

## Texas Wesleyan University Course Syllabus

ENG 1301-LCC: Composition/Rhetoric  
Learning Community Theme: *Identity, Pop Culture,  
and the Sacred*



Fall 2012

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**Instructor:** Dr. Carol Johnson-Gerendas  
**Office:** OC Hall, Room #101  
**Office Hours:** MW 1:30-4:30 p.m. &  
T 12:00-2:00 p.m. and TH/F by appointment  
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## Welcome! Welcome!

### Learning Community Thematic Connections:

Dr. Johnson-Gerendas, ENG 1301 is partnered in a Learning Community with Dr. Gladys Childs (REL 1312) and Dr. Stacia Dunn Neeley (ASE 1111), and we will be using integrative assignments to foster deep learning and collaboration within your learning community this semester. Our two courses are linked by the theme “*Identity, Pop Culture, and the Sacred*,” and we’re looking forward to seeing the ways that you connect your work in writing to your work in the New Testament. You will have opportunities to engage in a personal study of your own identity formation and the ways in which pop culture and nationalism influences decisions you make about yourself and others.

☺ Being in a learning community gives you added opportunities for support, engagement, cross-disciplinary critical thinking, and collaboration; we hope you take advantage of those opportunities!



**Get ready for an exploration of pop culture's co-opting and re-writing of the sacred (those holy items, icons, or ceremonies that are most associated with religious worship and life) and what impact that has on us individually and as a culture. We will explore, research, write, and discuss how Pop Culture uses the Sacred to entertain, market, and**

**influence its consumers by critically reading/ viewing/ exploring short articles and artifacts about family, advertising, malls, the military, and youth culture. In addition to your texts, we will explore short videos, rap, film, websites, wiki's, television series, and FaceBook--all the various places Pop Culture and the Sacred intersect with our lives.**

**Additionally, we will explore ceremony in relation to the military experience. We will have an opportunity to interview and create digital stories about military veterans in our families and our community—and explore issues related to pop culture and the military experience in America & abroad.**



Our theme and the technological resources available to you via the web, television, movies, advertising, music, videos, App's, FB, wikis, and so forth provide you with a rich palette of cultural materials to examine for both how they influence who you are and what you do, as well as how these media contain hidden and overt messages about religion and nationalism as well as their sacred practices, icons, and ceremonies.

As you discover and *write* the words, pictures, graphics, videos, and other media that “compose” your own identity, you will also examine how these media create and infiltrate the “pop culture” in which you live and thrive. At the same time, you will critically analyze how pop culture often confuses the sacred with the profane and explore the results of this confusion on our culture.

Although many of your assignments in ENG 1301 and REL 1312 will incorporate similar concepts throughout the semester, there will be two major integrative assignments and a culminating final project demonstrating collaboration, undergraduate research, and analysis. This final project will conclude in a multi-modal presentation via writing and website production.

#### About the Instructor:

Dr. Johnson-Gerendas holds a Ph.D. in Rhetoric from Texas Woman's University. Her master's degree is in English and Literature, and her bachelor's degree is in English. Dr. Johnson-Gerendas is coordinator of TWU's Liberal Studies program, a member of the Learning Community Advisory Council, and teaches professional writing, speech, and communication for the English, Mass Communication, and Business departments at TWU. Her research interests include rhetorical theory, social theory, new media writing pedagogies, discourse analysis, and the rhetoric of women and poverty. She enjoys teaching writing with new media at all levels. She loves research, reading, gardening, biking, and especially spending time with family and friends—and her dogs, Caesar and Neko.



**Faculty Website:** [cigerendas.com](http://cigerendas.com)

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**UNIVERSITY MISSION:** The University endeavors to create a learning environment where each student is provided an opportunity to pursue individual excellence, to think clearly and creatively, to communicate effectively, and to develop spiritual sensitivity, with a commitment to moral discrimination and action, and with a sense of civic responsibility.

**DEPARTMENT OF ARTS AND LETTERS MISSION:** The School of Arts and Letters integrates the liberal arts, the visual and performing arts, with professional and career preparation at the undergraduate level.

## **SYLLABUS**

This course syllabus is intended to provide students in English 1301 with basic information concerning the course. This syllabus can be viewed as a “blueprint” for the course; changes in the syllabus may be made, but students will be informed of any substantial changes concerning examinations, grading or attendance policies, or project assignments.

### **Course Description:**

English 1301 occupies a central place in the sequence of courses that make up the Texas Wesleyan University Writing Program. English 1301 builds on the writing, reading, and thinking skills developed in high school. The skills that students learn will prepare them for writing assignments in other college courses and for writing tasks in the work world. Students will learn to develop papers around a central idea, enabling them to transfer those learned skills to essay exams, term projects, research papers, and professional correspondences. Students will also learn to adjust writing processes to time constraints and audiences. This skill will enable students to cope successfully with timed written work in college and work environments. This section of English 1301 will focus on reading, analyzing, and writing texts in academic style. Completing the assignments in this course will encourage you to practice various styles and to analyze the rhetorical strategies that work best for each. Our goal this semester is to connect intellectually, socially, and socioacademically in order to explore the ways in which knowledge is produced through careful and thoughtful writing.

This course is student-centered, designed to provide abundant practice in college-level reading, researching, and writing. You will learn more about your own thinking, reading, and writing processes, paying close attention to how content and form are related and to how evidence and support are used to support claims (analytical and critical thinking). We will focus on skills of audience analysis, rhetorical analysis, informative research writing, and argument. You will also have opportunities to practice and to demonstrate skills of organization, coherence, paragraph development, and specific case-building.

Because writing or communication of any kind is a social process, you will be asked to present information orally and to participate in groups to complete collaborative assignments and peer reviews.

You should think of all writing you produce for this class as public; be prepared to share it with the class. In addition, when topic choice is allowed, you should choose only topics about which you are willing to think

critically. **In addition to completing in-class writings and quizzes, students enrolled in English 1301 will complete eight academic projects. \*NOTE: You must complete and turn in all assignments, in the order in which they are assigned, to pass this class.**

**Entrance Competencies:** Students are expected to know how to use a web browser, library databases, Microsoft Word, campus email, online blogs and wikis.

**Instructional Methods:** forum, discussion, lecture, group activity, multimedia presentation, websites, wiki, email.

### Course Prerequisites:

English 1301 is the first semester of freshman composition. As the catalog indicates, this course focuses on student writing, emphasizes reading and analytical thinking, accentuates the principles of correct English usage, and introduces research skills. Students practice writing for a variety of audiences and purposes. In order to succeed in English 1301, students must demonstrate proficiency in word processing and computer searches.

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### Learning Objectives:

- To value writing as a way to learn, communicate, and understand.
- To explore techniques that strengthen written communication:
- by recognizing that writing is a process that involves generating ideas, drafting, collaborating, revising, and editing;
- by writing essays in a variety of rhetorical situations and by applying appropriate grammar and usage;
- by adapting language, sentence structure, and organization to fit the audience and purpose; and
- by producing effective and mature papers of varying lengths.
- To develop critical reading skills for better understanding and appreciation of written communication and to realize the alliance between reading and writing.
- To develop the ability to read, think, and write critically by gaining maturity of thought through analyzing, questioning, and reflecting.
- To strengthen research skills in preparation for advanced research needs by utilizing library resources, including electronic databases as well as traditional methods.
- To demonstrate basic mechanics of completing a research paper using MLA format.
- To demonstrate knowledge of word-processing and formatting.
- To gain an appreciation of communication by learning to write more confidently with a greater awareness of individual writing processes.
- To attain a working vocabulary of the terms necessary to understand focus and genre of written communication.
- To feel encouraged to read and write for pleasure and knowledge.

**As of Fall 2010, the Department of Languages & Literature has adopted the national WPA Outcomes for First-Year Composition. The following 13 WPA Outcomes for students will be emphasized in 1301 specifically:**

- Focus on a purpose (rhetorical knowledge)
- Respond to the needs of different audiences (rhetorical knowledge)
- Respond appropriately to different kinds of rhetorical situations (rhetorical knowledge)
- Use conventions of format and structure appropriate to the rhetorical situation (rhetorical knowledge)
- Adopt appropriate voice, tone, and level of formality (rhetorical knowledge)
- Write in several genres (rhetorical knowledge)

- Use writing and reading for inquiry, learning, thinking, and communicating (critical thinking, reading, and writing)
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Be aware that it usually takes multiple drafts to create and complete a successful text (processes)
- Learn common formats for different kinds of texts (knowledge of conventions)
- Practice appropriate means of documenting their work (knowledge of conventions)
- Control such surface features as syntax, grammar, punctuation, and spelling (knowledge of conventions)
- Use online environments for drafting, reviewing, revising, editing, and sharing texts (knowledge of conventions)
- **Additionally, the following experiences will be emphasized:**
- Sentence and paragraph coherence
- Organization
- Using sources

#### (GEC) General Education Competencies for this course:

##### **A. Language Literacy**

Language literacy is accomplished by acquiring the following three competencies:

##### 1. Competency in a variety of communication skills

This competency includes the ability to speak and write conventional English both clearly and correctly. The development of individual communicative style should also be encouraged. This competency also includes the ability to speak and write interactively. This includes elements of effective reading, listening, and analysis as well as the framing of appropriate and intelligible responses.

##### 2. A summative experience regarding the total curriculum

The graduate should reflect an ability to integrate the broad scope of her/his learning in a meaningful manner.

##### 3. Sufficient skills in information technology and information retrieval methods

#### Individual Student Objectives:

1. To demonstrate the ability to develop ideas in appropriate order to produce effective, unified, coherent essays using various methods of development and rhetorical strategies;
2. To determine audience and purpose of the essays you write and the essays you read;
3. To refine critical thinking skills while investigating a broad spectrum of issues, including ethical and moral discriminations and cultural diversity;
4. To demonstrate research and documentation skills;
5. To demonstrate a command of style and grammar, including punctuation, coordination and subordination, agreement, parallelism, and precision and variety in sentence constructions and in choice of words;
6. To become a proficient reviser, editor, and proofreader—both for self-benefit and for the benefit of your editing partner(s);
7. To become an active group member who contributes to collaborative learning and writing experiences.

### Departmental Requirements:

Every English 1301 student will be required to write a minimum of six (6) essays. These essays will vary in length and focus:

- Two (2) essays must be a minimum of the equivalent of 2 typed pages. One of these 2 essays must be written in class.
- Three (3) essays must be a minimum of the equivalent of 3-5 typed pages. Each of these essays must go through the drafting, revising, and editing process.
- One (1) research essay must be the minimum of 8-10 double-spaced, typed text. Each instructor will determine the type of research.

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### Required Materials:

#### Textbook

Author(s): Sheehan-Johnson, Richard, and Charles Paine.

Title: *Writing Today*. 2<sup>nd</sup> Edition

ISBN: (ISBN: 978 -0-205-61744-9, 863)

Publisher Name: Pearson Longman, 2010

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### Recommended Materials:

The instructor will provide access to supplementary materials as handouts or website addresses.

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### Instructional Methods:

ENG 1301 LCC will create an active learning environment where students engage with each other and the professor in exploring existing scholarship and creating new knowledge. The professor will provide brief multimedia & interactive lectures and students will participate in active group discussions, web-based research with in-class written/oral-speech responses; small group discussion and group projects will be part of this course. Students will screen several contemporary video/web and text content.

Special connections will be made between types of writing and speaking assignments; rhetorical elements in written, visual, and oral discourses; and career preparation and requirements.

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## Course Requirements:

### A. Assignments

Major assignments and point distributions are listed below:

<b>Daily Average:</b> (in-class writing, poll everywhere discussions, reading quizzes, oral reading, peer review grades, draft checks, etc.)	100 pts
<b>PROJECT #1</b> <b>Obituary – as Life Plan</b> (Integrative Assignment with REL1312.01)	50 pts
<b>PROJECT #2:</b> <b>Memoir (Rite-of-Passage Event or Life-Changing Experience)</b>	50 pts
<b>PROJECT #3</b> <b>INTERVIEW + Profile (incorporating digital storytelling and visual rhetorical elements)</b>	100 pts
<b>PROJECT #4</b> <b>Rhetorical Analysis</b> (Integrative Assignment with REL 1312.01) ??????	100 pts
<b>PROJECT #5</b> <b>Film Analysis (using film and focusing on how film (pop culture) co-ops the sacred—and how the sacred &amp; pop culture informs identity)</b>	100 pts
<b>PROJECT #6</b> <b>Exploratory Argument Research Project / Integrating Visual Rhetoric – 6-8 pages (integrative assignment connecting to Profile) (Religious &amp; National Sacred Symbols &amp; Pop Culture)</b>	150 pts
<b>PROJECT #7</b> <b>Persuasive Research Paper (Major project, Collaborative, Multimedia) [must include 5 graphics, 6 academic resources, and consisting of minimum 8 pages written text, plus annotated bibliography] (Identity, Pop Culture, and Religious &amp; National Sacred Symbols)</b>	150 pts
<b>PROJECT #8</b> <b>E-Portfolio: Final Smartboard PowerPoint Presentation about Research Project</b>	100 pts
<b>PROJECT #9</b> <b>WordPress E-folio (All assignments &amp; digital stories)</b> (Integrative Assignment with REL 1312.01) ??????	100 pts

#### Other Instructional Procedures and Expectations:

1. Class discussion of concepts, review of out-of-class assignments, etc.
2. In-class, supervised writing, revision, peer review, and editing.
3. Word-processing of essays outside of class time and revision of those essays both inside and outside of class—using multimodal new media.
4. At least one individual conference with the instructor during the semester.
5. Presentations, group work, and oral readings of your writing.

#### *B. Submitting and Returning Assignments*

**Blog Postings:** Blog posting will allow you to express your own analytical responses to ideas presented in your textbook and the content that we discuss as a class. Grades from blog postings will be average and compared against a maximum of 100 points.

**Writing Assignments:** All writing assignments must be word-processed and formatted using MLA documentation style. They should be turned in on their due date in your calendar. Give credit where credit is due, even if that means numerous citations—all research to support your speech must be identified and cited. Revised drafts and peer review sheets should be turned in with every major project packet. Projects turned in more than three class days after the due date will not be accepted for evaluation unless prior arrangements with the professor have been made. TWO FINAL COPIES OF EVERY ASSIGNMENT MUST BE TURNED IN. The second copy is for departmental files. Your grade will not be recorded UNTIL THE SECOND FINAL COPY IS TURNED IN. Typically, assignments will be graded and returned within two weeks of their due date or sooner.

**POLICY ON LATE WORK:** All assignments should be submitted on the due date. Late projects will be penalized one letter grade for each class day beyond the due date. Quizzes and collaborative assignments, and any other in-class daily work may NOT be made up. Late projects will not be penalized if a) the student had an official university absence and b) the course instructor has agreed to late submission in advance of the due date.

**Rewrite policies:** Missed in-class informal writing and impromptu presentation assignments and homework may not be made-up or rewritten. However, if a student has turned in the assignment of an out-of-class project on time **AND** has followed all other writing assignment requirements, that student may rewrite an out-of-class assignment that earns less than a passing grade for a better grade. Here is how:

1. Consult with your instructor or go to the Academic Success Center for help or both.
2. Take your writing assignment, your original outline, and your texts from which to work.
3. Do not only correct grammar or punctuation; if you need to rewrite, you probably need to work on organization, style, development, transitions, within the outline.
4. Carefully heed the professor's comments on the original outline and follow her suggestions.
5. Turn in **the original outline** with your **rewritten copy (I will not grade a rewrite without the original)**:
  - a. print out a **fresh rewritten copy** of your outline.
  - b. include a **new** Works Cited page, if required.

The new grade will be an **average** of your original grade and the rewrite grade. If the rewrite grade is lower than the original, then the original grade will stand. **NOTE:** Rewritten outlines are due one week from the day the original outline is returned to you—no later.

#### **Document Format Requirements for Outlines:**

We will use MLA style format on each typed outline assignment that requires research. This means using:

1. clean, white 8 ½-by-11-inch paper



2. one-inch margins on all four sides of the paper
3. double-spacing throughout—unless otherwise indicated
4. size 12 font in Times New Roman or Calibri
5. headings and page numbering according to the MLA

This information can be found online at Purdue OWL or in an MLA or APA handbook, or on your instructors website where there are links to online documentation resources.

#### **Standards:**

Written comments will be provided on each graded assignment in order to help students understand the grade earned. However, general criteria for grading writing are summarized below.

The A Paper is an extraordinary example of college writing. It demonstrates a clear main idea that can be followed throughout the development of the paper. It maintains a strong structure from beginning to end, with carefully defined connections between the paragraphs and sentences that consistently give the entire essay a definite sense of purpose and indicates understanding of audience. It reflects the writer's sophisticated use of language and sense of style, including vivid, precise, and interesting word choices. Its ideas are clear, logical, and thought-provoking; it contains all the positive qualities of good writing: originality; organization; development; focus; controlled voice and tone; effective and dynamic word choice; freedom from errors in spelling, punctuation, and grammar; creative and varied sentence structures.

The B Paper reflects above-average writing. It clearly, logically, and adequately states its central purpose. Its ideas are clear because it contains most of the positive qualities in writing listed above. It is comparatively free of usage, mechanical, and spelling errors. Although the B Paper indicates competence, it lacks the originality of thought and style which characterizes the A Paper.

The C Paper reflects average skills in writing. It fulfills the basic requirements of the assignment. The paper offers sufficient thesis support, which is concrete, but some of the details may be somewhat vague or inadequately explained. The paper has an organizational pattern, but it may be incompletely carried through in some respects. The language generally communicates with the reader, but there may be times when sentence structure or wording is somewhat awkward. It may, in fact, have few correction marks on it, but it lacks the vigor of thought and expression that would entitle it to a higher grade.

The D Paper indicates below average achievement in expressing ideas correctly and effectively. Most D Papers present a central idea but fail to develop it adequately. The paragraphs within the paper may deviate from the thesis or may fail to help the paper move forward with a clear sense of progression. The paper may contain language that repeatedly becomes hard to follow or major grammatical errors that seriously interfere with its meaning.

An F Paper seriously falls short of appropriate college level writing. F Papers have major flaws in structure, organization, focus, and development. Moreover, an F Paper usually indicates failure to avoid grave errors in grammar, spelling, punctuation, sentence structure, and word usage.

NOTE: Extreme caution should be taken to avoid committing any of the following serious errors: 1) comma splice, 2) fragment, 3) misspelling, 4) punctuation, 5) lack of subject-verb agreement, 6) lack of pronoun-antecedent agreement, 7) tense shifts or misusage, 8) Misplaced or dangling modifiers, 9) inadequate or illogical paragraphs, 10) pronoun reference errors, 11) careless proofreading and/or typing errors.

#### **Effort and class participation:**

Writing is a skill that requires practice. Practicing writing through drafting, revising, and peer review typically leads to improvement in one's written texts. Talking about ideas with others—including taking part in class discussion—is another way of improving one's writing. For these reasons, students in writing courses are encouraged to participate in class discussion, revise their drafts, seek advice from others, and offer advice to other writers. Effort and class participation, however, are NOT intended as primary products of this writing course and are, therefore,

not graded components of English 1301. Nor should students expect a direct correlation between the effort expended on a paper and the grade received for it; the effects of effort and class participation are typically more diffused, leading to an overall improvement in writing skills whose effects cannot be reliably predicted for any specific writing assignment.

English 1301 assignments are graded according to the instructor's judgment of the quality of the manuscript, taking into account how well it fulfills the assignment; to what extent it demonstrates the principles taught in the course or expected of students entering the course; how effectively it communicates with its audience; to what extent it engages its reader's imagination and understanding; how easily it can be read and comprehended (reading ease is affected by organization, grammatical correctness, and the physical appearance of the manuscript); and how well developed it is.

Papers submitted by all students in English 1301 are subjected to these criteria. Accommodations for students' special needs are made in instruction, not in evaluation.

Because revision is an integral part of the writing process and an essential part of improving one's own writing, students are encouraged to write multiple drafts of their assigned papers. Once a paper has been graded in this course, it may not be revised for an improved grade. However, if a paper does not meet the minimum criteria for a passing grade, it will be returned for revision with a 48-hour deadline. This extra time given will be considered during evaluation of the revised draft.

NOTE: Work with your instructor and/or the Academic Success Center to avoid the following writing errors in your writing: 1) comma splice, 2) fragment, 3) misspelling, 4) punctuation, 5) lack of subject-verb agreement, 6) lack of pronoun-antecedent agreement, 7) tense shifts or misusage, 8) Misplaced or dangling modifiers, 9) inadequate or illogical paragraphs, 10) pronoun reference errors, 11) careless proofreading and/or typing errors.

**IN-CLASS WRITING:** In-class writing will allow you to express your own analytical responses to ideas and texts that we discuss as a class. Grades from in-class writing assignments will be averaged with other daily grades and may not be made up.

**ESSAYS:** All essays must be word-processed and formatted using MLA documentation style. Give credit where credit is due, even if that means numerous citations. Revised drafts and peer review sheets should be turned in with every major project packet. Writing projects lose ten points per class day they are late. Projects turned in more than three class days after the due date will not be accepted for evaluation.

**TWO FINAL COPIES OF EVERY ASSIGNMENT MUST BE TURNED IN.**

The second copy is for departmental files. I WILL NOT RECORD YOUR GRADE UNTIL THE SECOND FINAL COPY IS TURNED IN.

**POLICY ON LATE WORK:**

All assignments should be submitted on the due date. Late writing projects in English 1301 will be penalized one letter grade for each class day beyond the due date. No major assignment will be accepted that is more than three class days late. Quizzes, presentations, collaborative assignments, and any in-class daily work may NOT be made up. Late essays will not be penalized if a) the student had an official university absence and b) the course instructor has agreed to late submission in advance of the due date.

**Rewrite policies:** Missed in-class writing assignments and homework may not be made-up or rewritten. However, if a student has turned in the **components and essay** of an out-of-class project on time **AND** has followed all other writing assignment requirements, that student may rewrite an out-of-class essay that earns less than a passing grade for a better grade. Here is how:

1. Consult with your instructor or go to the ASC for help or both.
2. Take your writing assignment, your original essay, and your texts from which to work.
3. Do not only correct grammar or punctuation; if you need to rewrite, you probably need to work on organization, style, development, transitions, etc.
4. Carefully heed the professor's comments on the original essay and follow her suggestions.
5. Turn in **the original essay** with your **rewritten copy (I will not grade a rewrite without the original)**:
  - a. create a new title page, if required.
  - b. print out a **fresh rewritten copy** of your essay.
  - c. include a **new** Works Cited page, if required.

The new grade will be an **average** of your original grade and the rewrite grade. If the rewrite grade is lower than the original, then the original grade will stand. **NOTE:** Rewritten essays are due one week from the day the original essay is returned to you—no later.

**Document Format Requirements:**

We will use MLA style format on each typed writing assignment. This means using

1. clean, white 8 ½-by-11-inch paper
2. one-inch margins on all four sides of the paper
3. double-spacing throughout—unless otherwise indicated
4. size 12 font in Times New Roman or Arial
5. headings and page numbering according to the MLA

This information can be found in the MLA portion of your course textbook. If you are already a psychology major, you are allowed to use APA instead, but you must study that chapter in our course textbook for your format specifications. When you have a question about documenting sources, go to your source or ask; do not just “wing it.”

**POLICY FOR CONTESTING GRADES:** To meet with me concerning a grade, you must 1) wait 24 hours after the essay is returned, 2) turn in within one week of the assignment a 1-page statement explaining the specific reasons the essay fulfills the assignment and merits a higher grade.

**[THE ACADEMIC SUCCESS CENTER \(ASC\)](#)**

I strongly encourage students to seek additional personal instruction and tutoring at the Academic Success Center in the West Library. The consultants can help you plan and revise a specific paper or with developing general writing skills. This academic support service is free to all enrolled students.

Please note the following statement of ethics regarding tutorials:

- A text should reflect the student's own work and efforts; thus, consultants do not write any portion of a student's paper.
- For the same reason, consultants do not proofread what a student has written.
- Consultants do not guarantee a particular grade or even suggest what grade a student is likely to receive on an assignment.
- Consultants do not assist students with take-home exams or final portfolios.

Going over an essay with a writing specialist at any stage in your writing process is a wise choice. However, remember that you will be responsible for what you turn in. All judgment calls regarding your writing before it is turned in are yours and yours alone. Students in Speech 1301 who receive tutoring, formal or informal, are responsible for assuring that any assistance adheres to the ethical standards described above.

#### Student Responsibilities:

1. To ask for help when needed.
2. To visit the Academic Success Center or to talk with the instructor when help is needed or when asked to do so by the instructor. This help must be obtained in a timely fashion, not the day before a written assignment is due.
3. To attend class regularly. If you miss class, you must, nonetheless, be prepared for the next class and must have completed any work missed during your absence.
4. To turn in out-of-class assignments on time and in the format designated.
5. To complete reading assignments before class and to be prepared to discuss them.
6. To participate in class discussion and to read aloud when requested to do so.
7. To make a friend in class so that notes and assignments can be exchanged.
8. NOT to expect the instructor to repeat a lecture given during an absence.
9. Respect for classmates and instructor (No cell phone use, no text messaging, no checking email during class, no hats or sunglasses, no food unless treating the whole class, no noisy eating, no liquids near the computers, no disrupting class, no verbal harassment of a classmate, no sleeping on your neighbor, no talking while someone else is speaking to the class, and no outside reading material.

#### *C. Instructor Feedback*

6. Class discussion of concepts, review of out-of-class assignments, discussion via class Facebook and text.
7. In-class brief reading quizzes/reflections.
8. Word-processing of outlines outside of class time and revision of those outlines both inside and outside of class.
9. At least one individual conference with the instructor during the semester.
10. In-class presentations of reflections and speeches—sharing of ideas and key concepts.

#### *D. Exams*

*In-class writing, out-of-class writing, reading quizzes and blog responses, oral responses.*

#### *E. Absence Policy & Participation*

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. **The maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Monday-Wednesday or Tuesday-Thursday class, and two for a class or laboratory meeting once a week.** Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. advancement to and representation of the university at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. Students are **required** to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.

#### *F. Evaluation & Grading*

All assignment will be graded on a point scale.

- Blog Reading Response Postings (100 pts.)
- In-class quizzes, writing, editing, (100 pts)
- Writing Assignments (400 pts.)
- Exploratory Argumentative Research Paper (150 pts)
- Multimedia Persuasive Web Essay (150 pts.)
- Final E-Portfolio & Presentation (100 pts.)

Course grades are based on final averages (outlined below).

Final Grade	Final Average
A	900 pts. and above
B	800-899 pts.
C	700-799 pts.
D	600-699 pts.
F	Below 600 pts.

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**Course Schedule: See attached detailed calendar for the semester.**

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**Note:** Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.

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#### **University Policies:**

##### *A. Academic Integrity*

Students should read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. These policies include but are not limited to grade appeal, sexual harassment, student access to records, and others; policies specified in the [current catalog](#) are applicable unless otherwise stated in this syllabus.

Cheating, plagiarism (submitting another person's material as one's own), or completing assignments for another person who will receive academic credit are impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the course instructor. Course exams may not be printed out. Any person possessing a hardcopy of a course exam will be in breach of copyright and may be held liable.

#### *B. American's with Disabilities Act (ADA)*

Texas Wesleyan University adheres to a disability policy which is in keeping with relevant federal law. The University will provide appropriate accommodation as determined by the Director of the Counseling Center, Dr. Michael Ellison. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with [Dr. Ellison](#), who may be reached at (817) 531-7565.

#### *C. Absence Policy*

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in Intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. **The maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Tuesday-Thursday class, and two for a class or laboratory meeting once a week.** Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. advancement to and representation of the university at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. Students are **required** to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.

#### *C. Additional Policies*

Due to the limitless variety of potentially hazardous chemicals which may be found in a scientific or other laboratory environment, students having known, or potential, health-related concerns, such as allergies, asthma, contact dermatitis, pregnancy, or other physiological sensitivities should check with their physician on the advisability of laboratory work. The instructor and/or chair of the teaching department will provide, upon request, a list of chemicals that will be used in experiments during the semester. More detailed information (that is, Material Safety Data Sheets) will be furnished by the deans upon written request.

#### *D. Repeating Courses*

Any course taken at Texas Wesleyan University and repeated for a grade must be repeated at Texas Wesleyan University. Any course taken at another institution may be repeated at Texas Wesleyan, and the most recent grade on the course will be counted. When a course is repeated, the grade point average will be computed using the most recent grade achieved.

#### **Useful Links:**

The following links are provided to give useful information and help for students taking online courses:  
Student Technical Assistance Help Desk

Online: <http://www.txwes.edu/distanceeducation/technicalresources/helpdesk.htm>

Local Telephone: (817) 531-4428 ext. 1

Toll free: 1-877-362-2638

Blackboard CE 6.0 Help

Tutorials and Help: <http://tutorials.webct.com/student/>

CE 6.0 Resources: <http://www.txwes.edu/distanceeducation/studentresources.html>  
 West Library  
<http://ezproxy.txwes.edu/index.php>  
 Distance Education Website  
<http://www.txwes.edu/distanceeducation>  
 Texas Wesleyan University Website  
<http://www.txwes.edu/>  
 Texas Wesleyan University Counseling Center  
 For assistance, contact: Scott Methvin at [smethvin@txwes.edu](mailto:smethvin@txwes.edu)

## **ENGLISH 1301-LCC DETAILED CALENDAR**

<b>POP CULTURE &amp; Religious Symbols</b>	<b>POP CULTURE &amp; Military (National) Symbols</b>
Pop Culture appropriating sacred symbols (both religious) and using for entertainment.	Human Costs of War: Military warriors appropriated and stereotyped in film and other entertainment venues.
What does it mean to be "spiritual"? And is it the same as being "religious"?	Eagle & national symbols in the Colbert Report.
Student Suggestion:	Student Suggestion:
Student Suggestion:	Investigative Reporters and Editors (for Veteran Issues) <a href="http://ire.org/events-and-training/event/20/417/">http://ire.org/events-and-training/event/20/417/</a>

<b>Date</b>	<b>Assignment Information</b>
<b><u>Week 1</u></b> Wednesday Aug. 22	Introduction to the course, overview of syllabus. Buy textbooks and bring to next class. <b>Discussion of Learning Community Cluster and Integrative Assignments</b> <b>Introduction of multi-modal writing &amp; Web-Essays</b> <b>Explanation of Electronic Portfolio</b>
Friday Aug. 24	<b>In-Class Diagnostic Writing</b> ONLINE READING—select and read (2) from the following list before class: “Thoughts on Facebook and Identity,” Emily Rutherford <a href="http://worthlessdrivel.net/2009/02/21/thoughts-on-facebook-and-identity/">http://worthlessdrivel.net/2009/02/21/thoughts-on-facebook-and-identity/</a>  Background on Identity from WIKIPEDIA: <a href="http://en.wikipedia.org/wiki/Identity">http://en.wikipedia.org/wiki/Identity</a> “Specifications of a Person” <a href="http://en.wikipedia.org/wiki/Social_identity">http://en.wikipedia.org/wiki/Social_identity</a> “Social Identity” <a href="http://en.wikipedia.org/wiki/Collective_identity">http://en.wikipedia.org/wiki/Collective_identity</a> “Collective Identity” <a href="http://en.wikipedia.org/wiki/Gender_identity">http://en.wikipedia.org/wiki/Gender_identity</a> “Gender Identity” <a href="http://en.wikipedia.org/wiki/Identity_politics">http://en.wikipedia.org/wiki/Identity_politics</a> “Identity Politics”

<b>Week 2</b> Monday Aug. 27	<b>KEY CLASS MEETING!!!</b> <b>IN-CLASS Exercise: Outcomes &amp; Experience / Success Teams and Success Team Constitutions</b> <b>Introduction of Obituary Assignment related to identity, pop culture, and the sacred: Project # 1</b> Discussion of Obituary as a “Life Plan”
Wednesday Aug. 29	<b>ONLINE READING:</b> “Self-Disclosure of Religious Identity on Facebook,” <a href="http://gnovisjournal.org/journal/self-disclosure-religious-identity-facebook">Piotr S. Bobkowski</a> , Technology and Society, V9, Issue 9.1, Fall 2008 <a href="http://gnovisjournal.org/journal/self-disclosure-religious-identity-facebook">http://gnovisjournal.org/journal/self-disclosure-religious-identity-facebook</a> <b>READ:</b> <i>Writing Today</i> , Handbook Section 2, Verbs, pp. 815-mid820 <b>READ:</b> <i>Writing Today</i> , Chapter 3, Readers, Contexts, & Rhetorical Situations, pp. 22-31 Project #1 Overview: Obituary as “Life Plan” <b>DISCUSSION OF PROJECT #1, RESUME COMPONENT:</b> pp. 570-572 of <i>Writing Today</i> <b>DISCUSSION OF FUTURE RESUME AS ASSIGNMENT COMPONENT OF PROJECT #1 (Obituary)</b> <i>Brainstorming Session</i>
Friday Aug. 31	<b>DUE: DRAFT OF “GRADUATION RESUME”</b> (resume for your college graduation!) <b>READ:</b> <i>Writing Today</i> , Chapter 16, Choosing a Style, pp. 348-356 Peer review workshop: Revising the Resume <b>DISCUSSION</b> of the obituary assignment and template <b>READ:</b> <i>Writing Today</i> , Handbook Section 1, Sentences, pp. 800-top815 Discussion of Sentence Variety and Values for College Writing <b>HOMEWORK DUE FOR A DAILY GRADE:</b> Check out one movie viewer’s list of movies about identity <a href="http://www.epinions.com/Movies/search_string~identity/adv_search~1">http://www.epinions.com/Movies/search_string~identity/adv_search~1</a> Then, write a description of a movie that you would add to this list and explain why. <b>In-Class Peer Review Workshop, Final Editing of Resumes</b>  <b>!! DISCUSSION of OBITUARY ASSIGNMENT. REVIEW OF TEMPLATE. PLANS FOR IN-CLASS WRITING.</b>
<b>Week 3</b> Monday Sep. 3	Labor Day
Wednesday Sep. 5	<b>Project #1 WRITTEN IN CLASS TODAY! 50 MINUTES ONLY</b> <b>(Bring storage device to save your work!)</b>
Friday Sep. 7	<b>READ:</b> <i>Writing Today</i> , Chapter 30: “Creating a Portfolio” Introduce: FINAL Project #9, <b>WordPress</b> Website (E-Portfolio) Introduce: <a href="http://www.lynda.com">www.lynda.com</a>



<b><u>Week 4</u></b> Monday Sep. 10	<b>DUE: “Graduation Resume”</b> <b>Introduce: Photo Story 3 for Profile Project</b> <b>READ:</b> <i>Writing Today</i> , Chapter 25, especially “Interviewing People” pp. 485-486 <b>INTERVIEW QUESTIONS PREPARATIONS &amp; WORKSHOP</b>  Discussion about (Visual & Textual) Digital Storytelling— <a href="http://www.dpcd.vic.gov.au/veterans/veterans-heritage/digital-stories">http://www.dpcd.vic.gov.au/veterans/veterans-heritage/digital-stories</a> <a href="http://www.veteransadvantage.com/cms/content/digital-clubhouse">http://www.veteransadvantage.com/cms/content/digital-clubhouse</a>  <p style="text-align: center;"><b>You will have 2 weeks to complete interviews—we will discuss strategies and opportunities in class. Interviews can use face-to-face, cell phone, or skype/email. Ten-Twelve photos needed, too.</b></p> <p style="text-align: center;"><b>DUE September 26<sup>th</sup> (see calendar)</b></p>
<b>Wednesday</b> <b>Sep. 12</b>	<b>SPEAKER: PUMC 123</b> (Topic related to “U.S. Military History”)
Friday Sep. 14	<b>READ:</b> Chapter 4 “Memoirs” <b>DISCUSSION OF PROJECT #2: MEMOIR</b> <b>READ:</b> <i>Writing Today</i> , Handbook Section 3, Pronouns, pp. 820-824 <i>Writing Today</i> , Handbook Section 4, Style, pp. 825-829
<b><u>Week 5</u></b> Monday Sep. 17	<b>DUE: VISUAL MAPPING OR OUTLINE OF YOUR MEMOIR (Project #2)</b> Your prewriting must show DETAILS that take me through the “path” of your entire essay as you have planned it. Also include notes on any pacing or <b>thematic strategies you plan to use.</b> <b>READ:</b> <i>Writing Today</i> , Chapter 19, Drafting Introductions & Conclusions <b>READ:</b> <i>Writing Today</i> , Memoirs: “Book War,” Wang Ping and “Words of My Mouth,” Joe Mackall
Wednesday Sep. 19	<b>DUE: REVISED DRAFT OF PROJECT #2: EDITING WORKSHOP</b> for a grade (emphasis on word choices and tone) <b>READ:</b> <i>Writing Today</i> , Chapter 18, Revising and Editing, Level 1 and Level 2 <b>ROTATION REVISION &amp; EDITING WORKSHOP (BRING YOUR BEST POSSIBLE DRAFT FOR FINAL EDITS!)</b>
Friday Sep. 21	Memoir Workshop & Revision <b>DISCUSSION OF PROJECT #3: PROFILE (Telling Veterans’ Stories)</b> <b>READ:</b> <i>Writing Today</i> , Chapter 5, Profiles Preparation for Project #3 <p style="text-align: center;"><b>Reminder about Interviews &amp; Photos.</b></p>
<b><u>Week 6</u></b> Monday Sep. 24	<b>DUE FOR GRADING: PROJECT #2: MEMOIR</b> <p style="text-align: center;"><b>Turn in your paper in the following order from top to bottom and have it prepared BEFORE class begins!:</b></p>

	<p>1) 2<sup>nd</sup> final copy separate from rest, 2) final copy for grading, 3) all drafts &amp; peer review evidence, 4) assignment sheet.</p> <p>Volunteer Readings for Bonus Points</p> <p><b>READ:</b> <i>Writing Today</i>, from the Anthology of Profiles, Study Sample Profiles Class Discussion and Group Activity around Class Veteran Storytelling Project <i>Class Discussion, Brainstorming, and In-Class Prewriting</i></p> <p><b>DUE:</b> Typed interview questions</p>
Wednesday Sep. 26	PROJECT #3: PROFILE Digital Storytelling Lecture, Discussion, and Practice about Purpose & Dramatic Question (Principles for Profiles)
Friday Sep. 28	PROJECT #3: PROFILE Lecture, Discussion, and Practice about Storyboards, Scripts, Flow, Sound, and Visuals <u>Planning our time---working on multiple projects.</u>
<b>Week 7</b> Monday Oct. 1	DISCUSSION OF PROJECT #4: RHETORICAL ANALYSIS <b>READ:</b> <i>Writing Today</i> , Chapter 9, Rhetorical Analyses <b>READ:</b> <i>Writing Today</i> , from Chapter 37, pp. 668-673 ("Homer Simpson's Figures of Speech" and "Sleuthing Patriotic Slogans")
Wednesday Oct. 3	DISCUSSION OF PROJECT #4 ASSIGNMENT: RHETORICAL ANALYSIS <b>Professor Handout: Article for Rhetorical Analysis</b>
Friday Oct. 5	BRING to class to show for a daily grade: a copy of the <b>Article</b> you are analyzing, with marginal annotations and highlighting/marketing system. DUE: DRAFT OF PROJECT #4: RHETORICAL ANALYSIS REVIEW OF ETHICAL DOCUMENTATION Citation Style Q&A Incorporate at least 2 outside sources into your draft for today and document them correctly!
<b>Week 8</b> <b>Mon.Oct. 8</b>	Fall Break: University Closed
Wednesday Oct. 10	DUE: REVISED DRAFT OF PROJECT #4: RHETORICAL ANALYSIS A minimum of three sources must be used and cited in this draft. Revise with a focus on strong supporting examples and evidence, and include a Works Cited page EDITING WORKSHOP - Workshop: Rotation Editing  [Project # 3 CHECK - Profile Interviews, Photos, and Revised Purpose & Dramatic Question]
Friday Oct. 12	Dr. CJG presenting a paper at ISTE Conference in San Antonio, TX (Oct 11-13) In-Library Research & Writing Project #4 Work on Project #3 – Complete storyboard & sequence

<b>Week 9</b> Monday Oct. 15	<b>DUE: FINAL DRAFT OF PROJECT #4: RHETORICAL ANALYSIS</b> A minimum of three sources must be used and cited in this draft. Revise with a focus on a strong introduction and conclusion, and include a Works Cited page <b>EDITING WORKSHOP</b> - Workshop: Rotation Editing
<b>October 16 – Midterm Grades due at noon</b>	
Wednesday Oct. 17	<b>DUE: FINAL PACKET FOR PROJECT #4: Rhetorical Analysis</b> <b>Due in the following order from top to bottom: 1) 2<sup>nd</sup> final copy separated from rest, 2) final copy for grading, 3) all drafts and evidence of peer review and revision, 4) marked-up text, 5) copies of sources, 6) assignment sheet.</b>  <b>[Project # 3 CHECK - Narrative Track, Special Effects, &amp; Soundtrack ]</b>
Friday Oct. 19	Discussion of <b>Project #5: Film Analysis</b> (This paper is also a rhetorical analysis, but this time, the “text” is a film, not an article.) <b>FILM VIEWING</b> & discussion Film and Identity - List of popular films and documentaries, as well as short films by various directors, that deal with identity, plus some commentaries on identity films <a href="http://www.google.com/#q=film+and+identity&amp;hl=en&amp;prmd=v&amp;source=univ&amp;tbs=vid:1&amp;tbo=u&amp;ei=he5uTKCBD8OBIAfVtZ3sDg&amp;sa=X&amp;oi=video_result_group&amp;ct=title&amp;resnum=4&amp;ved=0CC0QgwQwAw&amp;fp=e6c57a2ab5279010">http://www.google.com/#q=film+and+identity&amp;hl=en&amp;prmd=v&amp;source=univ&amp;tbs=vid:1&amp;tbo=u&amp;ei=he5uTKCBD8OBIAfVtZ3sDg&amp;sa=X&amp;oi=video_result_group&amp;ct=title&amp;resnum=4&amp;ved=0CC0QgwQwAw&amp;fp=e6c57a2ab5279010</a> <b>DUE: “Think and Talk”</b> Your thoughts on a film or explain in a 1-minute mini-presentation to the class: What issues do you see the young person(s) facing in the film you chose to view, and what do you conclude about how pop culture/sacred influences their identity?
<b>Senior-Sophomore Advising October 22-26</b>	
<b>Week 10</b> Monday Oct. 22	<b>FILM VIEWING &amp; discussion</b> Film Analysis as a Genre: Word Choice, Tone, & Rhetorical Strategy <b>READ: <i>Writing Today</i>, Chapter 6 “Reviews”</b>
Wednesday Oct. 24	<b>FILM VIEWING &amp; discussion</b> Film Analysis as a Genre: Word Choice, Tone, & Rhetorical Strategy  <b>[DUE: PROJECT #3 – DIGITAL STORY-see assignment sheet for what to include in your packet]</b>
Friday Oct. 26	Dr. CJG presenting a workshop for TXCPA Accounting Education Conference in Austin, TX <b>In Library Research for Project #5</b>
<b>Freshman Advising October 29<sup>th</sup> -November 9<sup>th</sup></b>	

<b>Week 11</b> Monday Oct. 29	<b>DUE: COMPLETE DRAFT OF PROJECT #5: FILM ANALYSIS</b> Peer Review Workshop for a daily grade Discussion: Brainstorming for Outside Research Sources
Wednesday Oct. 31	<b>DUE: PROJECT #5 FOR GRADING</b> <ul style="list-style-type: none"> <li>• <b>Due in the following order from top to bottom: 1) 2<sup>nd</sup> final copy separated from rest, 2) final copy for grading, 3) all drafts and evidence of peer review and revision, 4) notes on the film and prewriting, 5) copies of outside sources, 6) assignment sheet.</b></li> </ul> <p><b>DISCUSSION OF PROJECT #6: Exploratory Essay on an Issue Related to Veterans (Incorporating Profile/Digital Story from Project #3)</b></p> <p><b>IN-CLASS RESEARCH WORKSHOP: Finding Ways to Connect Your Veteran (Digital Story) Profile to a Larger Issue</b> Researching the Library's Electronic Databases Brainstorming in Groups</p>
Friday Nov. 2	<b><a href="#">SWECJMC Conference—Poster Session (Round Rock, TX) Nov. 2-3</a></b> <b>In Library Research for Project #6</b>
<b>Week 12</b> Monday Nov. 5	<b>DUE: INITIAL DRAFT OF PROJECT #6: EXPLORATORY ESSAY ON AN ISSUE (with Profile incorporated in some way)</b> <ul style="list-style-type: none"> <li>• Discussion of Hybrid Genres and Transitioning Strategies</li> <li>• Peer Review Workshop focusing on content and synthesis of sources</li> </ul>
Wednesday Nov. 7	<b>DUE: REVISED DRAFT OF PROJECT #6</b> Peer Review Workshop focusing on pacing and editorial concerns
Friday Nov. 9	<b><a href="#">Dr. CJG presenting a paper at NLCC conference in Indianapolis, IN (Nov 8-10)</a></b> <b>In-Library/On Your Own Writing of Final Draft</b>
<b>Week 13</b> Monday Nov. 12	<b>DUE: Project #6 FOR GRADING: Exploratory Essay on an Issue</b> <b>Packet in order from top to bottom: 1) 2<sup>nd</sup> final copy separated from rest, 2) all drafts and evidence of revision and peer review, 3) copies of outside sources on the issue you've chosen 4) assignment sheet.</b> <b>Author Symposium (that means you!)</b> Be prepared to stand and read a portion of your essay to the class today for a grade! <b>(Create Research/Study Success Teams)</b> <b>Introduction to Project #7: Multimedia Essay Research Project &amp; Collaborative Research AND Project #8: Multimodal Presentations</b>
Wednesday Nov. 14	<b>RESEARCH Workshop for Project #7: Research Project</b> <b>READ: <i>Writing Today</i>, Chapter 13: Research Paper</b> <b>REVIEW: <i>Writing Today</i>, Part 5: "Doing Research"</b> <ol style="list-style-type: none"> <li>1. Annotated Bibliography, 6 Sources: (MLA Format)</li> <li>2. Multimedia Research Paper (8 typed pages with integrated visual media (pictures/graphics) and Works Cited page).</li> </ol>

Friday Nov. 16	<b>Writing Workshop for Project #7:</b> Research Paper (Annotated Bibliography)
<u>Week 14</u> Monday Nov. 19	Introduce PROJECT #8: Presentations of Research Project and E-Portfolio Workshop for <i>WordPress</i> E-Portfolio & <i>MS PowerPoint</i> Presentations <b>READ:</b> <i>Writing Today</i> , Chapter 32: “Presenting Your Work,” pp. 586-597
Wednesday Nov. 21	Workshop for <i>WordPress</i> E-Portfolio & <i>MS PowerPoint</i> Presentations <b>READ:</b> <i>Writing Today</i> , Chapter 32: “Presenting Your Work,” pp. 586-597
Friday Nov. 23	Thanksgiving – University Closed
<u>Week 15</u> Mon. Nov 26	TEAM Meetings to Complete & Edit Final Projects
Wednesday Nov. 28	<b>DUE: PROJECT #7: Multimedia RESEARCH PROJECT</b> 1. 6 Sources: Annotated Bibliography (MLA Format) 2. Multimedia Research Paper (8 typed pages with integrated visual media (pictures/graphics) in MSWord and Works Cited page in MLA Format). <b>Turn in your paper in the following order from top to bottom and have it prepared BEFORE class begins!:</b> 1) 2 <sup>nd</sup> final copy separate from rest, 2) final copy for grading, 3) all drafts & peer review evidence, 4) all research used in the paper, 5) assignment sheet.  TEAM Meetings to Complete Presentations (Presentation Sign-up Sheet)
Friday Nov. 30	<b>DUE: FINAL Research Project Presentations, Project #8</b>
<u>Week 16</u> Mon. Dec. 3	<b>DUE: FINAL Research Project Presentations, Project #8</b>
<b>Tuesday, Dec. 4: Official Last Day of Classes</b> <b>Wednesday, Dec. 5: DEAD DAY</b> <b>All Final Exams – December 6<sup>th</sup> -11<sup>th</sup></b>	
<b>FINAL</b>	<b>DUE: Project #9: E-Folio Presentations</b> <b>DATE AND TIME OF OUR FINAL WILL BE GIVEN TO YOU PRIOR</b>