15 @ 1%)	15%
Journals: Paragraph-length (about 5 sentences) responses to Common Book chapters (24 chapters = 24 paragraphs)	20%
Essays: Prewriting/Arrangement, Peer Review of Rough Draft, Final Draft -- (4 @ 10% ea)	40%
Research Project:	20%
1. 2% Prewriting	
2. 1% Formal Outline (use Roman Numerals)	
3. 2% Rough Draft & Peer Review	
4. 15% Final Draft, including the Works Cited list of 2 sources (Common Book + another outside source)	
Total Grade:	100%

Grading Scale:

A= 90-100%	C= 70-79%	F= 0-59%, participating
B= 80-89%	D= 60-69%	N=0-59%, not participating (N negatively affects your Financial Aid)

ASSIGNMENT CALENDAR

This Assignment Calendar is a guide to various assignments. Students must contribute for all class sessions and/or post at least weekly on the Discussion Board to get full credit for Participation/Discussion (for online students). Quizzes can be completed in groups of **up to three people** (use the OWL site or any reference source as a study aid). Reading and writing assignments come from either the [Patterns](#) book or the Common Book. Each journal response (24 responses total) should be a **short paragraph long**; the Journals can be completed in groups of **up to three people**. Also, students must submit **at least** Prewriting/Arrangement, [Peer Review](#) (**either** a Peer Review you did, or what you got from someone else doing Peer Review of you), and Final Draft to get **full credit** for Essays. Finally, students must submit **all items** for the Research Project to get **full credit**.

Wk	Day	For P&D	For Quiz	For Common Book Journal	For Essay
1	1/17-1/20	Go over Syllabus, The Writing Process – Overview: pp.15-16 Ch. 2 pp.17-36, Ch.3 pp.37-50, Ch.4 pp.51-65, Ch.5 pp.67-79.		Go over how to do the Journal responses: For each chapter in <i>Life Is So Good</i> , answer these questions in one short paragraph: <ul style="list-style-type: none"> • What’s happening in this chapter? (Summarize the chapter.) • Can you relate to what’s happening? Why or why not? 	Write Timed/In-class Essay: Topic: Write a short essay (about a page long), describing yourself at this present time. Use any strategy that you currently know to write this essay. Don’t worry – this is only a diagnostic, to see what you already know about essay writing, and will only be counted as a participation grade .
Wk	Day	For P&D	For Quiz	For Journal	For Essay

2	1/23/1/27	<p>Finish the Writing Process</p> <p>Go over Narration – Ch.6 pp.83-94; Description – Ch.7 pp.143-60</p> <p>Discuss Responses: 1) Laura Bobnak “The Price of Silence” (63-65): What happened? Can you relate to witnessing or experiencing a wrong and keeping silent when you should have spoken up for what is right? Why or why not?</p> <p>2) Tiffany Forte “My Field of Dreams” (89-91) – What happened? Can you relate to losing a childhood dream or goal? Why or why not?</p> <p>Work on Essay 1</p>	<p>By Friday this week: Quiz 1: Fragments Quiz 2: Run-ons</p>	<p>Start reading and journaling Chapter 1-3 for 1st set of Journals</p>	<p>Write Essay 1 “Narrative” -- See the topic below and start prewriting, arranging, and drafting:</p> <p>Topic: Narrate a memory about a time when you lost a person, place, thing, or idea that was important to you. Remember: chronological order!</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay
3	1/30-2/3 Census deadline for Financial Aid: 1/30	<p>Work on Essay 1</p> <p>Do Peer Review</p>	<p>By Friday this week: Quiz 3: Combining Sentences with Transitions (using semicolons & commas)</p>	<p>By Wednesday this week: 1st Set of Journals due.</p> <p>Start reading and journaling Chapters 4-6 for 2nd set of Journals:</p>	<p>Finish Essay 1: *Peer Review of Rough Draft -- Peer Editing Sheet: Narration p.93 * Revising/Editing → Final Draft</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay
4	2/6-2/10	<p>Go over: Process – Ch.9 pp.263-79</p> <p>Discuss Responses: 3) Eric McGlade “The Search” (270-273) – Would you follow this advice, or is it too much? Why or why not? Have you ever given long advice in order to spare a person from problems that you encountered? Explain.</p> <p>4) Melany Hunt “Medium Ash Brown” (275-276) – What did she do wrong? Can you relate to changing your appearance for the worse? Why or why not?</p> <p>Work on Essay 2.</p>	<p>By Friday this week: Quiz 4: Verb Tense Quiz 5: Subject/Verb Agreement</p>	<p>By Wednesday this week: 2nd Set of Journals due.</p> <p>Start reading and journaling Chapters 7-9 for 3rd set of Journals:</p>	<p>By Wednesday this week: Essay 1 DUE.</p> <p>Write Essay 2 “Process” – Pick one of these two topics and start prewriting, arranging, and drafting:</p> <p>1) Process Instructions topic: “Write an essay giving practical advice about how to do something” that you know very well -- p.270</p> <p>2) Use the same topic, but write it as a Process Explanation. It can be a negative process, like what Hunt did.</p> <p>Remember: Chronological order!</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay
5	2/13-2/17	<p>Any issues with Essay 1.</p> <p>Do Peer Review</p> <p>Finish Essay 2.</p>	<p>By Friday this week: Quiz 6: Pronoun/Reference Agreement Quiz 7: Parallel Structure</p>	<p>By Wednesday this week: 3rd Set of Journals DUE.</p> <p>Start reading and journaling Chapter 10-12 for 4th set of Journals:</p>	<p>Finish Essay 2: * Peer Review -- Peer Edit Sheet Process p.278 * Revising/Editing → Final Draft</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay

6	2/20-2/24	Go over: Exemplification – Ch.8 pp.199-213; Classification/ Division – Ch.12 pp.447-459 Discuss Responses: 5) Grace Ku “Midnight” (209-211) – Can you relate to this experience, either from Ku’s point of view or her parents? Why or why not? 6) Josie Martinez “What I Learned” (454-457) – Can you relate to her educational experiences? Do you have different learning categories? Explain.	By Friday this week: Quiz 8: Comma & Dash Quiz 9: Semicolon & Colon	By Wednesday this week: 4th Set of Journals DUE. Start reading and journaling Chapters 13-15 for 5 th set of Journals:	By Wednesday this week: Essay 2 DUE.
Wk	Day	For P&D	For Quiz	For Journal	For Essay
7	2/27-3/2 Campus closed 3/1- 3/2 for Employee Develop- ment Days	Any issues with Essay 2. Finish Exemplification & Classification/ Division. Go over: Comparison/ Contrast – Ch.11 pp.383-402 Discuss Response: 7) Mark Cotharn “Brain versus Brawn” (391-94) – What are Mark’s two subjects? Can you relate to moving to a different place when you didn’t want to? Were you treated differently in one place from the other? How did you feel then? How do feel now? Explain Work on Essay 3.	By Friday this week: Quiz 10: Apostrophe Quiz 11: Quotation Marks	By Wednesday this week: 5th Set of Journals DUE. Start reading and journaling Chapters 16-18 for 6 th set of Journals:	Write Essay 3: Choose one of these three topics for your 3 rd Essay and start prewriting, arrangement, & drafting: 1) Exemplification/Division topic: Explain a positive or negative experience that you know well, by dividing it into three characteristics, with at least one example for its three characteristics. It can be a job (like Ku) or something else. 2) Classification topic: Explain a common positive or negative experience that you know well by dividing it into at least three different categories, with at least one example for each category. Remember that the categories need to have 1 thing in common. It can be an educational experience (like Martinez) or something else. 3) Comparison/Contrast topic: Contrast (show the differences) two persons, places (like Cotharn), or things that you know very well. Remember to have at least three categories that the two subjects both share, but they’re just different from each other in each category. Choose Subject-by-Subject or Point- by-Point to arrange your body paragraphs.
Wk	Day	For P&D	For Quiz	For Journal	For Essay
8	3/5-3/9 Spring Break: 3/12-3/18	Work on Essay 3. Do Peer Review	By Friday this week: Quiz 12: Quote or Paraphrase	By Wednesday this week: 6th Set of Journals DUE. Start reading and journaling Chapters 19-21 for 7 th set of Journals:	Finish Essay 3: *Peer Review – Peer Edit Sheet Exemplification p.216; Classification/ Division p.462-63; or Comparison/ Contrast p.406 *Revising/Editing → Final Draft

Wk	Day	For P&D	For Quiz	For Journal	For Essay
9	3/19-3/23	<p>Go over: Cause/ Effect – Ch.10 pp.321-37</p> <p>Discuss Response: 8) Evelyn Pellicane “The Irish Famine 1845-49” (333-335) – What caused the Irish Famine? Is there a current social, political, and/or economic crisis similar to the Irish experience? In your opinion AND experience, what are its causes, and what are the effects that you see so far?</p>		<p>By Wednesday this week: 7th Set of Journals DUE.</p> <p>Start reading and journaling Chapters 22-24 for 8th set of Journals:</p>	<p>By Wednesday this week: Essay 3 DUE.</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay
10	3/26-3/30	<p>Any issues with Essay 3.</p> <p>Finish Cause/Effect.</p> <p>Go over: Argumentation – Ch.14 pp.547-72</p> <p>3 Variations of Daniels’ Argument: 1. Classic Method 2. Points Method 3. Refutation Method</p> <p>Discuss Response: 9) Matt Daniels “An Argument against the Anna Todd Jennings Scholarship” (567-570) – Did the school’s financial aid office accept the scholarship – and its “whites only” condition -- because it is racist or well-meaning? Explain.</p> <p>Also, do you agree with Daniels that racism – or any other discrimination based on age, sex, religion, national origin, physical ability, etc – is always malicious, or can a person be a “good person” and still be discriminatory? Explain.</p>		<p>By Wednesday this week: 8th Set of Journals DUE.</p> <p>JOURNALS DONE!</p>	<p>Write Essay 4: Pick one of these topics and start prewriting, arranging, drafting</p> <p>1) Cause/Effect topic: Choose one personal or social phenomenon or problem that you or someone you know have experienced or observed recently or are experiencing/ observing right now.</p> <p>Analyze at least three causes, and explain in one paragraph its current and/or future effects in the life of yourself, your family, and/or friends and acquaintances.</p> <p>2) Argumentation topic: Take the Cause/Effect topic, but write an Argument instead (include logical reasoning, evidence, and refutation).</p> <p>Note: For either topic, narrow the topic to and give examples from your experiences & knowledge alone. In other words, DO NO RESEARCH (20 points taken off if you do).</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay
11	4/2-4/6 Good Friday holiday: 4/6	<p>Finish Argumentation.</p> <p>Work on Essay 4.</p> <p>Do Peer Review</p>	<p>By Friday this week: Quiz 13: Argument</p>		<p>Continue working on Essay 4 from last week.</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay
12	4/9-4/13 Drop date deadline: 4/12	<p>Finish Essay 4.</p> <p>Do Peer Review</p>			<p>Finish Essay 4: *Peer Review – .Peer Edit Sheet Cause/ Effect p.337 or Argumentation p.572 * Revising/ Editing → Final Draft</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay

13	4/16-4/20	<p>Go over Research Paper: Appendix: Using Research in Your Writing” pp.757-788;</p> <p>**“Primary and Secondary Sources” presentation:</p> <p>1) Personal Interview 2) Reputable website 3) Database article *DCCCD Online databases</p> <p>Discuss Response: 10) Philip Lau “The Limitations of Wikipedia” (782-88) – Do you agree with Lau that Wikipedia has no place in academic research? Explain.</p> <p>How does Lau use his sources – as examples, additional details, opposing viewpoints, or all of the above?</p> <p>How does Lau document his sources in MLA style?</p> <p>Go over: Daniels & Pellicane for revision</p>	<p>By Friday this week: Quiz 14: Sources Quiz 15: Two Parts of Documenting Sources</p> <p>QUIZZES DONE!</p>		<p>By Wednesday this week: Essay 4 DUE.</p> <p>SHORT ESSAYS DONE!</p> <p>Write Research Project: Topic: Compare and/or contrast your (or a family member’s or a friend’s) positive and/or negative life experiences with George Dawson’s.</p> <p>1) Prewrite at least three categories for comparison/ contrast. Use the “Think About” questions in the Common Book Guide handout to brainstorm your categories. Also, note where you can insert search info.</p> <p>2) Research: Your Common Book is your first source. Use your Journals to take relevant notes, plus page numbers. Find two more relevant AND credible sources. If you attended at least two on-campus Common Book events, you can use your notes for them as two more sources. Remember to document the notes and sources in MLA Style pp.772-73; 774-781</p> <p>3) Make a *short* topic outline pp.48-50</p> <p>4) Draft with your research.</p>
Wk	Day	For P&D	For Quiz	For Journal	For Essay
14	4/23-4/27	<p>Any issues with Essay 4.</p> <p>Finish discussion of Research Paper.</p>			Continue working on Research Project.
Wk	Day	For P&D	For Quiz	For Journal	For Essay
15	4/30-5/4	<p>Do Peer Review</p> <p>No excused latework accepted after this week.</p>			<p>5) Finish drafting, and have it Peer Reviewed: Use the Comparison/Contrast peer edit sheet on page 402; then use the MLA Documentation handout.</p> <p>6) Revising/Editing → Final Draft.</p>
Wk	Day				For Essay
16	5/7-5/10	Semester ends on Thursday.			By MONDAY, 5/7, 11:50pm: Research Project DUE,

Final Course Grades can be viewed on eConnect, beginning 5/14/2012.

Please copy the info below on a sheet of paper, sign and date it, and give the signed and dated sheet to your instructor.

Student Acknowledgement and Agreement to the Syllabus:

I have read Dr. Ramos' ENGL 1301 syllabus and agree to its terms and policies, including the **Attendance Policy**, the **Late Work Policy**, and the **Academic Honesty/Plagiarism Policy**.

Print Name

Signature

Date

Note: If you are an entirely online student, please post on the Discussion Board, under "Orientation" this message: "I have read the syllabus and agree to its terms and policies." Thank you.