

Course Information				Faculty Information
Course Title: Composition & Rhetoric				Name: Van Piercy, PhD
Course Number: ENGL 1301				Office Location: S-157J
Credit Hours: 3 credit hours; 3 hrs. lecture				Office Phone: (281) 401-1814
Prerequisite: Placement by testing or completion of ENGL 0305/0316 and ENGL 0307/0326				Office Hours: at Tomball M 4-6PM; W 3-4:30pm; TTh 11-noon; at UP: M 6:30-7:00PM; TTh 12:10-12:30PM If you have difficulty making one of my office hours, you are encouraged to make an appointment.
Course Days	Course Time	Course Location	Section Number	Email: van.a.piercy@lonestar.edu
TTh	2:00PM 3:20PM	UP, bldg. 13- rm. 429	U012 (4560)	Faculty Office: http://vpiercy.wordpress.com http://lonestar.edu/blogs/vpiercy/index.php/english-courses/

Lone Star College-TOMBALL
A Member of Lone Star College System

ENGL 1301: COMPOSITION AND RHETORIC I

Required Books:

Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. Boston: Bedford/St. Martin's, 2009.

Kirszner, Laurie G., and Stephen R. Mandell. *The Brief Wadsworth Handbook*. 6th ed. Boston: Thomson/Wadsworth, 2010.

Required Materials: Loose leaf paper, college ruled. A few packs of multi-colored 4 x 6 or 3 x 5 index cards. Don't buy identical packs of cards. Buy a pack or two in neon colors, a pack of pastels, etc. Internet access. Wireless access points are all over campus. You can use library computers if you do not have access at home. Email account. We will be making use of Facebook and other social media for class work.

Course Description: This is a multi-paragraph composition course, including language study and the mechanics of writing, with examples from selected readings. Students may be required to achieve a departmentally approved score on a proficiency test before credit for the course may be awarded.

Rationale: Writing is a necessary form of communication, and clear communication promotes success across the academic disciplines and in all professional endeavors. The primary objective of English 1301 is to provide students with the knowledge and skills that will enhance their written communication and comprehension.

In addition to writing papers, you will read a number of essays from your textbook, from handouts, or from links I will provide periodically in the course. The more you read, the more your own writing improves, and the more you analyze and ask questions about what you read, the better a writer you become as well. The essays I have assigned expose you to many writers, ideas, styles, and approaches to topics. You will discuss many of these essays in class and in small groups--studying them carefully to understand exactly what they say, how they organize and get their points across, what new ideas they convey, and how they communicate across other writers' frameworks. Eventually, you will apply their ideas in your own papers, using some of what these writers say as a means of examining an issue.

Course Objectives: The students who complete English 1301 should be able to:

- ✓ focus a topic appropriate to the audience, purpose, situation, and length of assignment;
- ✓ use appropriate print and on-line reference material, books, articles, and government documents;
- ✓ use and evaluate evidence in support of a claim;
- ✓ formulate clear and concise thesis statements or propositions;
- ✓ use effective organization strategies in support of a thesis;
- ✓ write clear, correct, and appropriate paragraphs that create an essay which demonstrates a command of unity, coherence, and development;
- ✓ write clear, correct, and appropriate sentences, avoiding major grammatical and semantic problems that confuse readers;
- ✓ incorporate quotations and paraphrases in papers while avoiding plagiarism;
- ✓ follow standard guidelines in documenting resources;
- ✓ analyze a text according to purpose and audience;
- ✓ respond logically, rather than emotionally, to texts that reflect writers' diverse backgrounds and values.

Attendance Policy: Attendance at all classes is expected. An excessive number of absences will prohibit the successful completion of this course and will result in an "F" in the course. In case of absence, it is the student's responsibility to obtain lecture notes and assignments from a classmate. Every absence beyond the three allowed absences will decrease your final course total by three points. Anyone who has missed more than three weeks of class (six class meetings for a class that meets twice a week) and whose combined work in the class amounts to an "F" (less than 60% of points possible or hasn't turned in any work) can expect to be dropped from the course by the instructor or may receive a final grade of "F" if the final drop day has passed; however, if you decide that you want to drop the course, you should discuss your decision with the instructor. Sometimes students think they cannot improve their grade or that they've exhausted all their options even when they haven't.

Maximum number of absences allowed: TTh or MW: 3 class periods
MWF: 5 class periods

Missing Tests: Absences hurt your grade. If you go over the maximum number of absences allowed, I'll deduct three points for your course total at the end of the semester for each additional day you miss. I do not give make-up quizzes. A student

who is frequently absent or who misses quizzes will not be able to make up all the points missed, which will result in a low grade.

Any student who misses an in-class paper must make up the in-class paper in the Assessment Center on the second floor of the library. These papers must be made up within one week of the test, or the student will receive a grade of zero (0) on the assignment.

Tardiness: Tardy students create a disruption when they enter class. Therefore, tardiness is strongly discouraged. Two (2) tardies will constitute one (1) absence. If tardiness becomes a problem in this class, I will begin locking the door 5 minutes after the start of class. Students will be prohibited from entering the class after the door is locked.

Leaving class early: It is disruptive to the class to walk out of class early. If you have an emergency, you should explain to the professor why you left class early either in person or through an email. If you know that you must leave class early, you should explain this to the professor before class on that day.

Behavior in Class: Refer to relevant sections of the [Student Code of Conduct](#): “LSCS seeks to provide an environment where discussion and expression of all views relevant to the subject matter of the class are recognized as essential to the teaching and learning process. However, students do not have the right to interfere with the freedom of the faculty to teach or the rights of other students to learn.”

“Faculty are to set the standards of conduct that are acceptable in the classroom at the beginning of the semester. If a student behaves disruptively in the classroom after the faculty member has explained the unacceptability of such conduct and the consequences that will result, the student may be asked to leave the room for the remainder of the class time. If the student refuses to leave the room when directed, the faculty member may request the assistance of LSCS's Police Department. If such assistance is requested, the police officer will inform the student that he or she is not to return to class until he or she has met with the academic dean and received written permission to return to class.”

Among the prohibited behaviors listed in the Student Code of Conduct are, “Using abusive, indecent, profane, or vulgar language”; “hazing”; “Failing to comply with the direction of LSCS officials, including campus security officers acting in the performance of their duties”; “Engaging in obscene, vulgar, offensively lewd, or indecent conduct, expression, or sexual conduct in or on LSCS property, including computer access of obscene material”; “Interfering with freedom of expression of others”; “Causing physical and/or psychological abuse, threats of violence, terroristic threats, stalking, or harassment of any member of the LSCS community.... This includes verbal threats and threats made via electronic communication”; “Disrupting, obstructing, or interfering with College or College-sponsored activities or access to College facilities or college-sponsored activities, including, but not limited to, teaching, studying, research...[etc.]”

Do not come to class without your textbooks and other class supplies (e.g., pen, paper).

Cell Phones: It is disrespectful for cell phones to ring during class. Please turn cell phones off for the duration of the class period. If you have an emergency situation that requires you to be available via phone during my class, please turn the ringer off before class starts, use the vibrate feature only, and take the call in the hall. Repeated violation

of this courtesy rule will result in your being asked to leave the class permanently. Also, please do not text message in class.

Lap Top Computers: Unless given permission by the professor or you have a special, medically approved accommodation sheet, please do not use laptop computers, or other communication or internet browsing devices during class.

Class Participation: The college classroom is a place for adult men and women to come together with the common purpose of improving their intellectual and academic skills. All students deserve a classroom environment that is free of interruptions or distractions that impede learning. Because active participation in class discussions is essential, it is important that all students are fully prepared for class each day. Any student who arrives unprepared—hasn't done reading, doesn't bring needed textbook(s)—sleeps in class, or is disruptive will be asked to leave class and will be counted absent. Likewise, repeated tardiness and early walkouts are not acceptable behaviors. If you are asked to leave class, you will need to meet with the Dean of College Life and with me outside of class before you are allowed back into class.

Withdrawal Policy (Drops): Withdrawal from the course after the official day of record (see current catalog) will result in a final grade of "W" on the student transcript and no credit will be awarded. Prior to the official day, it is the student's responsibility to initiate and complete a request for withdrawal from any course. Withdrawals are processed only if the student completes and submits for signature(s) the required withdrawal form(s) available from the Admissions Office. Students who are TASP monitored may not be allowed to drop the course.

Various governmental decisions that pertain to withdrawals/drops:

150 hour rule: All students enrolled in Texas public colleges/universities beginning in Fall 2006 who complete 150 hours of college work must pay out of state tuition for any credits that exceed those 150 hours. The upshot: Pick a major and stick with it, or you will be forced to pay out of state tuition for those extra classes.

3-peat (three-peat) rule: Students who fail or drop a class twice will be forced to pay out of state tuition the third time he/she enrolls in that class. (and the fourth, fifth, etc.). The upshot: Don't fail or drop classes. Schedule yourself to maximize success.

Six drop rule (SB1231): This one is brand new as of Fall 2007. Any student enrolled in Texas public colleges/universities who drop six courses during their entire college career will not be allowed to drop any more classes. See detailed explanation below. The upshot: Again, schedule yourself to maximize success. Commit to your schedule.

What Students Are Affected?

All FTIC (First time in college) students enrolled for the first time in a Texas public higher education institution for the Fall 2007 semester. Dual credit, ESL, and developmental studies students are not included.

Drop vs. Withdrawal

SB1231 stipulates “dropped” courses which at LSCS are referred to as “withdrawals.” Withdrawals occur between official day and the posted withdrawal day. Drops/withdrawals prior to official day are not considered “dropped” courses and are not posted on the transcript.

(Explanation: School starts on January 14, 2008. However, the official day of record is not until January 28th. Therefore, if you enroll in a course and decide to drop it before Jan. 28th, it doesn’t count against you as a drop. After the official day of record, it does. One bit of confusion stems from the fact that what the legislature is calling “drops” the Lone Star system calls “withdrawals”.)

Here is the quick rundown with regard to dates:

August 25-September 8: Dropping doesn’t count against you, but you only have two weeks to decide.

September 9-November 7: You can drop, but it will count against you as per the Six Drop Rule.

November 8th to the end of the semester: You can’t drop at all.

How is the Law Applied?

- Students beginning higher education in Fall 2007 in a Texas public higher education. All students previously enrolled are not impacted.
- All FTIC students who dropped a course during the Fall 07 semester have been administratively waived and their drops will not count toward the six (6) drop limit.
- Courses dropped effective with the winter 2007 mini-mester will be counted toward the six (6) drop rule.

What Is A Drop/Is Not A Drop?

- Classes dropped after official day through the withdrawal date are considered drops.
- Grades of IP will not be considered a drop since they are an earned grade.
- Classes dropped prior to official day are not considered drops and do not appear on the transcript.

See your academic advisor for more information.

Reference Materials and Resources: LSC - Tomball offers excellent tutoring services in the Extended Learning Center, which is presently located in the library. If you are having trouble in my class, I urge you to do two things:

1. Discuss your difficulties with me and get my input.
2. Visit the Extended Learning Center and take advantage of the tutor coaches and the Writing Center. These services are free of charge and exist to help you achieve your goal of being a successful college student.

ELC tutoring times for English: See the ELC Coordinator on the 2nd floor of the library.

Code for Academic Honesty: LSCS upholds the core values of learning: honesty, trust, respect, fairness, and accountability. We promote the importance of personal and academic honesty. We embrace the belief that all learners—students, faculty, staff, and administrators—will produce their own work and must give appropriate credit to the work of others. No fabrication of sources or unauthorized collaboration is permitted on any work submitted within LSCS. Even inadvertent cheating or plagiarizing must be avoided by careful documentation of other people’s ideas and language. Penalties for plagiarism can include failure of an assignment or failure of a class. Please refer to the *Academic Integrity and Student Success* brochure for more information at http://www.lonestar.edu/departments/libraries/academic_integrity_brochure.pdf. For information on plagiarism, go to <http://www.lonestar.edu/library/plagiarism.htm>

Honors Credit:

Students can earn Honors credit in this course by completing an Honors by Contract. Contracting allows a student to receive Honors credit for a non Honors course by completing work that is above and beyond, even different from, what is required of the other students in the course. An Honors by Contract is one of three ways students may receive Honors Credit. Once you complete the Honors by Contract form, you are expected to honor this agreement. This means that you fulfill all regular course assignments as well as complete the Honors Project outlined in the contract. We will meet periodically throughout the course of the semester to evaluate your progress. You will be expected to present your Honors Project to the class at the end of the semester to receive Honors Credit. A student can earn Honors Credit without concurrent membership in the Honors Program. Students will receive an **H designation** on their college transcript next to the course they earned Honors Credit in.

More information is available at the Honors Program website:

<http://www.lonestar.edu/honors-tomball.htm>

ADA Statement: If you require reasonable accommodations because of a physical, mental, or learning disability, please notify the professor of this course as soon as possible and preferably before the end of the first two weeks of class to arrange for reasonable accommodations.

Equal Opportunity Statement: Check the LSCS catalog for the statement concerning the equal opportunity statement or the LSCS website: <http://www.lonestar.edu/student-policies-procedures.htm>.

Guaranteed Graduate Policy: Check the LSCS Catalog for the statement concerning guarantees for graduates.

The Nuts and Bolts of this Class

Essays/Papers: You will write a total of six papers in this class. These papers will take the following forms:

Type of Essay	Length	Source Requirement	Point Value	Total Final Value %
Diagnostic	500 words	1 source	50 points	5%
Revision of Diagnostic	750 words	1 source	100 points	10%
Synthesis Paper 1	750 words	At least 2 sources	150 points	15%
Mini-research Paper/Extended Synthesis (Synthesis 2)	750 words	At least 3 sources	150 points	15%
Research Paper	1200-1500 words	At least 5 sources	200 points	20%
Final Exam	500 words	To be determined	100 points	10%

Research Paper (20% of final grade It is reflected in the chart above): The research paper is the culminating activity in the course. Every assignment, every paper we do in English 1301, is preparation for the research paper project. The professors of the college courses you take after English 1301 will assume that you know how to write a research paper and will make their assignments accordingly. The minimum requirements for this project are as follows:

- a. You must complete the preliminary work associated with the project.
- b. The paper must be at least 1500 words long, not including the Works Cited page.
- c. The paper must incorporate at least 5 credible outside sources.

NOTE: This project will be given in stages. Successful completion of each stage is crucial before moving on to the next stage. All work done that is associated with the research paper is worth 10% of the total final grade. The paper itself is worth 20% of the total final grade.

Failure to turn in any or all of the work preceding the final draft of the research paper will result in a “0” (zero) on the entire project.

Because the research paper is the culminating activity in English 1301, failure to turn in a research paper will result in a failing grade in the entire course.

Plagiarism: Plagiarism is a serious issue in all English classes. In a nutshell, plagiarism involves intentional and unintentional copying of any written or unwritten material or idea without attributing that material or idea to the original source. This includes material retrieved from the Internet.

Any student who plagiarizes is telling me that he/she would rather cheat to get a good grade than learn the material to earn the grade. **Any student who turns in a plagiarized paper before the “drop date” will be asked to drop the course or receive an “F” in the**

course. Any student who turns in a plagiarized paper after the “drop date” will receive an “F” in the course. (Refer to the “Code for Student Conduct” for more details on plagiarism). Keeping track of drop dates is your responsibility, not mine.

Turning in Assignments: All work due is due at the **beginning** of each class unless otherwise specified. Work that is turned in the day it was due but after the class period in which it was due will suffer a 10 percentage point penalty. Work that is turned in the next day will lose 20 percentage points. I will deduct 20 percentage points every day after that.

Late work can be put in my mailbox in the South hallway at Tomball College. All work put in my mailbox must be stamped with the time and date. There is a time/date stamp machine in the mailroom. I will assume that any work not stamped and dated was turned in the day that I pick it up. In these cases, the maximum deduction of points will be applied.

Final Exam: A final exam will be given and is listed on the paper chart above. It cannot be made up.

Other graded work (25% of total final grade):

Homework: You will be given homework in the form of readings. You will be tested on these readings. You will also be asked to conduct research, complete writing assignments, and complete other types of assignments. Some homework will be graded; others will not.

Quizzes: You may be given quizzes on the readings. These would simply be reading check quizzes to test your basic understanding of the material.

Research-related work and other paper preparation “pre-writing” assignments: Each paper that requires research will also require certain preliminary work, such as:

1. Evidence of Research (2.5%)
2. Note cards (5%)
3. A draft Works Cited page (2.5%)
4. Draft of research paper (5%)

Not all papers will require all of these assignments. The points for this work will fall into this “other graded work” category.

Assignments	How many	% weight	Total
Major Papers excluding research paper	4	10-15% each	55%
Research paper	1	20 %	20%
Other graded assignments (homework, quizzes, etc.)	undetermined	25%	25%
			Grand total 100%

Grading Scale: rounding up at .5:

A 90-100 (89.5-100)

B	80-89	(79.5-89.4)
C	70-79	(69.5-79.4)
D	60-69	(59.5-69.4)
F	59.4 and below	

A copy of this syllabus can be found online at the following addresses:

<http://faculty.lonestar.edu/syllabus/menu/student.php>;

<http://lonestar.edu/blogs/vpiercy/index.php/english-courses>

Spring Semester 2011
Tentative Daily Schedule for English 1301
(Spring 2011 January 18-May 15)

NOTE: All reading and writing assignments are to be completed before class on the date on which they appear on the schedule. If everyone reads the assigned readings before class, we'll have a much better, more interesting class. It is a good idea to mark the due dates of major assignments from all your classes so that you can see what weeks will be especially busy. Also, bring your textbook to class whether or not reading is assigned for a particular day. Unless otherwise indicated, all readings are from Greene and Lidinsky, *From Inquiry to Academic Writing (FIAW)*.

WEEK 1 Unit I: "Body Images, Gendered Pain and Pleasure in Mass Media"

Jan. 18 Introduction to the course; examine syllabus and course schedule. Introduction to summary writing. Go over criteria of a good summary. Cf. paraphrase. Discuss plagiarism and academic writing expectations. Preview FIAW pp. 1-8. Assign text for diagnostic summary: First part of Kilbourne, "'Two Ways A Woman Can Get Hurt': Advertising and Violence" (592-600); ch. 7 (PDF available online at http://studiidegen.files.wordpress.com/2008/04/c9_kilbourne_2-ways-a-woman-can-get-hurt.pdf); "Writing a Summary," FIAW pp. 125-137. See Wadsworth, p. 183.

Jan. 20 In-class diagnostic essay (1st draft of Summary 1); Kilbourne, "'Two Ways A Woman Can Get Hurt': Advertising and Violence" (FIAW 592-600)

WEEK 2 Jan 31 is Official Day

Jan. 25 Discuss Hirsch (pp. 29-32) and introduce rhetorical analysis (pp. 33-38). Go over in-class diagnostic essay; discuss complete version of Kilbourne (FIAW 592-614) and "Introduction: What Is Academic Writing?" FIAW pp. 1-8 and ch. 7, pp. 125-137, on paraphrase and summary; read the Lawson article excerpt as well (Diagnostic summary returned.)

Jan. 27 Review Chapter 7, FIAW, 125-38: Discussion of paraphrase and summary. Read "From Revising to Editing: Working with Peer Groups," FIAW pp. 227-237. **Bring typed draft of summary 1 to class**; peer review of summary draft; paper format check. See Wadsworth, pp. 5-7.

WEEK 3

Feb. 1 Begin work on Scholes, "On Reading a Video Text" (pp. 371-376). Annotation and rhetorical analysis (pp. 25-28). Read the editors' introduction to Scholes's essay on page 370-371, and the essay itself, and write a rhetorical analysis of one paragraph (use guidelines in the FIAW, ch. 2, pp. 38-39 and p. 43; cf. exercise on bottom of page 42. **Bring your analysis of Scholes to class.**) See Wadsworth, pp. 8-16 on reading texts and visuals.

Feb. 3 **Summary 1 due**; Chapter 7: Synthesis, FIAW pp. 138-150. Discussion of modes. See Wadsworth, pp. 58-64. Five paragraph theme essay (see http://www.unc.edu/depts/wcweb/handouts/college_writing.html). Intro to synthesis. Synthesis exercise in-class. Wadsworth, pp. 190-194.

WEEK 4

Feb. 8 The writing process, FIAW, pp. 21-4. Read Isasi-Diaz, "Hispanic in America," pp. 40-42 and Barbara Ehrenreich, "Cultural Baggage," pp. 43-46. Be prepared to write about and discuss Isasi-Diaz, Ehrenreich, and Scholes.

Feb. 10 Discuss "Starting with Inquiry," FIAW pp. 11-15. Do exercise 1, p. 14, "Find an advertisement for a political campaign...." But adapt for Kilbourne analysis: Students need to

bring a sample advertisement with their notes on it to class. Discuss in groups; share best analyses on overhead. Also, read "From Reading as a Writer...", pp. 25-38.

WEEK 5

Feb. 15 Editor's introduction to Giroux, "Children's Culture and Disney's Animated Films," FIAW pp. 567-568 and the last half of the essay, pp. 580-590. Re-read chapter 7 FIAW: Synthesis, pages 138-150; **Synthesis 1 worksheet due.**

Feb. 17 No Class. All LSC colleges have Conference Day.

WEEK 6

Feb. 22 Read Ch. 5, "From Formulating to Developing a Thesis" FIAW pp. 83-94 and 98-104. Bring your annotations (on a separate piece of paper) of the student essay on 98-102 to class. Handwritten is okay.

Feb. 24 Read chapter 4: "From Identifying Issues to Forming Questions," FIAW pp. 65-82. (Bring three typed copies of your draft); **Synthesis 1 draft due**; peer review of synthesis draft; read ch. 10 "From Revising to Editing," FIAW pp. 233-248.

WEEK 7 Unit II Literacy and Education

Mar. 1 **Synthesis 1 due.** Read Loewen "The Land of Opportunity," FIAW pp. 168-172. Homework: bring to a class a rhetorical analysis of a paragraph of Loewen.

Mar. 3 Read chapter 6 "From Finding to Evaluating Sources," FIAW pp. 113-124; and read bell hooks, "From Teaching to Transgress: Education as the Practice of Freedom," FIAW pp. 293-308.

WEEK 8

Mar. 8 Video clip: "Between the Drafts"; Read: Heath selection, "From Protean Shapes in Literacy Events..." FIAW pp. 95-9.

Mar. 10 Re-read chapter 5, pp. 83-104; pay particular attention to pp. 89-94 and the types of thesis statements exercise on page 88. Read Kozol "Still Separate, Still Unequal: America's Educational Apartheid," FIAW pp. 308-330.

WEEK 9

Mar. 15 Spring Break.

Mar. 17 Spring Break.

Week 10

Mar. 22 Finish Kozol discussion. Edmundson, "On the Uses of a Liberal Education," FIAW pp. 277-292. Discuss next project; Synthesis 2 worksheet due.

Mar. 24 **Synthesis 2 due**, peer edit. Review synthesis with library research, Chapter 6 "From Finding to Evaluating Sources," FIAW pp. 105-113. Review plagiarism and correctly integrating quotations: Ch. 7 FIAW pp. 150-156; review also difference between primary and secondary sources, and scholarly and popular sources, FIAW 107-112. Be prepared for a quiz on these topics. Introduction to library and electronic research. Discussion of Research Paper. (November 12: Last day to drop with a "W" in 16 week classes.)

WEEK 11 Unit III: Literacy and Freedom

Mar. 29 Library: Finding sources. Database searches. Discuss research objectives. Review "Sample MLA-Style Research Paper" (handout).

Mar. 31 Library work. Meet in class. Reading TBA. **Evidence of research due** (turn in a print-out of results from a catalogue or database search you do through our library). Read chapter 9 "From Introductions to Conclusions," FIAW pp. 201-226. 2 due. Citation practice.

WEEK 12

Apr. 5 Discuss: "[Narrative of the Life of Frederick Douglass, An American Slave](#)" by Frederick Douglass (see link on course website)

Apr. 7 Discuss: Adrian Rich, "Claiming an Education" (see link on course website).

WEEK 13 (April 11 last day to drop and receive a "W")

Apr. 12 **Note cards (10 total) due.** Discuss: David Bartholomae, "Inventing the University" (see link on course website).

Apr. 14 Discuss: Ivan Illich, "Deschooling Society"--first ten pages only.

WEEK 14

Apr. 19 Reading: John Taylor Gatto, "We Can't Afford School Reform." **Draft Works Cited page due.**

Apr. 21 Discuss: Gregory Bateson, "Conscious Purpose Versus Nature" (handout)

WEEK 15

Apr. 26 Discuss: Gregory Bateson, "Epidemiology of a Schizophrenia" (handout)

Apr. 28 **Draft of Researched Position paper due** (typed, including works cited); peer review; Note Cards (20 total) due.

Week 16

May 3 **Final copy of Researched Position Paper due**; Introduction to critical analysis. Read sample (a version of this handout will be used in the final).

May 5 FIAW pp. 181-189. Writing argumentative essays, continued. Look at sample arguments. FIAW ch. 9 "Using Logic"; memorize the logical fallacies in this chapter. Writing Essay Exams; Introduction to ENGL 1302; Final exam assignment.

Week 17 May 9-15 Final Exam Week May 10 2:00 - 3:50 pm