

FAYETTEVILLE STATE UNIVERSITY  
ENGL 110-English Composition I  
College of Arts and Sciences  
Department of English

Locator Information

Semester: Spring 2012  
Course No. & Name: ENGL 110-(07)—(14) English Composition I  
Semester Hours of Credit: 3 Hours (TTR) Time Classes  
Meet: 8:00 am and 11:00 am

Instructor: Brooksie Harrington, Ph.D.  
Office Location: BU 135  
Office Hours: Mon- Thur.; also by appointment

Office Phone: 910-672-1931 or 1471  
FAX: 910-672-1425

E-mail address: [bharrington@uncfsu.edu](mailto:bharrington@uncfsu.edu)

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU E-mail as the primary code of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU E-mail may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>.

Course Description

English Composition I is designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing. Each student will be required to demonstrate his or her mastery of basic composition, reading, and mechanical skills by (a) preparing and presenting for evaluation at least two essay examinations and six 400-500 word papers, (b) demonstrating his or her ability to analyze and evaluate expository prose, and (c) participating responsibly and actively in the course. Each paper must be a minimum of four pages. Students will have an opportunity to write at least one rough draft for each paper; the drafts will be edited in class by student peers. Also, students will be required to revise two of the six papers.

Upon completion of this course, students will be able to:

1. Evaluate effectiveness of various forms of communication
2. Create written and oral communication; organization
3. Create written and spoken communication: clarity
4. Cite sources accurately
5. Develop and demonstrate personal system of ethics and morality

English 110 contributes to the following FSU Core Objectives:

1. Evaluate effectiveness of various forms of communication
2. Create written and spoken communication: clarity and organization
3. Develop and demonstrate personal system of ethics and morality
4. Cite sources accurately

**Disabled Student Services:** In accordance with Section 505 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

### Textbooks

Bullock, The Norton Field Guide for Writing. 2<sup>nd</sup> Edition. Boston: Bedford/St. Martin's, 2007. ISBN: 0-312-44586-5.

A College-level dictionary.

Two Blue Books for Essay Examinations (Ask Bookstore Clerk)

### Course Objectives

The objectives of English 110 are to help students develop aptitudes in the following areas:

- Expand vocabulary and increase reading rate.
- Demonstrate the ability to use study skills effectively.
- Identify the main ideas, supporting details, organizational patterns, and the overall thesis of an essay.
- Recognize that the writer—using organizational patterns such as cause and effect, definition, explanation, analogy, or example—has a variety of choices in conveying meaning to the audience.
- Evaluate the strength of an argument by distinguishing fact from opinion, assessing evidence, and determining the effectiveness of the author's logic and writing.

## IV. NCATE/NCDPI STANDARDS

NCDPI Secondary English/Communication Skills Guidelines and Competencies (1994; revised, 2000)

[http://www.ncpublicschools.org/teacher\\_education/ProgGruidelines\\_Competenl.pdf](http://www.ncpublicschools.org/teacher_education/ProgGruidelines_Competenl.pdf)  
(pp. 60-64)

(Introductory paragraph not included herein.)

Enhance understanding through various levels of comprehension. (4.5)

Stress cultural literacy as well as functional literacy

Set a good example through effective writing practices (5.1)

Promote the various aspects of pre-writing (5.2)

Apply the principles of editing to a draft to prepare it for revision (5.4)

Aid student self-evaluation to determine strengths and weaknesses (5.5)

Develop techniques for engaging the entire class in cooperative writing experiences (5.6)

Demonstrate effective group discussion skills (6.5)

Demonstrate familiarity with a wide variety of film types such as features, documentaries, and animated non-printed media (8.2)

Provide opportunities for the development of taste and selectivity in viewing (8.3)

At the end of this course, the facilitator of learning will demonstrate the following competencies, here organized around the FSU SOE Conceptual Framework:

A. General Areas

1. Knowledge

Demonstrate an understanding of the subject matter, how it relates to other disciplines, and to their lives.

Demonstrate in-depth knowledge of the content that they plan to teach.

2. Assessment

Use a variety of formal and informal assessments aimed at meeting program goals and positive student learning.

3. Reflection

Reflect on and evaluate teaching and learning.

4. Technology

Integrate technology with instruction to improve student learning and achievement.

Apply new technologies to teaching, learning and research.

5. Diversity

Understand the differences that exist among people and their cultures and the ways in which these differences affect individuals' views of the world, their values, and their interpretations of events in their lives.

6. Collaboration

Collaborate with colleagues, parents, local schools, agencies and the community to support learning and achievement for all students.

B. Specific Competencies Related to SOE Framework Categories

1. Knowledge

INTASC #1

The teacher understands the major concepts, assumptions, debates, \*NCDPI #1 processes of inquiry and ways of knowing that are central to the disciplines he or she teaches.

NCTE 3.0

The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and non-print media, technology, and research theory and findings.

2. Reflection

INTASC #9.4

The teacher is committed to reflection, assessment, and learning in an ongoing process.

NCDPI #9

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

NCTE 2.3

Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will engage in reflective practice and pursue continued professional growth and collaboration with colleagues.

NCDPI Performance-based Licensure Program\*

3. Assessment

INTASC #8.7

The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

NCCPI #8.3

The teacher uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals of learning.

NCTE #4.12

The program enables the candidate to acquire and demonstrate the dispositions and capacities needed to integrate knowledge of the English language arts, students, teaching, and practice; as a result, the candidate will use assessment as an integral part of instruction and learning.

4. Technology

INTASC #6.13 NCDPI #6.4

The teacher knows how to use a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities.

ISTE I B

The teacher demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

5. Diversity

INTASC #3

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

NCDPI #3.1

The candidate designs instruction appropriate to students' stages of development, learning styles, strengths and needs.

NCTE #2.1

Through modeling, advisement, instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers; as a result, the candidate will demonstrate a respect for the worth and contributions of all learners.

6. Collaboration

INTASC #10.12, NCDPI #10

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to

develop cooperative partnerships in support of student learning and well-being.

NCTE #1.3

The institution establishes a specific curriculum for pre-service English language arts teachers; as a result, the candidate will experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education, and by middle/junior high and senior high school supervising teachers.

Course Requirements

The grade for the course will be broken down as follows:

Papers -----	60%
Interim Grades-----	10%
Class assignments, exercises, quizzes, and preparation-----	15%
Final Examination-----	15%

Evaluation Criteria

We will follow the University Grading Scale for this course:

A=92-100

B= 83-91

C=73-82

D=64-72

F=63 and less

FSU grading policies will be used in this class. Since two key parts of your total learning experience in this class are sharing your opinions and experiences with others and working within teaching-learning groups, your regular attendance is critically important. Moreover, many studies support the thesis that class attendance affects performance

Computer Lab

The English and Foreign Languages Computer Lab (EFL Comp. Lab 312) is located on the third floor in Butler 312. There may be an occasion to use the computer lab for drafting some papers. You are required to bring two disks and printing paper (at least 10 sheets) for lab days. The department also has a **Writing Center** located in the Helen T. Chick building; the center is designed to give students one-on-one tutorial assistance

with writing papers; instructors receive weekly reports of students who attend the center.

ETS Criterion Online Writing Support: “Research suggests that planning plays just as important a role as revising drafts in helping students produce better quality writing. Based on these findings, as well as discussions with writing experts, ETS now offers *prewriting tools* as an assignment option with the *Criterion Online Writing Evaluation*. There will be opportunities to do group ONLINE assignments in the Writing Lab. Note: Students who use research will be required to use *Turnitin.com* before papers are submitted. See the instructor for details about both *Criterion* and *Turnitin.com*.

### Grading Scale

#### *Definitions of Letter Grades*

The “A” Paper (Excellent)- demonstrates strengths in critical thought, rhetorical development, grammar and usage, and fulfillment of the criteria for the writing assignment. It engages, informs, and entertains the reader with a unique writing style or approach. It is free of grammatical, careless, idiosyncratic or dialectical errors. It displays a strong command of Standard American English (SAE) as well as extensive analysis of the subject matter through research and reflective thought.

The “B” Paper (Very good)- demonstrates some strengths of the “A” paper but displays a few key weaknesses. It shows some critical thought and some area of development but lacks substantial support for the claims. It has some grammatical and/or careless errors. It fulfills some but not all of the criteria for the writing assignment.

The “C” Paper (Average)- demonstrates strengths in few areas, and has more weaknesses than strengths. It lacks in areas of critical thought, grammar and usage, and/or fulfillment of the criteria for the writing assignment. It lacks significant rhetorical development and/or a command of SAE. It needs improvement.

The “D” Paper (Below Average)- needs much improvement. It is deficient in areas of critical thought, rhetorical development, and grammar and usage. It is especially lacking in fulfillment of the criteria for the writing assignment and displays poor usage of Standard American English (SAE). It shows significant weaknesses in development of the paper.

The “F” Paper (Poor)- lacks significant thought, has deficiencies in such things as critical thought, rhetorical development, grammar and usage. It has too many grammatical and careless errors. It is poorly prepared and does not fulfill the criteria for the writing assignment.

### Teaching Strategies

The style of teaching in this course is lecture and peer group format. Several in-class collaborative activities are requirements for the course. On some occasions our writing workshops may be held in the library, instead of class. This is a required class meeting, and failure to attend will result in an absence recorded for non-attendance.

## Attendance

We will follow the university-wide attendance policy:

Class attendance is required. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies. Other absences may be excused at the discretion of the instructor, who may require documentation. Students must notify instructors in advance when possible, of the reasons for class absences. When prior notification is impossible, students are required to explain the reasons for their absences at the next class meeting. When students fail to explain class absences, those absences are unexcused (*Fayetteville State University Undergraduate Catalog* online). **PLEASE NOTE THAT EXCESSIVE UNIVERSITY-EXCUSED ABSENCES (seven or more) MAY ALSO AFFECT YOUR FINAL GRADE.**

REVISION OF GRADES – STUDENT RESPONSIBILITIES  
The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:

- WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw\* from classes according to the deadlines published in the catalog. *\*See warning below about class withdrawals.*

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw\* from it. *\*See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *\*See warning below about class withdrawals.*

NEW FINAL GRADE:

- FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grade is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw\* from) all the classes for which you are enrolled. \*See warning below about class withdrawals.

#### WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

DEADLINE FOR STUDENT-INITIATED WITHDRAWAL: OCTOBER 26, 2007

DEADLINE FOR WN REQUESTS: NOVEMBER 9, 2007

Please be cautious of class absences exceed ten percent of the total contact hours scheduled for the class for the semester (e.g., for courses meeting sixty hours (60) per semester [four (4) hours per week], you are permitted six (6) hours of absences; for courses meeting 45 hours per semester [three (3) hours per week], you are permitted four (4) hours of absences.) You do have the option to appeal a grade by an instructor, but begin the appeal with the teacher.

With regard to tardiness, the *FSU Catalog* states, "Students are required to arrive at each class on time and remain in class until dismissed by the instructor" (online). It is important for you to attend class. I do not accept makeup work for unexcused absences. Having poor attendance lowers your grade for the course. The following excerpt is FSU's policy concerning poor attendance:

#### Classroom Policies

- 1) We will have a variety of classroom activities involving pairing or group work. All are expected to participate in this collaborative learning process.
- 2) It is important for you to be in class in a timely manner. Please understand that you are late, if I have already started the lesson for the day. Three tardies equal ONE absence.
- 3) When you are absent from my class, it is your responsibility to find out what you've missed. There will be no make-up work for unexcused absences. Unless you provide me with supporting documents explaining your absence as excused (refer to *Student Handbook* and *FSU Undergraduate Catalog*), then unexcused absences will be recorded.
- 4) Any student who submits intentionally plagiarized papers will be penalized according to the university policy concerning plagiarism. I will review what constitutes plagiarism with you in class.

5) I require respect for all persons in this class regardless of our differing opinions, beliefs, and backgrounds. Any offensive comments, gestures, or sounds to me or to students in this class may result in prompt removal from the course.

**Common Courtesy:** Please turn all cell phones to the off position or to vibration before you enter the classroom.

**SPECIAL NOTES:**

1. The instructor reserves the right to make changes to this syllabus.
2. Turn cell phones off or to vibration position during class.
3. Some assignments are due on the same day as papers are due. Please do not miss class when a paper is due. Papers must be turned in during class time. You are still responsible for each reading assignment. It is your responsibility to develop effective study habits.
4. **REGULAR ATTENDANCE IS NECESSARY IF YOU INTEND TO PASS THIS CLASS WITH A "C" OR BETTER.**

**Bibliography**

This is a list of references for help with grammar and composition. The Online Writing Labs (OWLS) give tutorials on grammar and usage. The MLA style Web sites provide information on citation.

*Grammar Handbooks*

Hairston, Maxine, John Ruskiewickz, and Christy Friend. **The Scott, Foresman Handbook for Writers**. 7/e. Addison and Wesley, 2004.

Hacker, Diana. **A Writer's Reference**. Bedford/St. Martin's P: Boston, 2000.

Glenn, Cheryl, et al. **Hodges' Harbrace Handbook**. 15<sup>th</sup> ed. Thomson-Wadsworth, Boston.

Strunk and White's *Elements of Style*.

Raimes, Ann. *Keys for Writers*. 4<sup>th</sup> Ed. Boston: Houghton Mifflin Co., 2005.

*Online Writing Labs (OWLS)*

[http://www.columbia.edu/cu/cup/cgos/idx\\_basic.html](http://www.columbia.edu/cu/cup/cgos/idx_basic.html)

<http://owl.english.purdue.edu/>

*Grammar Online*

<http://online.ohlone.cc.ca.us/~mlieu/>

How to Organize a Research Paper and Document It with MLA Citations  
<http://www.geocities.com/Athens/Oracle/4184/>

MLA citations

[http://occ.awlonline.com/bookbind/pubbooks/hairston\\_awl/chapter4/custom1/deluxe-content.html](http://occ.awlonline.com/bookbind/pubbooks/hairston_awl/chapter4/custom1/deluxe-content.html)

<http://www.library.wvu.edu/ref/Refhome/Mla.htm>

<http://www.mla.org/>

<http://www.tyler.net/ruskhslib/cited.htm>

Statement on Plagiarism: See the Georgetown University Web site *What is Plagiarism?* at  
<http://www.georgetown.edu/honor/plagiarism.html>.

## ENGL Composition I -- Day-To-Day Syllabus

Weeks 1-3

I

1. Course Introduction and Diagnostic Writing Exercise.  
Topic: Write an essay in which you describe THREE of your many talents. Explain why these talents are important to you. Locate (H.H Munro-Saki) and read (online) *Dusk* (\*Initiation for class Discussion) and Pre-test\*

\* Illustrate opportunities you have had to demonstrate your talents to others (minimum of four pages).

1. Return and discuss diagnostic essay.
  2. Pre-writing exercise in class (five minutes).
  3. Read "Reading to Write," pp. 1-8.
  4. Do Vocabulary Projects, p. 10.
  5. Do Journal Entry, p. 11.
1. Five-minute Prewriting (to be done in class).
  2. Read "The Writing Process" (Brainstorming topics, journal writing, clustering, mapping, journalistic formula, free writing, and outlining), pp. 13-33.
  3. Do Exercise #2, p. 20.

### *GETTING READY FOR MAJOR PAPER: THE PERSONAL EXPERIENCE NARRATIVE PAPER*

*NOTE: AFTER WEEK THREE--SCHEDULED DATES WILL BE ISSUED AS AN  
ADDENDUM*

1. Continuation of the Writing Process (The Thesis Statement)
2. Read "Narration," pp. 83-95.
3. Read "The John Grisham Series" pp. 120-123.
4. Do Vocabulary Projects, p. 124.
5. Do Journal Entry, p. 124.

. 1. Read Arrangement (Patterns of Development), pp. 37-40, 2011)  
Common Rubric for English 110

In an **excellent** paper, a student

- Includes and analyzes source material to forward a specific and original purpose; demonstrates evaluation of source material, pointing out strengths and/or weakness
- Selects direct quotations that are almost always suited to purpose
- Uses a signal phrase well and incorporates quotation into grammatical structure of the overall

Sentence

- Accurately paraphrases source material in student's own language
- Accurately cites in-text citations and works cited according to details of MLA style
- Demonstrates revision for organization, clarity, and proofreading for conventions of Standard

American written English in final draft

In a **good** paper, a student

- Includes and analyzes source material to forward a purpose; demonstrates evaluation of source

Material

- Selects direct quotations that are often suited to purpose
- Usually uses a signal phrase well and incorporates quotation into grammatical structure of the overall sentence

- Paraphrases source material accurately but may be too close to original sentence structure
- Usually accurately cites in-text and works cited according to details of MLA style
- Demonstrates evidence of the writing process in final draft

In an **acceptable** paper, a student

- Includes and analyzes source material that does not necessarily forward purpose, and repeats source material without evaluation

- Selects direct quotations sometimes suited to purpose and/or sometimes uses quotations to the

exclusion of original writing

- Sometimes uses a signal phrase well and incorporates quotation into grammatical structure of

the overall sentence

- Paraphrases misinterpret or misrepresent source material
- Cites in-text and/or works cited not conforming to MLA style
- Demonstrates evidence of the writing process in final draft

In an **unacceptable** paper, a student

- Rarely includes or analyzes source material that forwards a purpose
- Rarely selects direct quotations that suit purpose or uses quotations to the exclusion of original writing

- Rarely includes signal phrases and/or rarely incorporates quotations grammatically

- Rarely paraphrases and/or paraphrases inaccurately or incorrectly

- Inaccurately or incorrectly cites in-text or works cited according to MLA style

- Does not show evidence of the writing process

***1. ROUGH DRAFT OF PAPER ONE IS DUE IN CLASS TODAY!!! NO EXCUSES. SEE PAGES 140-141 FOR NARRATION TOPICS. SUBMIT PAPER TO CRITERION.***

2. In-class Peer Editing Workshop (see page 93).
3. Read Editing and Proofreading, pp. 67-69.

***GETTING READY FOR PAPER TWO: DESCRIPTION***

1. Five-minute Prewriting.
2. ***FINAL DRAFT (FOUR TYPED PAGES) OF PAPER ONE IS DUE TODAY. Note: NO LATE PAPERS. PAPERS MUST BE TURNED IN NOW!!!. SUBMIT PAPER TO CRITERION.***
3. Read pp. 143-159.

():

1. Read "Ground Zero," pp. 162-163.
2. Do Vocabulary Project, p. 166.
3. Do Journal Entry, pp. 166.

1. Read "A Time To Kill.
2. Do Journal Entry

1. Rough Draft of Paper Two is due in class TODAY!!!! See page 200 for DESCRIPTION writing topics. Submit paper to CRITERION.
2. In-class Peer Editing Workshop (see page 159).

1. ***THE FINAL TYPED DRAFT OF PAPER TWO IS DUE IN CLASS TODAY (4 DOUBLE- SPACED PAGES)..***

***GETTING READY FOR PAPER THREE: THE DEFINITION PAPER***

Read pp. 509-520.

Read "Stigmatic Uniforms," pp. 544-547.  
Do Vocabulary Projects," p. 548.  
Do Journal Entry, p. 548.

Read "The Wife-Beater," pp. 532-534.  
Do Vocabulary Projects, p. 535.  
Do Journal Entry, p. 535.

**Rough Draft of Paper Three is due today (See writing topics on p. 553). Submit paper to CRITERION.**

In-class Peer Editing Workshop (see page 520-521).

Special Writing Workshop.

***FINAL DRAFT OF PAPER THREE IS DUE IN CLASS TODAY!!***.

Read Drafting and Revising, pp. 51-64.

Revising Papers Continued. As of today, you will have written three papers. Revision is a requirement in the course. You must revise one of the three papers regardless of your grades.

Revising Papers Continued.

***REVISED PAPER DUE TODAY!!! PLEASE TURN IN YOUR PREVIOUSLY GRADED DRAFT WITH THE REVISED DRAFT.***

Special Workshop on Writing in-class Essay Examinations.

***Grade Examination (IN-CLASS ESSAY.***

Special Writing Workshop.

#### GETTING READY FOR PAPER FOUR: EXEMPLIFICATION (THESIS & SUPPORT)

Read pp. 203-216.

2. Do Journal Entry, p. 219.

Read “The Human Cost of an Illiterate Society,” pp. 252-259.

2. Do Vocabulary Projects, p. 260.
3. Do Journal Entry, p. 260.

***Rough draft of Fourth Paper is due today. See page 265 for writing topics. Submit to CRITERION.***

In-class Peer Editing Workshop (see page 216-217).

#### GETTING READY FOR PAPER FIVE: COMPARISON AND CONTRAST

Read pp. 387-406.

***FINAL DRAFT OF PAPER FOUR IS DUE TODAY!!! ATTACH AT LEAST ONE DRAFT ALONG WITH YOUR PEER EDITING SHEETS.***

2. Continue discussion of Comparison and Contrast.

Read Catton’s “Grant and Lee: A study in Contrasts,” pp. 409-412.

Do Vocabulary Projects, p. 413.  
Do Journal Entry, p. 413.

Read “Sex, Lies, and Conversation,” pp. 440-444.  
Do Vocabulary Projects, p. 445.  
Do Journal Entry, p. 446.

***ROUGH DRAFT OF PAPER FIVE IS DUE TODAY!!! SEE  
PAGE 449 FOR EXAMPLE TOPICS. Submit to Criterion.***  
In-class Peer Editing Workshop. See page 406.

***FINAL DRAFT OF PAPER FIVE IS DUE TODAY!!!  
ATTACH AT LEAST ONE ROUGH DRAFT ALONG WITH  
PEER EDITING SHEETS.***  
SPECIAL WRITING WORKSHOP.

***GETTING READY FOR PAPER SIX: THE PROCESS PAPER***

Read pp. 267-282.

Read Macolm X’s “My First Conk,” pp. 285-287.  
Do Vocabulary Projects, p. 288.  
Do Journal Entry, p. 289

1. Read “The John Grisham Series
2. Do Vocabulary Projects, p. 303.
3. Do Journal Entry, p. 303.

1. Read Jackson’s “The Lottery” (fiction), pp. 317-324.
2. Under “Reading Literature,” p. 324, answer one of the questions.
3. Do Journal Entry, p. 324.

1. ***ROUGH DRAFT OF PAPER SIX IS DUE TODAY!!! SEE  
PAGE 325 FOR EXAMPLE WRITING TOPICS. CRITERION.***
2. In-class Peer Editing Workshop. See page 282.

1. ***FINAL DRAFT OF PAPER SIX IS DUE TODAY!!! ATTACH  
AT LEAST ONE ROUGH DRAFT ALONG WITH PEER EDITING  
SHEETS.***

In-class editing workshop.

**REVISING PAPERS. AT THIS POINT, YOU WILL BE ALLOWED TO ADVISE ONE OF YOUR PAPERS. (CHOOSE AMONG FOUR THROUGH SIX). FOR THE REVISED PAPER, YOU MUST USE A COMBINATION OF PATTERNS OF DEVELOPMENT (SEE PAGES 703-711).**

*COMBINING PATTERNS*

Read pp. 703-711.

Read Rodriguez's "Strange Tools," pp. 743-747.

Do Vocabulary Projects, p. 748.

Do Combining the Patterns, p. 749.

Special Writing Workshop.

***REVISED PAPER IS DUE TODAY!!! ATTACH ORIGINALLY  
GRADED PAPER!!!***

Special Writing Workshop.

Special Writing Workshop.

Final Examination: