

**Lynchburg College**  
**English 112 (Sections C and P)**  
**Composition II**  
**Course Syllabus**

**Professor Nina Salmon**  
office: 544-8275  
e-mail: salmon@lynchburg.edu

**Carnegie 405**  
(Use 1st or 3rd steps to reach my 4<sup>th</sup> floor office;  
Center steps take you to my 2<sup>nd</sup> floor mailbox)

**E-Mail:**

I check my e-mail throughout the day and night seven days a week. While I am happy to meet with you before or after class or during my office hours, e-mail is often the most efficient way to communicate outside of class. Please write me anytime! Additionally, I rely heavily on e-mail and Connect messaging to contact you. Please make it a point to check your e-mail daily. **If you send a Connect Web message to me, always check the box to send a copy of the message via e-mail.** I will do the same.

**OFFICE HOURS**

9:00-10:00; 12:00-1:00; 2:00-3:00 MWF  
and by appointment

**COURSE INFORMATION**

Spring Semester 2008 MWF ENGL 112-C: 11:00-11:50 and ENGL 112-P: 10-10:50

This course fulfills a General Education requirement:

**Statement of Purpose for General Education:** *General education liberates us. It frees us from the constraints of ignorance, sectarianism, and shortsightedness by developing our reasoning skills, our breadth of knowledge, and our ability to consider issues from multiple perspectives. Nothing less will equip us to understand our world and to pursue fruitful lives (Burke, et. al.).*

**Teacher Licensure:** This course is designed to assist students preparing to meet Virginia Department of Education, Teacher Licensure Competencies in English as follows:

**Competency 1:** Understanding of the knowledge, skills, and process of English as defined in the Virginia Standards of Learning. (SOLS are 9.6-9.7; 10.7-10.9; 11.7-11.8 for ENGL 111; and all of these plus 9.8-9.9; 10.10-10.11; 11.9-11.10; 12.7-12.8 for ENGL 112).

**Competency 3:** Knowledge of grammar, usage, and mechanics and their integration in writing

**REQUIRED TEXTS**

Hacker, Diana. *A Writer's Reference*. 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2003.

Salmon, Nina V. *Anne Spencer: "Ah, how poets sing and die!"* Lynchburg, VA: Warwick House, 2001.

This class is an LCSR course. The LCSR (Lynchburg College Symposium Readings) mission encourages interdisciplinary study by reading from the classics and writing and speaking about those readings "in the context of contemporary society" (*LCSR Annual Report*. May 1995).

## SOFTWARE REQUIREMENTS

**Connect Web:** Go to <http://www.connectweb.com/lynchburg.asp>. Select your class/section from the drop-down list. Enter your first initial and last name. Select a password. If you purchased Connect Web first semester or for another course, you do not need to pay for it again, however, you do need to follow the instructions to register. After you log on, click "purchase Connect Web." Skip the Create your web id and follow the instructions under "Notes." **You must take care of this before the trial period expires on February 16, 2009.** If you are new to the class, you'll have several weeks to purchase Connect Web. Please purchase it before the trial period expires. You will need a credit card or a Connect Web card from the bookstore to purchase this required class management tool. If you forget your password at any time, e-mail me and I will reset it.

### Help with Avoiding Plagiarism:

All papers are to be submitted to Turnitin.com. We will use this as a tool to help facilitate correct paraphrasing, quoting, and documentation of sources. Here are the directions for accessing and enrolling in Turnitin.com:

1. Using Internet Explorer (not Netscape Navigator), go to the Turnitin homepage at <http://www.turnitin.com>
2. Click on the "Training Manuals" button located on the right side of the screen. A smaller pop-up screen entitled "User Manuals and Transition Guides" will appear. Click on "Student User Guide" to access the detailed, step-by-step manual.
3. When you are ready to use the service after reviewing the Student User Guide, return to the Turnitin homepage (<http://www.turnitin.com>). Click on "New Users" in the upper right corner.
4. Follow the prompts for creating your user profile. You will be asked to provide your e-mail address, your selected user password, and your default user type (i.e., student).
5. Follow the prompts in the set-up Wizard. You will be asked for your class ID and enrollment password. Here is that information:

Class ID: ENGL 112-C (MWF 11:00 am): **2578014**

ENGL 112-P (MWF 10:00 a.m.): **2578018**

Enrollment password for both sections: **research**

6. After creating your user profile, use the log-in box in the upper right corner of the Turnitin homepage (<http://www.turnitin.com>) to log in and access your class-specific homepage. Follow the directions in the Student User Guide for submitting the first draft of your paper to Turnitin.com.

### Course Description

ENG 112 is a writing course that builds on the principles established in English 111. We will use selected readings from the *Lynchburg College Symposium Readings*, from the Anne Spencer text, and from your own research to prepare for the writing assignments in this class. In this course, "you will develop techniques of writing research papers using argument and analysis with multiple sources. The practice and guidance that you will receive in the second semester of Composition will enable you to integrate sources into your writing, take command of an argument, and support it effectively. You will also learn to read and interpret texts that contain language with multiple levels of meaning" (Guide to Freshman Composition). Recognizing and understanding multilayered meanings is an essential skill for successful college students.

By working in teams, students will collaborate to gain insight into course readings and objectives and will also develop skills in editing and revising. Students will recognize that writing most often involves a recursive process that moves back and forth through discovery, drafting, revising, and editing. The student will explore writing as a way of learning. Class sessions will vary. Teaching methods include lecture, discussion, group presentations, peer review, group or individual work time, reading, planning, and writing.

## **GOALS AND OBJECTIVES FOR FRESHMAN ENGLISH (English 111-112)**

### **GOAL:**

Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical questioning of texts and issues from various disciplines.

### **OBJECTIVES: Students will**

- A. develop, support, and organize a topic fully and effectively;
- B. comprehend and objectively analyze in writing their own compositions and the written work of others;
- C. use basic research methods for searching, applying, and referencing electronic and written sources;
- D. show an awareness of their intended audience and the ability to address it purposefully and effectively
- E. Use writing mechanics (grammar, punctuation, spelling) effectively

### **COURSE REQUIREMENTS**

The student will write and submit a minimum of 15 pages of graded, finished prose for the semester.

- 1) The writer must submit papers in which the introduction leads into the topic, the body of the paper adequately develops that topic, and the conclusion successfully resolves the discussion.
- 2) The writing must be generally coherent and orderly.
- 3) The writing must have recognizable transitions from idea to idea and from paragraph to paragraph.
- 4) The writing should be nearly free of mechanical errors.
- 5) The writing assignments submitted must show that the student has a basic understanding of the characteristics of sound critical thinking and of the text(s).
- 6) The student will demonstrate through both class discussion and writing assignments a basic ability to read and understand the reading selections assigned.
- 7) The student will be able to recognize the key components of structure and style in the readings assigned for the course and will demonstrate this ability in both writing assignments and class discussions.
- 8) The student must adhere to the policies set by the instructor regarding attendance, deadlines for submitting assignments, and other requirements such as format.

### **ACADEMIC HONESTY**

Students may utilize the Writing Center and peer proofreaders. All written work must be the student's original work, written during *this* semester. Plagiarism is a serious offense and will not be tolerated. Because of its importance, I have included the Statement on Plagiarism found in *The Hornet*:

#### **Statement on Plagiarism**

Plagiarism occurs in written work and in oral/visual presentations in which the writer presents materials as his/her own that have originated with someone else. These materials include information, data, ideas, conclusions, words, sentence structures, images, movies, sounds, and music. Inadvertently neglecting to include quotation marks or accurate documentation with these materials is plagiarism as surely as knowingly copying another person's writing and submitting it as one's own.

This definition applies to all types of sources, including print sources, sources from electronic databases, from the Internet, and from other media. Because plagiarism presents another's work as one's own, it is unethical and dishonest and is therefore prohibited by the Lynchburg College Honor Code. It also denies one's work the benefit that comes from citing authoritative sources that lend credibility to what one is saying. Furthermore, plagiarism makes it impossible for readers to investigate the writer's sources on their own.

There are two broad categories of plagiarism:

1. First, **plagiarism of ideas** occurs when the writer presents the ideas of others as his/her own. Information, data, interpretations, and conclusions that come from a specific source must be attributed to the source even if the original language is not used. Plagiarism of ideas can easily be avoided by including documentation of the original source. Any standard citation style, such as MLA, APA, or Chicago style, is valid; the writer should use the citation style that is appropriate to the discipline in which he/she is writing.

2. Second, **plagiarism of language** occurs when the writer lifts sentences or substantive words from the source. Writers must use quotation marks or block quotations to indicate that the words in the essay are exactly the same as those in the original text, and writers must provide a citation that correctly identifies the source. It is important that the writer fulfill his/her responsibility to the original source by being precise and accurate when quoting. Plagiarism of language can be avoided either by correctly identifying a quotation or by rewording so that the language of the original is replaced with language that is the writer's own. Plagiarism of language can be further subdivided:

a. **Plagiarism of words** occurs when the writer copies three or more consecutive content words (not function words, such as the, and, or is) from the original source without any quotation marks and/or formal citation. Plagiarism of words in a paraphrase can be avoided by summarizing the original text and by substituting synonyms.

b. **Plagiarism of sentence structure** occurs when the writer substitutes synonyms for words in the original text but repeats the same sentence structure as used in the original document. Plagiarism of sentence structure in a paraphrase can be avoided by changing the grammatical structures of the original text's sentences. Ideas in the public domain, which are considered common knowledge, can be mentioned without citation, provided that the language of the original document is not plagiarized in any way. Public domain information involves facts and ideas that every reader in a particular field would be familiar with, facts that are readily available in reference sources, and well-known sayings. When information is available on the Internet, readers should not automatically assume that it is in the public domain.

A problem related to plagiarism is the misuse of sources. When using and acknowledging sources' ideas in their essays, writers should take care not to distort or misrepresent the original text's information in any human rights policy way. Direct quotations must accurately reproduce the words, spelling, and punctuation of the original. Although misrepresenting a source's information is not as serious an ethical issue as plagiarism, it is still unacceptable in college writing. ENGL 111 and 112 provide instruction in defining, recognizing, and avoiding plagiarism. Samples of citation styles and examples of how to acknowledge sources without plagiarizing are available through Knight-Capron Library (<http://www.lynchburg.edu/x3563.xml>) and the Writing Center (<http://www.lynchburg.edu/writingguide.xml>). All standard writing handbooks provide this information. Students with questions about citing sources or avoiding plagiarism in their papers should ask the instructor in the class where the paper was assigned.

## **WRITING CENTER**

You are all encouraged to utilize this service. Visits to the Writing Center are usually optional; however, if I suggest it to you either verbally or in a comment on a paper, consider it mandatory. The tutors are screened and trained to work with all levels of writers. The Writing Center is not just for those who are struggling with writing. Good writers use the Center! As with many things in life, the more you put into a Writing Center session, the more you'll get out of it. Take control of your session by participating in the process with the tutor. The tutor's job is to help you to recognize and remedy problems in a variety of areas: thesis, content, paragraph development, transitions, surface errors, and more! Recognize also that a tutor's positive comments are meant to encourage you and reflect success in your session. They are not necessarily a prediction of the success of your grade. Furthermore, a visit to the Writing Center does not guarantee that your paper will be free of all problems or errors. What a trip to the Writing Center can do is help you to improve what you have. ***Writing Center visits earn you 1 point for Experiential Learning credit. No write up is necessary.***

## **ATTENDANCE**

It is imperative that you attend class. In the event that you must miss a day, you will be responsible for staying current with the assignment schedule. You can do this by checking with a classmate, following your course syllabus, and staying current with e-mail, messages, and assignments on Connect Web. The English Program policy states that students who miss more than 20% of classes will fail the course. In a class that meets three times per week, 20% is eight classes. You may miss two classes without penalty. Subsequent absences, *regardless of the reason*, may result in grade penalty. **Students who exceed eight absences must retake English 112 in the fall.**

## GRADING

I generally use letter grades. For those times when I use a numerical scale, I will follow a 10-point scale. Each paper is equally weighted. Your **paper grades** and will be averaged at the end of the semester to comprise **70%** of your final grade. Your group poetry presentation and the field study project contribute **10%** to your semester average. **Experiential learning**—the only portion of your grade based SOLELY on effort—is worth **10%** of your final grade. Additionally, class and workshop participation/attendance, and your exam will contribute the final **10%** of your grade. **You must complete all assignments in order to pass the course.**

## PAPER EXPECTATIONS (70%)

There are four paper assignments in this course. Each paper addresses the Course Objectives listed in this syllabus. Having mastered the concept of drafting, editing, and revising during the first semester, you are expected to draft, edit, and revise on your own without benefit of graded drafts. You will have the opportunity for peer review of each paper.. **The paper you hand in to me should have gone through several stages of discovery, drafting, editing, and revising.** Be sure to check for thesis development and support, organization, clarity, and mechanical and grammatical correctness. Please follow MLA format for all papers. I do expect a title, but no separate title page is necessary. Follow the instructions (pp. 404-407) and model (pp. 408-412) in *A Writer's Reference* for proper heading, title placement, page number, works cited format, etc.). Failure to properly utilize MLA format will result in a lower grade. **Proofread!**

## Paper Submission Policy

You are encouraged to work with your workshop group as you revise and polish your essays before submitting them for grading. Please submit a hard copy *and* post your paper on Connect Web. I will not grade your paper until I receive both hard and electronic copies. Typically, I make marginal notes on your hard copies and post the grade and any additional comments on Connect. You'll want to see both for complete feedback. Papers are due by class time as listed in the syllabus and posted on Connect Web. **Any paper not submitted electronically before midnight on the due date will receive a late penalty.** Late papers will be penalized.

Papers that are unacceptable may be returned without a grade. You will be asked to revise and resubmit. These papers are subject to a late penalty.

## ORAL PRESENTATIONS (10%)

### Presentation 1: Anne Spencer poetry

Groups will facilitate class understanding and discussion of selected poems by teaching them to the class.

### Presentation 2: Anne Spencer Field Study

The second presentation is intended to describe your semester-long involvement with something relating to Anne Spencer, our research topic. Think of this almost as an internship. In fact, most of these options are real work that needs doing! Some of your projects may, with your permission and appropriate acknowledgment, be utilized by the Anne Spencer House and Garden Museum, Inc. and incorporated into its operations. You may find that you can use your selected opportunity in conjunction with another class (as long as your professor is aware of the opportunity for credit in English class also!) Your fieldwork is intended to offer you a closer view of Anne Spencer that is meaningful and “hands-on.” You will most likely want to incorporate your fieldwork into your research project. **The field study project should serve to deepen your understanding of Anne Spencer.**

You may work independently or in teams or groups of up to four people. If you work in a group, check with me about my expectations for the written component.

If you choose to work at the Spencer House or in the garden, the minimum service requirement is four hours. That is considered average (or worthy of a C). Five hours is comparable to a B and **six hours or above can earn an A for the service component of the field study project.** The overall success of the product (scrapbook, blog, PowerPoint, photo album, etc.) will contribute the remainder of the grade for the

field study. Visits to area schools, retirement homes, or organizations do not require an hourly minimum. **I strongly encourage this type of interaction with the community. Choose your own presentation site, or work with me to find a location for your presentation or interactive workshop.**

In many cases, you will be working with me or with other community volunteers. I've listed some options below but other activities will be considered.

*I will work with each student or group to determine the objectives for each project.  
It is possible to team up with students in my other section.*

**Anne Spencer Field Study Options:**

**School visits**

**Presentation at area organization such as the Summit or Westminster-Canterbury**

**Transcribe oral history tapes**

**Prepare a service-learning display for the Student Scholar Showcase on Apr 15**

**Compile list and brief bio. of visitors to the Spencers' home**

**Prepare (plan and write) an audio taped tour for the house**

**Prepare (plan and write) an audio taped tour for Edankraal and the garden**

**Compile an extensive and comprehensive (25+ sources with 50-100 word annotations) annotated bibliography of sources (print, electronic, etc.)**

**Coordinate Presentation Night**

**Create Web Page**

**The following projects will require a product/service combination (see below):**

**On-going garden cleanup and/or house maintenance (6 hours earns an A)**

**Compile a sketch or watercolor portfolio of the garden and/or house**

**Create PowerPoint program to be used in schools (specify age level)**

**Photo album/Scrapbook**

**Write an article on the field study projects for the Anne Spencer newsletter or the Critograph**

**Note: I will be available to drive you as necessary. In some cases, you may wish to provide your own transportation.**

**Examples of "Products"**

3-5 page paper

PowerPoint

Web Page

Video (with a written intro. and description)

Scrapbook

Photo Album

Multi-panel Poster Display

**Examples of Service**

Garden or house clean up

Presentation at local organization

Lead a tour of the house/garden

Host at Garden Day

Presentation at a local school

There are numerous other possibilities. I encourage you to discuss your ideas with me.

**EXPERIENTIAL LEARNING (10%)**

This category is intended to broaden your horizons, strengthen the fundamental objectives of a college-level English class, and entice you further into a lifelong love of reading, writing, learning, and participating fully in your community. It also gives you more writing practice. **Submissions for experiential learning are to be the equivalent of a full double-spaced page (or about 300 words.)** Although I read your submissions, I do not grade them (other than to award points as described below) nor do I correct grammar or mechanics. I have been known to return experiential learning submissions without awarding points if it appears that you

forgot your audience! This is NOT extra credit. It is required coursework. **Please submit experiential learning submissions in the text (not an attachment) of an e-mail. Use a separate e-mail--with EL or “experiential learning” in the subject line--for each submission. Do not use Connect Web to send these. Mail them to salmon@lynchburg.edu.** Don’t wait until the last week before the deadline to submit your write-ups because that defeats the purpose of this component of your coursework (ongoing writing practice). I have built in deadlines throughout the semester. Once a deadline passes, you cannot make up any missing points and will incur a deficit for unearned points. Accumulate up to 105 (A+) points for the semester. You must make scheduled deadlines and earn points in each of the three categories in order to receive full points. Work required for another class is ineligible. Extra credit for other classes, however, can be submitted for experiential learning credit.

**Mid-term due date: 40 points (in any category) by mid-semester, March 6**  
**Avoid the end of the semester crunch: a minimum of 60 points total due by April 3**  
**Final due date for submission of points: May 5, 2009**

**By the final deadline, you must receive points from all three categories (reading, writing, campus activity).**

**Reading** for pleasure:

Read a novel (choose one you haven’t read before to read THIS semester (15 pts)  
 If you need a book, come to my office. I have a box of paperbacks.  
 You may choose one to keep or borrow.)

**Writing:** Submit an original poem or short story to the *Prism* (10 points)  
 (Plus an extra 15 points if your work is accepted!)

Keep a journal (Submit this at the end of the semester) (15 points)

Write for campus publication (varies)

Visit the Writing Center (no separate write-up required) (1 point)

Writing, Grammar, or Research Exercises (no write up req.) (2 pts. for a 9 or  
[www.dianahacker.com/writersref](http://www.dianahacker.com/writersref) 10; 1 pt. for 7-8)

And a new category...catch me in a typo and you earn a point.  
 Connect Web comments do not have benefit of Spell Check. I’m a  
 pretty good speller but a horrible typist! (1 point per typo)

**Activity:** Attend a campus activity:

speakers, readings, forums, plays, recitals,  
 art exhibits, sporting events, etc. (5-10 points)

Social and athletic activities are generally worth 5 points; educational  
 or intellectual pursuits will usually earn 10.

Lynchburg College team membership for spring sports (15 points)  
 (10 points for intramurals  
 and off-season varsity practice)

*Other activities will be considered.*

**Remember, I am interested in your RESPONSE to the event, activity, reading or writing experience. I do not want a summary of the book/event/writing, etc. I will return any submissions that are too short or solely summary.**

## **PAPER ASSIGNMENTS**

**All of your assignments will be posted on Connect Web. A copy of the syllabus is also available online. Please keep all graded assignments.**

### **Paper #1**

**Due Wednesday, February 11**

Topic: Literary Analysis: "Letter from a Birmingham Jail"

### **Paper #2**

**Due Friday, March 6**

Topic: Poetry Analysis

### **Field Study Project**

**Due anytime before Monday, April 13**

Anne Spencer Field Study

### **Paper #3**

**Due on Wednesday, April 8**

Research Paper

### **Paper #4**

**Due on Friday, May 1**

Research Paper

**Please read your syllabus carefully and frequently!**

## **ASSIGNMENT OVERVIEW**

- 1) Four papers (70%)
- 2) Two oral presentations (10%)
- 3) Reading assignments as indicated in the syllabus and additional readings as required by individual research projects
- 4) Experiential Learning submissions (10%)
- 5) Error assessments for Papers #1 and #2
- 6) Exam (5%)
- 7) Attendance/participation (5%)

## **ASSIGNMENT SCHEDULE:**

### **WEEK 1: MLK**

January 19 Overview of the Course/Syllabus Review  
**ASSIGNMENT: Locate Online and Read Martin Luther King's "Letter from a Birmingham Jail" for next Monday's class. To receive credit, bring your copies to class next Monday.**

**Attend the Martin Luther King, Jr. Celebration at 6 p.m. in the Snidow Chapel. Attendance required. You may write this up for experiential learning credit.**

January 21 Connect Web login  
Describing, Analyzing, Interpreting, Evaluating  
MLA citation guidelines  
Demystifying plagiarism: What it is and how to avoid it (Hacker pp. 358-361)  
Team assignments  
**(Hacker pp. 57-63; skim sample paper and annotations; review p. 66)**

January 23 Because you are required to attend the MLK Celebration on Monday, we will not meet today. Attendance at the King Celebration is required. Your absence will be recorded.

### **WEEK 2: MLK**

January 26 In-class discussion: "Letter from a Birmingham Jail"  
Turn in your copy of the text and a separate MLA citation  
Good thesis statements (and how to avoid the "duh" thesis) (Review Hacker pp. 10-11)  
Team assignments

January 28 Close reading of "Letter from a Birmingham Jail"  
In class: summary  
Presentation planning  
**Paper #1 Assignment**

January 30 Team Meetings: See assignment posted on Connect Web; craft thesis statements and plan for Paper #1

### **WEEK 3: Paper #1**

February 2 Drafting, revising, editing, formatting (**Review Hacker pp. 14-23**)  
Presentation sign up and planning

February 4 Presentation sign up and planning  
Review of implementing direct quotations (**Hacker pp. 362-369**)

February 6 **Electronic Class Discussion** on Connect during class time; your electronic (you may log in from any location) presence is required for at least 30 minutes; minimum expectation for discussion contribution is to respond once to each of the questions. A conscientious student hoping to engage his or her mind, benefit from the discussion, and/or enhance his or her participation grade for the course will participate more fully. This may mean making several comments per question or perhaps going into greater depth and detail in one or two of the conversations, as well as responding to the others at a minimum level or above.)

### **WEEK 4: Anne Spencer**

February 9 In-class review of Paper #1; Bring drafts to class to avoid grade penalty  
**Assignment: Read Anne Spencer: "Ah, how poets sing and die!"**  
**Paper #2 Assignment**

February 11 Writing about poetry; writing in the disciplines (**Hacker pp. 85-90**)  
**Paper #1 due**  
Please turn in a hard copy and submit your paper on Connect Web. Papers posted before midnight on the due date will not receive a late penalty. Note: I will not grade your paper until I have received both paper and electronic copies.

February 12 "White Things" and "Creed"  
Facilitators: \_\_\_\_\_

### **WEEK 5: Poetry Presentations and Paper #2**

February 16 Team Meetings: Presentation Planning and Paper Planning/Review

February 18 “Po’ Little Lib” and “Lady, Lady”

Facilitators: \_\_\_\_\_

Discussion: Paper #2

February 20 “For Jim, Easter Eve,” “God Never Planted a Garden” and “Lines to a Nasturtium”

Facilitators: \_\_\_\_\_

### **WEEK 6: Poetry Presentations and Paper #2**

February 23 Team Meetings: Presentation Planning and Paper Planning/Review

February 25 “Earth I Thank You,” “1975” and “Lifelong Poor Browning”

Facilitators: \_\_\_\_\_

February 27 “He Said” and “Black Man ‘O Mine”

Facilitators: \_\_\_\_\_

**Anne Spencer Field Study Project Proposal Due (Connect Web only; no hard copy)**

### **WEEK 7: Poetry Presentations and Paper #2**

March 2 “Any Wife to Any Husband,” “I Have a Friend” and “Requiem”

Facilitators: \_\_\_\_\_

Workshop Discussions and peer editing of Paper #2

**Please bring your rough draft of Paper #2 to class**

March 4 Research Paper Timeline/Update Assignment

Error Assessments Paper #1; Bring graded papers and error assessment sheets to class

March 6 Final in-class review of Paper #2

**Paper #2 Due**

Please turn in a hard copy and submit your paper on Connect Web. Papers posted before midnight on the due date will not receive a late penalty. Note: I will not grade your paper until I have received both paper and electronic copies.

**Experiential Learning 40-point deadline**

### **WEEK 8**

March 9 **Mid-Term Break**

March 11 **Mid-Term Break**

March 13 **Mid-Term Break**

### **WEEK 9: Research Paper**

March 16 Discuss Research Process and Assignments

**Assignment: Read “Researching” in Hacker, pp. 317-352**

March 18 Discuss Research Process and Assignments (**Meet in the Library**)

Error Assessments for Paper #2

March 20 Independent Library/Research Work (**Meet in the Library**)

Research Process: Finding and evaluating sources

Avoiding plagiarism

Peer Review of Fieldwork Projects

Preparing the annotated bibliography

**WEEK 10: Research Paper**

March 23 In class: The Researcher's Responsibility: Getting answers to your questions

March 25 No class meeting: Fieldwork

March 27 No class meeting: Fieldwork

**Research Assignment due on Connect by midnight Friday, March 27**

**WEEK 11: Research Paper**

March 30 Drafting and revising the research essay  
Workshop Group Work: Planning the Field Study Presentation  
MLA Format review  
(Bring in Works Cited pages for your research paper for in-class review)

April 1 No class meeting: Fieldwork

April 3 No class meeting: Fieldwork  
**Experiential Learning 60-point Deadline**

**April 3 is the end of the 10-week withdrawal period**

**WEEK 12: Research Paper**

April 6 In-class review of research papers; bring finished drafts to class

April 8 **Anne Spencer Research Paper due**  
Paper #4 Assignment

April 10 Research II Discussion

**WEEK 13: Research II**

April 13 Research II  
**Field Study projects are due no later than April 13.**  
**Please turn in a hard copy and submit your paper (if you have a paper) on Connect Web. Papers turned in at class time, posted before midnight on the due date, or arranged to be submitted at a later date will not receive a late penalty.**

April 15 Student Scholar Showcase

April 17 Research II

**WEEK 14: Research II**

***Presentation Night is tentatively scheduled for Wednesday, April 22 at 7:00. Attendance is required.***

April 20 Workshop review of Research II Thesis and bibliography

April 22 **No Class Meeting:** Presentation Night  
PRESENTATION NIGHT 7:00 p.m. Hopwood Auditorium

April 24 Workshop review of Research II Essay

**WEEK 15: Research II**

April 27      Team Meetings: Work on Error Assessments and Personal Writing Analysis

April 29      In-class review of Research II  
Plan for future writing  
Instructor and Course Evaluations

May 1      **Research Paper II Due**

**Research Papers are due Friday, May 1.** You must submit a hard copy (to me in class, under my office door, or in my mailbox in the English office) and post your paper on Connect Web. Papers posted before midnight on the due date will not receive a late penalty. Note: I will not grade your paper until I have received both paper and electronic copies.

**WEEK 16: Final Assignments**

May 4      Exam Assignment

**Deadline for Experiential Learning Points is midnight on the last day of Spring Semester classes: Tuesday, May 5.**

**No work will be accepted after your scheduled exam date. Late penalties, as stated in the syllabus, may be applied to work submitted following the assigned due date.**

**EXAM SCHEDULE:**

**ENG 111-C    Wednesday, May 6    Exam is scheduled at 2:00 (Portfolio due no later than 5:00)**

**ENG 111-P    Thursday, May 7      Exam is scheduled at 9:00 (Portfolio due no later than 12 noon)**