

**COURSE SYLLABUS**  
**ENGLISH 101: Basic Composition**  
**Spring Quarter 2013**  
**Tuesday/Thursday**  
**(HYBRID)**

**ROOM: C140**  
**8:30 a.m. – 9:20 a.m.**

**“Writing is thinking – illuminated.”**

**Instructor: Danielle Newton**

**Contact Information**

**Email:** [danielle.newton@bellevuecollege.edu](mailto:danielle.newton@bellevuecollege.edu)

**Twitter:** @DanielleJNewton

**Skype:** danielle.newton2

**Website:** [www.daniellenewton.com](http://www.daniellenewton.com)

**Email etiquette:** I respond to student emails the same day I receive them, up to 5p.m. However, if you email me on a **Saturday or Sunday** I will respond first thing Monday.

**Office Hours**

By appointment and by my request to you

**Office: R230**

**Course Outcomes**

- Demonstrate various invention practices: brainstorming, free writing; outlining, journaling
- Demonstrate ability to write in various modes: personal narrative, expository, analytical, descriptive, argument
- Demonstrate the phases of writing: draft, revision, final copy
- Explore sources of writing: reading, thinking, analyzing, discussion
- Create a thesis statement that suggests the focus of the paper; does not point out the obvious, and is written as a sentence.
- Develop and include enough details and examples to support the identified thesis and reinforce focus
- Demonstrate various patterns of organization and use the organization pattern that suits your identified purpose & audience.

*“I simply kept my goal in mind and persisted. Persistence is a large part of writing.”* – N. Scott Momaday

- Illustrate the concept of Audience in your writing.
- Artfully combine Audience, Purpose, and Tone in compositions written in and outside of class
- Write in a vocabulary appropriate to your subject and identified audience.
- Begin and conclude a paper effectively.
- Show effective control of mechanics: paragraphing, punctuation, spelling.
- Differentiate between key ideas and supporting details in reading
- Locate the thesis statement in reading assignments
- Practice good group skills: how to give useful feedback, and how to make use of feedback you receive
- Develop self-assessment skills

### How Outcomes will be met

Basic Composition teaches students writing skills necessary for college success, with a primary focus on grammar and composition. Among the many other writing-centered activities we'll engage in, this class requires students to practice brainstorming, free-writing, sentence construction (in the context of short writing assignments), paragraph construction, the organization of ideas, and the several types of, purposes of, and audiences for general essays. Students will build on these basic skills by planning, writing, and revising essays, and experiencing writing and reading as a multi-step process. As an added bonus, students will also learn the process and value of peer-to-peer editing. **Prerequisite:** Placement by assessment or ENGL 092 or 093 with a C- or better.

### Grading

I want you to know what I hope you will achieve in your writing; therefore, I provide grading rubrics for all essay assignments while you are in the writing process. These will be posted on the MyBC course page. No grade-change (adjustment) request is entertained unless you detect clerical error. I will discuss how I arrived at your grade, but I will not change it. Any questions you have about your grades or how I have graded your work must be brought to me as soon as you have a concern.

Your final grade in the class will be calculated and recorded based on the following formula:

A	93-100%	B+	88-89.9	C+	78-79.9	D+	67-69.9
A-	90-92.9	B	83-87.9	C	73-77.9	D	63-66.9
		B-	80-82.9	C-	70-72.9	D-	60-62.9
						F	below 59.9

### **As found in the course weekly schedule, SPECIFIC ASSIGNMENT GRADES total points possible:**

**100 word biography:** 5 points

**Cover Letter:** 5 points

**3 Major Writing Assignments (Personal Essay; Argumentative Case Study; Expository Essay):**

First drafts: You must turn in a first draft in order to turn in a final draft for a grade

Final drafts (3): **5 points per essay X 3 = 15 points**

*"I simply kept my goal in mind and persisted. Persistence is a large part of writing."* – N. Scott Momaday

**NOTE:** If you do not turn in a first draft of your essay assignments I will not consider any final drafts, meaning you will receive **zero points** total for the writing essay assignment. I should also note that I **will not pass** any student in my English 101 courses who does not complete all major essay assignments, the core of this composition course (personal essay, argumentative case study, and expository essay). If you do not turn in all 3 of your major essays, **you agree** that you will receive an **I (INCOMPLETE)** for the course.

#### **Grammar Assessment**

5 points

#### **Collaborative Essay Memos**

First Memo: 5 points

Second Memo: 5 points

#### **E-Copy Portfolio**

**5 points to cover each major assignment (3 Major Essays and 2 Collaborative Memos), 1 point each** (if assignments were not completed and turned in to me by the due dates listed in syllabus, you may not include them in your final e-portfolio, meaning you will lose the points for that assignment)

#### **2-page Final Student Self-Assessment Essay (to be completed outside of class)**

5 points

**Class Participation: 50 points:** these activities include attending class and participating in class discussions; both peer editing sessions; and Canvas discussion board writing responses. Points assigned as follows:

Class discussions: 10 points

Peer editing: **10 points per session X 3 sessions:** 30 points

Writing Responses on Canvas Discussion Board: 5 responses X 2 points each: 10

**TOTAL POINTS POSSIBLE: 100 points**

#### **Books and Materials Required**

##### **REQUIRED TEXTBOOKS:**

There are no required texts for this course. I will assign and post all reading on the course site page, so be sure to check the course site page for weekly readings.

In order to complete some assignments, you will need to watch videos on YouTube. If you do not have access to a computer or the internet, you may watch all assigned videos in the BC library.

*"I simply kept my goal in mind and persisted. Persistence is a large part of writing."* – N. Scott Momaday

## Classroom Learning Atmosphere

### Instructor's Expectation

**IMPORTANT:** The course will use a **sequential building method and your final grade will be based, in part, on the construction of a portfolio of individual student work, an artifact you will generate and track with each week's work.** By June 2013, your student e-portfolio ought to demonstrate that you can analyze your own writing on a sentence-by-sentence level, then on the paragraph level, and finally, in the context of the college essay and shorter written assignments. Throughout the course of the term I will assign some writing topics; other in-class writing assignments will allow for student choice in subject matter.

Your e-portfolio will include **2-page self-assessment essay, which will be written outside of class and will serve as your final exam.** This final assignment will give you the opportunity to reflect on your writing progress and to identify writing goals and challenges for the future.

**READING LIFE: To be a strong writer you must be a strong reader.**

Critical to your success in this class is your commitment to reading. You will be expected to read from, engage with, and discuss assigned essays as well as any in-class readings. You will also work with your Collaborative Work Groups twice, to submit **two** Collaborative Essay Memos.

### PARTICIPATION

I want you to be here, I want you to succeed, and I presume all students are adequately prepared for class participation and ready to engage fully and enthusiastically – I grade participation accordingly. Students are expected to contribute actively to a positive classroom environment. Absences, late arrivals and early departures, inappropriate use of cell phones or laptops, lack of preparation, inattentiveness, or unwillingness to discuss readings will affect your ability to contribute to a positive classroom environment.

### SUBMITTING WORK

For purposes of grading, you **will not** turn in hard copies of your work to me. To avoid glitches, you **will not** upload your written work to Canvas.

**You will email me all of your written assignments by the due dates and times listed on the syllabus.**

For purposes of peer-to-peer feedback, you **will** give hard copies to your peers so we can workshop those essays in class. To avoid issues of lost work:

- Save local copies, or printouts, of required readings (including the syllabus) so that you can do your work even if the internet is down.
- Save all work, including all drafts, to a flash drive.
- Get in the habit of e-mailing drafts to yourself, so that you can retrieve them from your archives if your computer crashes or you lose your flash drive.

*"I simply kept my goal in mind and persisted. Persistence is a large part of writing."* – N. Scott Momaday

Your in-class written work will be achieved using paper and pen, so please bring both to each class.

### **WORK SUBMISSION POLICIES: THESE ARE IMPORTANT**

**SUBMISSION POLICY #1:** All of your out of class written assignments must be turned in to me, **no later than 11:55pm on the specified due date (due dates fall on your class days)**, via my email address: [danielle.newton@bellevuecollege.edu](mailto:danielle.newton@bellevuecollege.edu). For my organizational purposes, the subject line of your email(s) must include your name, course number, class days, and assignment type. Example:

**Subject: Last name, First Name, Eng 101 TTH, Personal Bio**

**SUBMISSION POLICY #2:** You must follow the **ESSAY SUBMISSION GUIDELINES** for each of the essays you turn in to me, including all first drafts. You can find the Essay Submission Guidelines on our Canvas course page.

**IMPORTANT:** I ask students to follow submission guidelines to help me with my organization, so I can return your work to you in a timely manner; more importantly, however, I ask students to follow these guidelines so that you can get used to the importance of attention to detail, which is critical to success in work environment. As such, I **will not** read, grade, or provide feedback on assignments that do not adhere to this submission rule. Your work will be considered late and will be penalized accordingly (see LATE WORK policy).

**I will return all of your graded work to you via your email address.**

Please save all of your emails to me and all of the emails I send to you, so there is no confusion over whether or not you have turned in an assignment and no confusion over whether or not I have returned your assignments with grades. I save all emails to students until the end of the quarter.

### **PLAGIARISM: Please don't!**

Plagiarism is the use of someone else's words, ideas, or information as your own or allowing someone else to use your words, ideas, or information as their own. Please document your sources carefully. According to Bellevue Community College policy, for plagiarism or cheating, you may be given an "F" grade for an individual assignment or the entire course. In addition, the incident will be reported to the Dean of Student Success. **\*\*\*PLEASE NOTE:** each of your essays, including your Collaborative Essay Memos, will be submitted by me to [www.turnitin.com](http://www.turnitin.com) in order to check for plagiarism errors.

### **ATTENDANCE AND ABSENCES**

I manage the classroom as a professional work environment laboratory; that is, I strive to create a real-world environment, mirroring an office setting where professionalism at every level is of the utmost importance. Because showing up to work on time, daily, is important, for our class I will promptly take roll at the beginning of each class period. If you come to class after I have called roll and marked you absent, you are still absent, which means you have missed a day of work.

Students are expected to attend every class, complete the required assignments before every session, bring the assigned texts and materials to class, and participate in class discussion. In this hybrid course, you are allowed **four (4) absences** from the class without penalty, the equivalent of one week's

*"I simply kept my goal in mind and persisted. Persistence is a large part of writing."* – N. Scott Momaday

attendance in a face-to-face course. **After four (4) absences, I will drop your final grade in the class by one letter grade and so on for each subsequent absence.**

For instance, if you are earning an A in the course and you miss a fifth class, you will earn no greater than a B in the course. Your sixth absence also results in a letter grade drop, the 7<sup>th</sup> absence, etc. Keep in mind that with planned Bellevue College campus holidays, and my absence for a conference in February, you will have ample outside of class time to take a deep breath. Use your time well – come to class!

**Note:** I do not need to hear from you if you will miss class and it **will not be possible** to arrange make-up assignments for due dates or in-class activities/required participation/presentations that you miss.

### LATE WORK

Deadlines are essential to any professional workplace and this course integrates the standards of professional writing practices. Late, incomplete, or missing assignments will not be given credit. It is the responsibility of the student to keep track of their assignments, including the submission time and date. It is your responsibility to ensure that I receive your assignment on time. “My computer is broken” or “I don’t have the Internet at home” and similar phrases are NOT valid reasons for failure to complete any work. If you’re having technology problems, plan ahead: Internet access is available on campus and at public libraries. **If you are having trouble completing an assignment, make an appointment to talk with me.** Think of me as a boss, of sorts. If your boss gives you an assignment to complete, and you’re not sure you can do it on time, wouldn’t you let your boss know?

**With the exception of in-class work, which you cannot make up, I give you ONE ‘pass’ on my ‘no-exceptions to late written work’ policy,** with the grade lowered by one grade, with a one-day window. For instance, if you have an essay due on April 25 you may turn your essay in to me on April 26, but you also agree that your final grade for that essay will be lowered one letter grade. For example, let’s say you turned in an essay that I believe has earned an A grade. Because it is late you will receive no higher than a B. You will have also used your one free pass for late written work.

I do not entertain requests for extra credit or rewriting essays for a higher grade.

### PERSONAL TECHNOLOGY

There will be no need to use your laptops or iPads, etc. in class, so please leave those in your bags or elsewhere.

**My pet peeve is cell phone use in class.** It’s **never fine** to have a cell phone ring during class time; never fine to be on the phone during class time, texting, surfing the net, or otherwise, unless you have my consent first. Turn off all cell phones and iPods, etc.

**IMPORTANT:** if you are using your cell phone during class without my permission, you are most certainly not ‘present’ in class. I will not ask you to put your cell phone away; instead, I will mark you absent for the day and place **CP** next to your name to indicate ‘cell phone’ so as to avoid confusion about why you are marked absent.

*“I simply kept my goal in mind and persisted. Persistence is a large part of writing.” – N. Scott Momaday*

### Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

### Division Statements

- **Arts & Humanities Division Policy Regarding Values Conflicts** Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends. To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.
- Information about Bellevue College's copyright guidelines can be found at:  
<http://bellevuecollege.edu/lmc/links/copyright.html>
- Want to avoid plagiarism? A good resource is the Writing Lab:  
<http://bellevuecollege.edu/writinglab/Plagiarism.html>
- Need help with writing or other tutoring? Visit the **Academic Success Center**.  
<http://bellevuecollege.edu/asc/>

### Student Code

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at:

[http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

*"I simply kept my goal in mind and persisted. Persistence is a large part of writing."* – N. Scott Momaday

## Important Links

### Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: <https://bellevuecollege.edu/sam>. BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website](#).

### Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

### Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

### Final Exam Schedule

Tuesday/Thursday class final: **Thursday, June 13, 2013, from 7:30 a.m. – 9:20 a.m.**

### Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- Enrollment Calendar - <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

*"I simply kept my goal in mind and persisted. Persistence is a large part of writing."* – N. Scott Momaday



**INSTRUCTOR NOTE: The public nature of class writing and discussions**

Please consider every piece of writing you do for this class to be “public property.” Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a writing community. Remember that you will be expected to share your writing with others, so avoid writing about things that you may not be prepared to open to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. Please be aware that some course content may be considered sensitive; please be prepared to discuss all topics that arise with open-minded maturity.

**ENGLISH 101 HYBRID**  
**COURSE WEEKLY SCHEDULE:**

**DON'T PANIC!**

**I WILL UPDATE OUR CANVAS COURSE PAGE EACH WEEK  
TO INCLUDE ALL OF THIS INFORMATION AS WEEKLY MODULES**

**NOTE: I reserve the right to change (and will alert you to any changes) to this course schedule.**

I will divide our class days into two sections: In-class (50 minutes) and Self-Directed (55 minutes). This time, of course, **doesn't include** the time necessary to complete your writing assignments/homework.

**WEEK ONE****April 2**

IN CLASS: Review syllabus/readings/course site page  
Student Interest Survey

SELF-DIRECTED: **READ:** Annotation techniques document/Bring 2 questions to class April 4

**April 4**

IN CLASS: DISCUSSION: Annotation Techniques/Student questions/Peer to Peer Sign-up  
SELF-DIRECTED: **DUE by 11:55 pm.:** 100-word Personal Biography

**WEEK TWO****April 9**

IN CLASS: **FORM:** Collaborative Work Groups (Collaborative Essay Memos)  
Grammar Assessment  
Q & A: **Reading:** Annotation techniques  
Discussion: **Assignment:** 1-page Cover Letter

SELF-DIRECTED: **READ:** The Topic Sentence; Support and Analysis; the Concluding Sentence/Bring 2 questions to class April 11

*“I simply kept my goal in mind and persisted. Persistence is a large part of writing.” – N. Scott Momaday*

**April 11**

IN CLASS: **SIGN-UP and Discussion:** 2-page Collaborative Essay Memo assignment (Collaborative Work Groups): Instructor assigns essay

**Discussion:** Topic Sentence; Support and Analysis; Concluding Sentence

**Discussion:** Invention techniques: (Brainstorming, Outlining, Free Writing, Mind Mapping)

SELF DIRECTED: **DUE by 11:55 p.m.: 1-page Cover Letter**

**READ:** Paragraph Structure Document/Bring 2 questions to class

**READ:** "The Curious Case of Nicki Minaj" (Annotate topic sentences and paragraph structure/Bring annotated document to class April 16)

**WEEK THREE****April 16**

IN CLASS: DISCUSSION: **IGNITE: 22 Minute Meeting/Nicole Steinbok** (Collaborative Work)

Group activity: Topic Sentences and Paragraph Structure in "The Curious Case of Nicki Minaj": What works? How does it work? Why does it work?

Discussion and Q&A: Audience/Personal Essay assignment

SELF DIRECTED: **READ:** Know Your Audience Document/Bring 2 questions to class April 18

**COLLABORATIVE WORK GROUPS:** Collaborative Essay Memo #1 (Group work outside of class)

**April 18**

IN CLASS: **DISCUSSION: Assignment: 2-page Personal Essay (Audience)**

Student Assessment (Topic sentence/Paragraph Structure)

Q &A: Collaborative Essay Memo/Personal Essay Assignment

SELF DIRECTED: **READ:** Writing effective thesis statements/Bring 2 questions to class

**COLLABORATIVE WORK GROUPS:** Collaborative Essay Memo #1

**WATCH:** "To This Day" TedTalk.

**WEEK FOUR****April 23**

IN CLASS: BRING HARD COPY: Personal Essay: Peer to Peer Review

Self-Directed: **DUE by 11:55 p.m.: Collaborative Essay Memo #1 (Submitted by team leader)**

**DUE: CANVAS Writing Response by 11:55 p.m.:** "To This Day" Ted Talk

**April 25**

**NO IN-CLASS MEETING: INSTRUCTOR CONFERENCE**

SELF DIRECTED: **DUE by 11:55 p.m.:** First Draft: 2-page Personal Essay

*"I simply kept my goal in mind and persisted. Persistence is a large part of writing."* – N. Scott Momaday

**READ:** “8 Is Not Hate: The Meaning of a Proposition”

**WATCH (YouTube): Wanda Sykes: Gay Marriage**

## **WEEK FIVE**

**April 30**

IN CLASS: Writing Lab Presentation: MLA DOCUMENTATION

SELF DIRECTED: **CANVAS WRITING RESPONSE by 11:55 p.m.:** “8 Is Not Hate” and Wanda Sykes

**READ:** Argumentative Case Study document/Bring 2 questions to class

**May 2**

IN CLASS: Discussion: “8 Is Not Hate: The Meaning of a Proposition”/Wanda Sykes video

Developing effective thesis position statements

**Discussion: Assignment:** 3-page Argumentative Case Study (Organizing Ideas)

SELF DIRECTED: **DUE by 11:55 p.m.:** Final draft: Personal Essay

**READ:** Argument versus Opinion/Bring 2 questions to class

**WATCH (YouTube):** “The Last Text Documentary”

## **WEEK SIX**

**May 7**

IN CLASS: **Assignment Discussion:** 2-page Collaborative Essay Memo #2 assignment (Groups): Instructor assigns essay

Practical skills activity: peer-to-peer editing how-to: Sentences/Paragraphs

SELF DIRECTED: **CANVAS WRITING RESPONSE due by 11:55 p.m.:** “The Last Text Documentary”

**READ:** Peer to Peer Editing Document

**May 9**

IN-CLASS: Peer to Peer editing, in class collaborative ‘how-to’ activity

SELF DIRECTED: **DUE by 11:55 p.m.:** **First Draft: 3-page Argumentative Case Study**

**(BRING COPIES TO CLASS May 14)**

## **WEEK SEVEN**

**May 14**

IN-CLASS Collaborative Work Groups: Peer to Peer Editing #1 (Argumentative Case Studies)

SELF DIRECTED: Group Work: Collaborative Essay Memo #2

**WATCH (YouTube):** “America’s Native Prisoners of War”: Aaron Huey, TEDTalk

**May 16**

IN-CLASS: Collaborative Work Groups: Peer to Peer Editing #2 (Argumentative Case Studies)

*“I simply kept my goal in mind and persisted. Persistence is a large part of writing.” – N. Scott Momaday*

SELF DIRECTED: **DUE by 11: 55 p.m.:** Collaborative Essay Memo #2 (**Submitted by team leader**)  
**CANVAS WRITING RESPONSE DUE by 11:55 p.m.:** “America’s Native Prisoners of War”

### **WEEK EIGHT**

**May 21** NO IN-CLASS MEETING: STUDENTS WILL WORK ON **CANVAS DISCUSSION BOARD** by 11:55 p.m.  
 (TOPIC: Student Assessment: Peer to Peer Editing)

**May 23** IN-CLASS: Thesis Statement/Argumentative Case Study Review  
 Assignment Discussion: 3-page Expository Essay  
 Mind-map development discussion

SELF-DIRECTED: **DUE by 11:55 p.m.:** Final Draft: 3-page Argumentative Case Study

### **WEEK NINE**

**May 28**

IN-CLASS: In-class writing exercise: expository writing

SELF-DIRECTED: WATCH (YouTube): Lewis Black, “Nuclear Holocaust”

**CANVAS WRITING RESPONSE DUE by 11:55 p.m.:** Lewis Black, “Nuclear Holocaust”

**May 30**

IN-CLASS: Show versus Tell in the expository essay (second mind map development)

SELF-DIRECTED: **DUE by 11: 55 p.m.:** First draft 3-page Expository Essay

### **WEEK TEN**

**June 4**

IN-CLASS: **BRING HARD COPIES TO CLASS:** Peer to Peer Editing Session #3: Expository Essays

SELF DIRECTED: Revision: Expository Essay

**June 6**

IN-CLASS: IN-CLASS: DISCUSSION: E-PORTFOLIO AS COURSE FINAL

COMPLETE: COURSE EVALUATION

SELF-DIRECTED: **DUE by 11:55 p.m.:** Final draft 3-page Expository Essay

### **WEEK ELEVEN**

**FINAL EXAM: June 13, 2013, 7:30 a.m.-9:20 a.m.**

**DUE on June 13, 2013, by 11:55 p.m.:** E-Portfolio

*“I simply kept my goal in mind and persisted. Persistence is a large part of writing.” – N. Scott Momaday*