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Syllabus Requirements

What goes on your syllabus is partly a contractual requirement and partly a matter of personal experience and preference.

The following components are required by the faculty contract (Article 4.C.4):

- The faculty member shall provide current course orientation materials to each student on the first day of class, and discuss orally the course content. The materials will minimally include the following: approximate dates of outside activities; an approximate weekly assignment plan; an approximate examination schedule; grading criteria; contact information; availability of accommodations and policies for students with disabilities; and general rules that will affect student grades (such as, drop/add deadlines, withdrawal deadlines, tardiness, student class participation). A copy of the orientation materials shall be provided to the supervising administrator upon request.

The contract language identifies these as "orientation materials," not as a syllabus straight up. But while it is possible to provide these materials separately from the syllabus, the overwhelming majority of instructors include them in the syllabus as a best practice.

An additional component required not by the contract but by our accrediting agency is a list of the course's student learning outcomes.

In addition to what's absolutely required, instructors have found some of the following desirable:

- Active participation guidelines
- Course description
- Course content
- Textbooks
- Where to get tutoring help
- Grading rubrics
- Plagiarism and cheating statement
- Acceptance of late work rules
- Submission guidelines
- Important dates
- Expectations of students
- Expectations of instructor
- Regular effective contact statement
- Online discussion guidelines
- Extra/helpful resources

Make sure to visit the other entries on this resource site that concern the syllabus, including those for the syllabus template and sample syllabi.

For more information,

- Contact your faculty chair, CCA campus representative, or educational administrator

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WEBSITE

Cerro Coso Community College
Kern Community College District

GET IN TOUCH

Contact Cerro Coso Community College
Help Desk and Tech Support
Distance Education Office
Student Questions & Feedback

STUDENT POLICIES

Student Conduct Policy
Student Complaint Policy
Copyright Infringement Policy
Report Ethics Violations
Student Handbook



****This sample syllabus is for illustrative purposes only. College practices and policies do change on occasion, as does course information. If you have any questions about the currency or the accuracy of any policy, practice, or course detail, check with your faculty chair or educational administrator.****

English 101 Syllabus: Freshman Composition

Tuesday/Thursday 2:00-4:05 p.m. (EW 206)

Instructor: Dr. Christine Swiridoff

E-mail: cswirido@cerrocoso.edu

Office location: MB 319B

Office phone: (760) 384-6312

Office hours: Tuesday: 10:10-11:00 and 4:10-5:00

Thursday: 11:00-12:00 and 4:10-5:00

Additional hours by appointment

Catalog Course Description

In this composition course for transfer to four-year institutions, students write at least four explanatory and argumentative essays, including a substantive research paper of 2,000 words showing the student's ability to analyze and evaluate source material and to generate and develop independent topics of inquiry appropriate to academic work (total: 7,000 words). The course emphasizes analyzing and actively engaging university-level concepts presented in outside sources. (Prerequisites: English 101 score on placement exam, or passing grade in English 70.)

Course Goals

The aim of English 101 is to help students reason logically, read critically, and write effectively. To successfully complete this course, students should be able to

- write clearly structured academic essays on complex ideas presented in university-level sources
- explain, analyze, and synthesize university-level reading materials
- evaluate the style of one's own writing and self-correct for greater clarity and directness

To achieve these aims, the course will cover several specific skills:

- Reviewing prerequisite skills, including MLA, paraphrasing, quoting, punctuating around quotations, balancing paraphrase and direct quotations, using boundary markers, finding and evaluating sources
- Academic structure
 - Sound essay structure appropriate for university-level writing
 - Paragraph topics for development and logical method of organization appropriate for university-level writing
 - Paragraph unity, coherence, and good development appropriate for university-level writing
- Understanding and using academic sources
 - Understand that language in academic sources is more highly specialized, is generally dense, and often requires inferring prior knowledge
 - Understand that academic sources are developed in a variety of modes
 - Analyze academic sources for common ideas and other patterns
 - Analyze academic sources for distinguishing words and identifying terms
 - Create synthesis appropriate to the material
- Evaluating the style of one's own writing and self-correct for greater clarity and directness
 - Omit needless words

- Revise needlessly convoluted sentences
- Eliminate buzzwords and long-winded phrases
- Use words with precision and avoid the needless use of passive voice
- Use clear, direct, and simple expression at the paragraph level

Required Texts

- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 7th edition (ISBN 978160329024)
- *Beowulf*. Trans. Seamus Heaney (either ISBN 0393320979 or 0393330109)
- Stevenson, Robert Louis. *Strange Case of Dr. Jekyll and Mr. Hyde*, Norton Critical edition (ISBN 0393974650)
- Palahniuk, Chuck. *Fight Club* (ISBN 0393327345)
- Course reader (bring to all classes)
- A three-ring binder to hold course reader

Readings Policy of the Cerro Coso English Department

All Associate and transfer-level English courses at Cerro Coso Community College require the reading of at least one novel or other work of imaginative literature. In these works students may encounter material that challenges their viewpoints and/or beliefs. The English department feels strongly that a student's ability to examine carefully and write seriously on ideas that he or she may not agree with is a crucially important critical thinking and interpersonal skill in our diverse community. For this reason, alternative materials will not be assigned. If a student feels that he or she simply cannot study the works assigned, then the student should consider dropping the class.

Reading Assignments

Specific reading assignments will be announced in class. All assigned readings should be completed before class. Since this is a university-level course, I expect active, close reading rather than quick, unengaged reading. This is best demonstrated through your thoughtful participation, reading responses, and exercises.

Writing Assignments and Policies

The majority of the grade is based on four out-of-class essays, totaling 7,000 words.

Revisions: An important part of the writing process is revision; however, papers will not be revised and resubmitted for a higher grade. Rather, it is expected that students will make sufficient revisions and corrections prior to submitting papers. If you have questions about a draft, please ask in class or office hours.

Format: Papers must be typed, double spaced, stapled, and without title pages.

- **MLA**: All papers will be based on sources and must conform to MLA guidelines for format and documenting sources, accurately use both in-text parenthetical citations and a Works Cited page according to MLA style. Buy and use the *MLA Handbook*. *Errors in format and documentation result in automatic grade reductions*. Be careful with these details before the paper is due.
- **Font**: Please use a readable, sans serif font style (such as Calibri) in 16 font.
- **Title**: Include a title with all papers. When choosing a title, be more descriptive than "Beowulf Paper." A good title gives readers a clue to the key point of the paper.

Paper submission and due dates: Paper submission requires a hard copy to me and electronic copy to Turnitin.com, an anti-plagiarism site used by Cerro Coso. Papers will not be graded until submitted in hard copy *and* to Turnitin.com. Except in extreme cases and

with prior consent, *late papers will lose a half grade each day* or portion of a day they are late (that's a 24-hour day, not a class). A paper that is submitted after the start of class will be considered late. A paper will be considered on time if given to me at the start of class, submitted at the switchboard and time stamped before the start of class, or, in emergencies, submitted as an e-mail attachment. If a paper is submitted via e-mail, a hard copy is required at the next class. Papers may be submitted to Turnitin.com any time before or after class on the due date, but after midnight, papers not submitted to Turnitin.com will be considered late.

To use Turnitin.com, first create a user profile. To do that, follow these instructions:

1. Go to <http://www.turnitin.com>
2. Click the "Create Account" link at the top
3. Select "student" user type
4. Type in the Turnitin.com class ID: **5920233**
5. Type in the Turnitin.com class enrollment password: **comp**
6. Follow all the remaining steps to create your profile

To submit assignments:

1. Save your assignment as a .doc, .docx, or .rtf file (always save on your own computer, U: drive, or flash drive, somewhere you can always access it)
2. Go to <http://www.turnitin.com>, sign in, click on "English 101 (Spring 2013)"
3. Click on the "submit" icon next to the paper assignment you are turning in
4. On the next screen, put in a title for your submission and then Browse for your file to upload it (Note: do not choose the cut-and-paste option since this will strip your paper of its formatting)
5. Press the "upload" button
6. Next you will see a preview of your paper. The formatting will look different to you, but I will see your assignment exactly as you submitted it, not as it appears on your confirmation page.
7. Scroll down and click the "submit" button.

Writing Resources

Tutoring: The LAC (2nd floor of the Learning Resource Center) offers free tutoring.

Library: The Cerro Coso library offers MLA sessions and other helpful advice in the Learning Resource Center and online (www.cerrocoso.edu/lrc). Photocopying, printing, internet, and computer access are also available in the LRC.

Online literature and writing resources: Many excellent resources for literature, reading, writing, and researching are available online. Here are a few I recommend:

- ✧ Composition
 - General Writing: owl.english.purdue.edu/owl/section/1
 - Academic Writing: <http://owl.english.purdue.edu/owl/section/1/2>
- ✧ MLA
 - Purdue's MLA Guide: owl.english.purdue.edu/owl/resource/747/01/
 - Diana Hacker's MLA Guide: bcs.bedfordstmartins.com/resdoc5e/RES5e_ch04_o.html

Accommodations

Students who have verified learning disabilities and need assistive services or who, due to a sensory or processing disability, require additional assistance and/or alternative class materials should contact the Access Programs Office at 384-6250.

Participation

This is a university-level course, so students are expected to be in class both physically and mentally from the time that it begins until it is dismissed. However, it is not a lecture class, so simply being in class physically is not enough. I expect active participation: your thoughtful contributions to our ongoing class discussions. Don't worry if you disagree with others in the class (even me); that is what makes for a lively discussion. In addition, the best student essays are usually a product of especially active classes since issues are discussed more thoroughly in these classes. And, for the most part, the best writers are those students who are most engaged with the course materials. So share your ideas and help advance our discussions.

Student Conduct

To preserve our learning environment, proper conduct is mandatory. Turn off cell phones and pads, do not interrupt others, be respectful of the instructor and students, and help create an exciting yet safe learning environment. Continued disregard for these policies will result in consequences, possibly including removal from the course and disciplinary action. According to the Cerro Coso catalog:

. . . Student conduct must reflect the standards of good behavior expected by society. Since public education is furnished by the people of the district, it becomes a privilege for students to have this opportunity to further their education. Students shall respect constituted authority . . . and are expected to observe high personal standards of decency, morality, honesty, and social relationships. Student conduct should reflect consideration for the rights of others, and students are expected to cooperate with all members of the Cerro Coso Community College community. Failure to respect the standards as set forth by Cerro Coso Community College may be cause for disciplinary action.

Plagiarism

According to the Cerro Coso Student Conduct Policy:

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotations marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

As allowed by District Policy 4F8G, "Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options, which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. Finally, it must be understood that a student who knowingly aids in another student's cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense." Penalties for plagiarism will include failure on the particular assignment and may include an official report of academic dishonesty, suspension, or expulsion. Be safe: always do your own work and cite all sources!

Grading

As with any other college course, it is expected that students will prepare for, attend, and participate in all classes and complete all assignments. In other words, if you don't really take the class, you shouldn't really expect to pass. And while the grade is not based on attendance, if you do not attend, you cannot expect to improve your writing or your grade. The semester grade will be calculated as follows:

Shorter Papers (1,500 words each)	300 points (100 points each)
Longer Paper (2,500 words)	150 points
Quizzes, exercises, and homework	150 points

The semester grade will be determined on a standard scale:

90-100% = A	80-89% = B	70-79% = C
60-69% = D	0-59% = F	

Paper Grading Standards

Papers will be graded with letter grades that correspond to the following:

A+ = 100%	A = 95%	A/B = 90%	B = 85%	B/C = 80%	C = 75%
C/D = 70%	D = 65%	D/F = 60%	F = 55%	Plagiarism = 0%	

- A** Superior. A paper at this level demonstrates insightful development and a mature style. It presents a cogent response to the assignment elaborated with well-chosen examples and persuasive reasoning. The writer observes all conventions of standard written English; moreover, words are chosen aptly and sophisticated sentences used effectively. Readers are never confused and the style is pleasing. The citation system is thoroughly employed and precise in its details; outside sources are clearly signaled and integrated smoothly into the flow of the paper. Isolated minor grammar or proofreading mistakes may be present.
- B** Clearly Competent. The paper presents a thoughtful response to the assignment developed with appropriate examples and sensible reasoning. Not only does the writer observe the conventions of standard written English but words are chosen accurately and sentences varied for effective expression. Even with the rare proofreading error, the writing is smooth and clear. The citation system is thoroughly employed and precise in its details; all outside sources are clearly signaled and integrated smoothly into the flow of the paper.
- C** Satisfactory, even if marginally so. It presents a complete response with acceptable reasoning and examples that support the task. Its style shows its writer can choose words of sufficient precision and control sentences of reasonable variety. The writing is generally clear and readable, if not particularly strong and precise. The citation system is

correctly employed; all outside sources are signaled and integrated into the paper using an assortment of strategies.

- D** Unsatisfactory in one or more of the following ways: 1) it may lack coherent structure—that is, demonstrate no grasp of paragraph unity and coherency, go randomly from point to point without any logical plan; 2) it may be missing examples or evidence to back up claims; 3) it may reflect an incomplete understanding of the topic; 4) it may be seriously deficient in its use of the citation system; 5) its prose style might contain pervasive major and minor grammar and/or proofreading errors.
- F** Unacceptable. The "F" paper may disregard the topic's demands or lack any appropriate structure, even at the paragraph level. It may be inappropriately brief. It may employ no elements of the citation system whatsoever. Also, all-encompassing grammatical and proofreading mistakes will result in an "F."

Grading Deductions

In addition to the above standards, 5% will be deducted for each of the following:

- each 24 hours late
- every two major grammar errors, such as apostrophe errors, comma splices, run-on sentences, and fragments
- incorrect margins (not 1.0 inch on all sides)
- incorrect spacing (not 2.0 spacing throughout)
- incorrect heading information on the first page
- incorrect or missing running header (such as Doe 1)
- incorrect works cited page formatting
- incorrect in-text citations
- incorrect punctuation around quotations

Attendance Policy and Course Withdrawal

Students are expected to prepare for and attend all classes. *Except in extenuating circumstances, students who miss the equivalent of two weeks of classes will be dropped.* If you must miss classes, please contact me early to avoid being dropped and to make arrangements to complete course work.

Here are the college's official policies on attendance:

. . . It is the responsibility of students to know the policy in each of their courses and to be aware of their current attendance status. Students who have been absent from a course should notify the instructor of the reason for the absence. Absence in no way relieves students of responsibility for work missed.

Excessive absence may result in the student being dropped from the course. Instructors may drop a student from a course when absences number the equivalent of two weeks of courses recorded from the first day of instruction. . . . Students are responsible for officially withdrawing from any course or courses in which they no longer wish to be enrolled. Non-attendance does not release the student from this responsibility.

Here are the college's official policies on dropping courses:

1. It is the student's responsibility to drop courses prior to the 10% date of enrolled courses and to apply for a refund.
2. It is the student's responsibility to drop courses prior to the 20% date of enrolled courses in order to avoid notation of the courses on the student's permanent record.

3. It is the student's responsibility to withdraw from courses prior to the 60% date to receive a 'W' in these courses and to avoid substandard grades on the student's permanent record.

While it is the final responsibility of the student to drop a class that she/he is no longer attending, *instructors may, at their discretion, drop a student without consultation with the student when unexcused absences number the equivalent of two weeks or exceed 10% of the total hours of the course.* Under these circumstances, this instructor-initiated drop can occur up to the 10th week of the semester or the 60% date of the course. No student may be dropped from any course after the 10th week; after the 10th week the student will be assigned the appropriate letter grade.

Official withdrawal from a course is accomplished through logging on the web registration system, InsideCC, and dropping the course. Simply ceasing to attend a course does not constitute a withdrawal.

Tentative Schedule

UNIT ONE

Objectives:

- Annotate texts as a part of close and active reading
- Make inferences
- Use analysis and synthesis of a literary text as a basis for an essay
- Develop an interesting thesis statement
- Understand the writing process
- Outline effectively to plan a paper
- Use MLA correctly in format, in-text citations, and works cited entries
- Write without major grammar errors

Paper #1, minimum 1,500-word synthesis paper based on *Beowulf*

UNIT TWO

Objectives:

- Incorporate primary and secondary sources
- Blend multiple sources effectively
- Write a clear, effective summary
- Develop an interesting thesis statement

Paper #2, minimum 1,500-word multiple-source paper based on *The Strange Case of Dr. Jekyll and Mr. Hyde* and additional sources

UNIT THREE

Objectives:

- Read scholarly essays
- Independently develop an effective method of essay organization
- Write effective formal definitions
- Write a useful extended definition

Paper #3, minimum 1,500-word definition paper based on multiple readings

UNIT FOUR

Objectives:

- Improve writing style
- Apply a definition
- Write an effective argument using valid evidence

Paper #4, minimum 2,500-word application paper based on Paper #3 and *Fight Club*

Grading Rubric

	Poor	Satisfactory	Excellent
Essay Organization	The essay lacks one or more of the following: an effective introduction, a thesis, multiple body paragraphs, topic sentences, or a conclusion.	The essay is organized logically, with a clear introduction, multiple organized body paragraphs presenting key ideas that support the thesis, and a brief conclusion.	The essay is organized logically, with a clear and interesting introduction, multiple organized body paragraphs presenting key ideas that directly support the thesis, and a brief yet clear conclusion.
Thesis and Introduction	The introduction is inadequate in one or more of the following ways: it is missing, it lacks a thesis, it seems to jump from idea to idea, or it seems completely forced and merely a response to an assignment.	The introduction relates to the paper's purpose, and the thesis clearly presents the focus of the paper.	The introduction develops the reader's interest, ideas are presented smoothly, without seeming forced, and the thesis clearly presents the focus of the paper.
Paragraph Unity	Body paragraphs stray from their stated focus, addressing more than one idea per paragraph, or the quotations do not directly relate to the claims presented.	All sentences in each body paragraph support only one central idea, which is presented in a key word/phrase in the paragraph's topic sentence, and most quotations precisely illustrate the claims made.	All sentences in each body paragraph, including quotations, support only one central idea, which is presented in a key word/phrase in the paragraph's topic sentence.
Paragraph Development and Use of Evidence	Paragraphs lack evidence to support and illustrate claims, or the paragraphs are little more than a list or patchwork of examples, leaving little of the writer.	Examples are present and usually illustrate the claims made, and they are usually adequately introduced and placed into context.	Examples are chosen well, aptly support their claims, are sufficient without being overwhelming, and are consistently introduced and placed in context.

	Poor	Satisfactory	Excellent
Paragraph Coherence	There may be no grasp of paragraph coherence, going randomly from point to point without any evident logical plan.	Topic sentences present the central idea of each paragraph, though the connection to the paper's thesis may be not immediately apparent, and, for the most part, each sentence flows logically from the previous sentence so that readers are not confused by the shifts in ideas.	Topic sentences are effective and directly support the paper's thesis, key words are used well, each sentence flows logically from the previous sentence, and transitions are smooth and seemingly effortless.
Clarity and Style	Words are used inaccurately, or the overall style impedes rather than helps convey ideas.	Words are sufficiently precise, and sentences are reasonably varied and controlled.	Words are consistently precise, and sentences are strong, varied, and sophisticated.
Grammar	Pervasive major and minor grammar and/or proofreading errors. Major errors include comma splices, run-on sentences, fragments, and other similar large errors. More than a handful of these and a paper cannot pass.	The paper may have one or two major errors overall and/or a handful of minor grammar and proofreading mistakes per page, but the errors do not interfere with the reader's ability to understand ideas.	Only isolated minor or proofreading errors present.
MLA	Seriously deficient in MLA citation system, incorrect in-text citations, unattributed or untraceable evidence, inadequate paraphrase, or significant errors in work cited entries.	The MLA citation system is correctly employed, all outside sources are signaled and integrated into the paper, and the MLA format is correct.	The MLA citation system is correctly employed, all outside sources are clear signaled and smoothly integrated into the paper using an assortment of strategies, and the MLA format is correct.

Writing Resources

Purdue's Online Writing Lab (OWL)
<http://owl.english.purdue.edu/owl/>

Paradigm Online Writing Assistant
<http://www.powa.org/>

Punctuation Made Simple
<http://www.punctuationmadesimple.com/>

MLA Resources

Purdue's MLA guide
<http://owl.english.purdue.edu/owl/resource/747/01/>

MLA online guide
http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch04_o.html

EasyBib: automatic bibliography and citation maker
<http://www.easybib.com/>

Citing sources and avoiding plagiarism
<http://plagiarism.org/plagiarism-101/overview/>

Beowulf Resources

Online edition of *Beowulf*
http://hs.auburn.cnyric.org/teachers/michael_sullivan/ap/s0095617f?textonly=

“Human-like Beasts or Bestial Humans? The Slippery Monsters of *Beowulf*”
<http://homes.chass.utoronto.ca/~cpercyc/courses/1001Slusser.htm>

Anglo-Saxon Culture
<http://public.wsu.edu/~delahoyd/medieval/anglo-saxon.html>

The Strange Case of Dr. Jekyll and Mr. Hyde Resource

Online annotation edition of the novel
http://en.wikisource.org/wiki/The_Annotated_Strange_Case_Of_Dr_Jekyll_And_Mr_Hyde

Fight Club Resources

Various *Fight Club* articles

<http://www.edward-norton.org/fc/fightart.html>

Interview with Edward Norton and Brad Pitt

<http://www.edward-norton.org/fc/articles/mrshowbiz1099.html>

Interview with Edward Norton from the *Yale Herald*

<http://www.edward-norton.org/articles/yaleherald1099.html>

Another interview (audio and transcripts) with Edward Norton

<http://www.edward-norton.org/audio/fcround.html>

Kim Morgan, Ten Years of *Fight Club*

http://www.huffingtonpost.com/kim-morgan/fight-club-ten-years-late_b_364581.html

Percy Bysshe Shelley, "Ozymandias" (1818)

I met a traveller from an antique land
Who said:—Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shatter'd visage lies, whose frown
And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed.
And on the pedestal these words appear:
"My name is Ozymandias, king of kings:
Look on my works, ye mighty, and despair!"
Nothing beside remains: round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

Tentative Schedule

T 1/15 R 1/17	Introduction to the course and to <i>Beowulf</i> <i>Beowulf</i> to line 709; how to analyze information
T 1/22 R 1/24	<i>Beowulf</i> to line 1904; how to analyze information <i>Beowulf</i> to end; how to synthesize information
M 1/28 T 1/29 R 1/31	<i>Last day to drop without a "W" on transcripts (20% date)</i> How to synthesize information; MLA Paper #1 brainstorming chart ; MLA and paragraph practice
T 2/5 R 2/7	MLA and paragraph practice Review of Paper #1 outline
T 2/12 R 2/14	Review of Paper #1 draft Paper #1 due (in class and to Turnitin.com)
T 2/19 R 2/21	<i>Strange Case of Dr. Jekyll and Mr. Hyde</i> <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>
T 2/26 R 2/28	MLA for multiple sources Review of Paper #2 outline
T 3/5 R 3/7	Review of Paper #2 draft Paper #2 due (in class and to Turnitin.com)
T 3/12 R 3/14	Class tentatively canceled Class tentatively canceled
T 3/19 R 3/21 F 3/22	Spring Break Spring Break <i>Last day to withdraw with a "W" (60% date)</i>
T 3/26 R 3/28	Gilmore (in Appendix) Cohen and Beal (in Appendix)
T 4/2 R 4/4	King and Chance (in Appendix) Review of Paper #3 outline
T 4/9 R 4/11	Review of Paper #3 draft Paper #3 due (in class and to Turnitin.com)
T 4/16 R 4/18	<i>Fight Club</i> <i>Fight Club</i>
T 4/23 R 4/25	Writing the argument Review of Paper #4 outline

T 4/30
R 5/2

Review of **Paper #4 draft**
Paper #4 due (in class and to Turnitin.com)