



**ENGL 1101**  
**Composition and Rhetoric**  
**Web-Enhanced**  
**COURSE SYLLABUS**  
**Fall Semester 2015**

**Semester:** Fall 201612  
**Course Title:** Composition and Rhetoric  
**Course Number:** ENG 1101  
**Credit Hours/ Minutes:** 3 / 2250  
**Class Location:** Room 1120 (BLDG 1)  
**Class Meets:** T/R- 9:30-10:45  
**CRN:** #20084

**Instructor:** L. Thomas  
**Office Hours:** MW: 8:00-10:00/ TR:8:00-9:00 & 1:00-2:00  
**Office Location:** Rm. 1115-Building 1-Swainsboro  
**Email Address:** lthomas@southeasterntech.edu  
**Phone:** 478.289.2219  
**Fax Number:** 478.289.2214  
**Tutoring Hours:** MW:10:00-11:00/ TR: 11:00-12:00

**REQUIRED TEXTS:**

1. Reid, S. (2013). *The Prentice Hall guide for college writers, 10<sup>th</sup> edition*. Upper Saddle River, N J : Pearson Prentice Hall; Mish, F. (Ed.).
2. *Merriam-Webster's collegiate dictionary* (10<sup>th</sup> ed.). Summerfield, MA: Merriam-Webster.

**REQUIRED SUPPLIES & SOFTWARE:** Folder with pockets, loose-leaf paper and binder, pencils, pens, reliable internet access, personal e-mail account, and access to STC's Information Delivery System (IDS). Students are required to use Microsoft Applications for this class, specifically Microsoft Word

**COURSE DESCRIPTION:** Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include: writing analysis and practice; revision; and research. Students write research papers using library resources and using a formatting and documentation style appropriate to the purpose and audience.

**MAJOR COURSE COMPETENCIES:** Topics include: writing analysis and practice, revision, and research.

**PREREQUISITE(S):** Appropriate degree-level writing (English) placement test score and appropriate degree-level reading placement test score

**COURSE OUTLINE:**

1. Writing Analysis and Practice;
2. Revision;
3. Research

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.
4. The ability to utilize basic computer skills.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

**STUDENT REQUIREMENTS:** Students are expected to complete all assignments by the due dates. **Late assignments will NOT be accepted. No exceptions.** Students are required to submit all assignments **in APA Style** via the digital drop boxes for each assignment. Students are responsible for policies and procedures included in the STC E-Catalog. Students are responsible for checking e-mails and ANGEL course announcements daily. Read instruction documents under Coursework tab in ANGEL if you have any further questions about course content, expectations, or due dates.

**CELL PHONE POLICY:** As STC policy states, cell phones are not to be used while in class. When students enter the classroom, cell phones should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class, or the individual/student may receive a zero for a quiz grade (decision made at the discretion of instructor). Cell phone quizzes will be put into the grade book. During exams, if a student is caught with a phone or caught texting during a test, he or she will be given a zero.

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**\*\*Students have exactly one week from the date of an absence to make up a missed assignment. Failure to do so will result in a zero as the final grade for the missed assignment. \*\***

**SPECIFIC ABSENCES:** Provisions for instructional time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

See the STC Catalog and Student Handbook, Student Affairs section for further information regarding special needs.

**SPECIAL NEEDS:** *Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Building 1 Room 1208, Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.*

### **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** Tests and assignments must be completed on the assigned date in the course calendar or per the instructor. Students can make up a test or quiz within one week of absence. Failure to make up any tests, quizzes, or assignments within one week will result in a zero. Students who miss the deadline for writing assignments will only receive one chance to make up the writing assignment, but will receive a zero for the assignment until the designated makeup day is given. Students can make up one writing assignment on the designated makeup day. Students who do not attend the makeup day will not receive another opportunity to make up the writing assignment. It is the student's responsibility to initiate a discussion with the instructor regarding an appropriate time to make up assignments.

**Withdrawal Procedure:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for

financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

#### **Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

##### **--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

##### **--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

##### **--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

Writings=45%;  
Tests=15%;  
Assignments=10%;  
Essay Final Exam=15%;  
Grammar Final=10%  
Participation 5%

**GRADING SCALE**

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

**TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

## 1101 Composition and Rhetoric

<p><b>Week1</b></p> <p>August 18</p>   <p>August 20</p>	<p>What is Rhetoric?</p>	<p><b>Day 1:</b> Syllabus, Class Policies and expectations, Information and Policies Packet, ANGEL  <b>Youtube:</b> Kid President: Pep Talk  Diagnostic: Essay  <b>HW:</b> Read Grammar Handbook Pgs. 560-569 in textbook.</p> <p><b>Day2:</b> Grammar Review  <b>Youtube:</b> Rhetoric video: Purdue Owl Vidcast  <b>HW:</b> Read Chapter 2: Rhetorical Situation  <b>Voc. List 1</b></p>	<p>1,2 a,c,d</p>
<p><b>Week 2</b></p> <p>August 25</p>   <p>August 27</p>	<p>What is your writing process?</p>	<p><b>Day 3:</b> Grammar Quiz  Writing Dos and don'ts  Vague and Wordy/ Cliches and Slang Pgs. 587-591  Required Parts of an essay.  <b>Youtube:</b> Basic Essay Structure</p> <p><b>Day 4:</b> Writing Expectations  Thesis statement PPT  Thesis statements/Practice  Chapter 2 PPT: Rhetorical Situation  HW: Read Chapter 4:Reading Critically, Analyzing Rhetorically</p>	<p>1,2 a,c,d</p>
<p><b>Week 3</b></p> <p>September 1</p>   <p>September 3</p>	<p>Reading Critically: Identifying rhetorical situation.</p>   <p>APA Format</p>	<p><b>Day 5:</b> Grammar Test  <b>APA Format</b>  <b>Youtube:</b> Formatting APA 6th Edition Essays. In-text citations/ References. Pgs. 523-530  <b>Submit in ANGEL: Vocabulary PPT Tuesday by 11:55 PM.</b></p> <p><b>Day 6: Class:</b> MLK's <i>Letter from Birmingham Jail</i>(Analyze in class)-Guided practice for Rhetorical Analysis  <b>HW:</b> Read Critically the transcript of "The Girl who Silenced the World for 5 Minutes." Identify the rhetorical situation.</p>	<p>1,2 a,c,d</p>
<p><b>Week 4</b></p> <p>September 8</p> <p>September 10</p>	<p>Rhetorical Analysis  Commas</p>	<p><b>Day 7: Voc. List 1 Quiz</b>  <b>*You tube:</b> Introduction to Ethos, Pathos, and Logos  <b>*YouTube:</b> Ari: Ethos, Pathos, Logos(Discussion)</p>	<p>1,2 a,c,d</p>

	Reminder: <b>Rough draft due in class on Thursday, September 18, 2014.</b>	<b>Writing Assignment 1: Rhetorical Analysis</b> <b>Begin drafting the analysis</b>  <b>Day 8: Voc. List 2</b> <b>Class:</b> Commas and conjunctions PPT/ Practice	
<b>Week5</b> <b>September 15</b>  <b>September 17</b>	Commas cont'd	<b>Day 9:</b> Comma Usage PPT/ Practice <b>HW:</b> Complete Comma exercise Pg. 608  <b>Day 10:</b> Rhetorical Analysis Rough Draft due in class: Workshop	1,2 a,c,d
<b>Week6</b> <b>September 22</b>  <b>September 24</b>	Analyzing Visuals  Reminder: <b>Rhetorical Analysis due Tuesday, September 23, 2014 by 11:55p.m. Submit in ANGEL: Voc. List 2 PPT is also due September 25, 2014</b>	<b>Day 11: Test:</b> Comma Usage <b>ANGEL: Rhetorical Analysis Due today by 11:55 p.m.</b> <b>HW: Read Chapter 5:</b> Analyzing and Designing Visuals  <b>Day 12:</b> Visual effects <b>Class Discussion:</b> Advertisements' use of Ethos, Pathos, and Logos. <b>Class:</b> Guided Analysis <b>Youtube:</b> Persuasive Advertisement Techniques <b>ANGEL: Voc. List 2 PPT due today by 11:55 p.m.</b>	1,2 a,c,d
<b>Week 7</b> <b>September29</b>  <b>October 1</b>	Advertisement Analysis  Verb Tenses/ Agreement  Writing Under Pressure	<b>Day 13: Class:</b> Verbs and Tenses PPT/ Practice <b>Writing Assignment 2:</b> Advertisement Analysis <b>HW:</b> Dangling and Misplaced Modifiers Worksheet  <b>Day 14: Voc. List 2 Quiz</b> <b>Review HW Worksheet</b> <b>Class:</b> Subject-verb Agreement PPT/ Practice <b>HW:</b> Subject Verb Agreement Exercise Pgs. 583-584.	1,2 a,c,d

<p><b>Week 8</b></p> <p><b>October 6</b></p> <p><b>October 8</b></p>	<p>Reminder: <b>Rough draft in class Tuesday, October 7, 2014.</b></p> <p><b>Final Draft due Thursday, October 9, 2014.</b></p>	<p><b>Day 15:</b> Verb Test <b>Class:</b> Writing Under Pressure Analyze writing prompt for exam</p> <p><b>Day 16: Voc. List 3</b> <b>Class:</b> Timed Writing <b>HW:</b> Read Chpt. 6</p>	<p>1,2 a,c,d</p>
<p><b>Week 9</b></p> <p><b>October 13</b></p> <p><b>October 15</b></p>	<p>Pronouns/ Research</p>	<p><b>Day 17: Class:</b> Pronoun Usage/ Antecedent Agreement PPT/ Practice HW: Practice Worksheet</p> <p><b>Day 18: Writing Assignment 3:</b> Investigative Essay <b>APA Review: Using reliable sources/ APA PPT Library Day</b></p>	<p>1,2,3 a,c,d</p>
<p><b>Week 10</b></p> <p><b>October 20</b></p> <p><b>October 22</b></p>	<p>Research Reminder: <b>List 3 PPT due in ANGEL October 21, 2014 by 11:55 p.m.</b></p> <p>Reminder: <b>Topic/ thesis statements are also due in ANGEL October 21, 2014 by 11:55 p.m.</b></p> <p>Reminder: <b>References due in ANGEL October 24, 2014 by 11:55 p.m.</b></p>	<p><b>Day 19: Class:</b> Library Day</p> <p><b>Submit in ANGEL:</b> Voc. List 3 PPT <b>Submit topics and Thesis statement in ANGEL</b></p> <p><b>Day 20: Nuns/ Pronoun Test Library Day</b></p> <p><b>Submit References to ANGEL</b></p>	<p>1,2,3 a,c,d</p>
<p><b>Week 11</b></p> <p><b>October 27</b></p> <p><b>October 29</b></p>	<p>Semicolon/ colon/ Other Punctuation</p> <p>Reminder: <b>Submit investigative Essay in ANGEL by November 1, 2014 by 11:55 p.m.</b></p>	<p><b>Day 21: Voc. List 3 Quiz</b> <b>Class:</b> Semicolon and Colon PPT/Practice <b>HW:</b> Colons and Dashes: Complete exercise on Pg. 610</p> <p><b>Day 22: Class:</b> Other Punctuation PPT/ Practice <b>ANGEL:</b> Submit Investigative Essay</p>	<p>1,2,3 a,c,d</p>

<p><b>Week 12</b> <b>November 3</b></p> <p><b>November 5</b></p>	<p>Argumentative Essay</p>	<p><b>Day 23: YouTube:</b> The Great Debaters <b>Writing Assignment 4:</b> Argumentative Essay: What is included?/ Library Processing the Argumentative Essay</p> <p><b>Day 24:</b> Test: Other punctuations : Semicolon/ colon/dashes/ parentheses</p> <p>Library: Students will continue research in the lab</p>	<p>1,2,3 a,c,d</p>
<p><b>Week 13</b> <b>November 10</b></p> <p><b>November 12</b></p>	<p>Reminder: <b>Submit topic and thesis statement in ANGEL by Tuesday, November 11, 2014 (Not graded)</b></p>	<p><b>Day 25: Class:</b> Nouns (Singular/plural/possession) HW: Nouns and Possession Worksheet</p> <p><b>Day 26:</b> Test: Nouns Review APA as needed.</p>	<p>1,2,3 a,c,d</p>
<p><b>Week 14</b> <b>November 17</b></p> <p><b>November 19</b></p>	<p>Reminder: <b>ANGEL: Argumentative Essay is due November 25 by 11:55 p.m.</b></p>	<p><b>Day 27:</b> Make-up day ANGEL: Argumentative essay</p> <p><b>Day 28:</b> Thanksgiving Holiday</p>	<p>1 a,c,d</p>
<p><b>Week 15</b> <b>November 24</b></p>	<p>Make-up day</p> <p>Thanksgiving Holidays November 25 –November 29</p>		
<p><b>Week 16</b> <b>December 1</b></p> <p><b>December 3</b></p>	<p>Finals</p>	<p><b>Final Exam:</b> Grammar/Vocabulary/Rhetoric</p> <p><b>Final Exam:</b> Essay</p>	<p>1 a,c,d</p>

\*\*\*\*\* ANGEL submission due dates are on calendar

Instructor reserves the right to change the syllabus and/or lesson plan as necessary.

\*Competency Areas:  
1. Analysis of Writing

2. Applied Grammar and Writing Skills
3. Editing and Proofreading
4. Research Skills
5. Oral Communication Skills

**\*\*General Education Core Competencies**

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.
- d. The ability to utilize basic computer skills.

## ENG 1101- Essay Rubric

**Name:**

**Type of Essay:**

Weak areas will be highlighted.	Comments	Score
<b>20 % Content ( 5 pts each):</b> <ul style="list-style-type: none"> <li>• Clearly defined thesis</li> <li>• Clearly defined context/purpose/audience</li> <li>• Specific and relevant details/supporting examples/evidence and data</li> <li>• Adequate Analysis, explanation, and/or discussion</li> </ul>		
<b>20 % Organization (3.3 pts each):</b> <ul style="list-style-type: none"> <li>• Title appropriate and formatted correctly</li> <li>• Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis)</li> <li>• Organized logically to support argument</li> <li>• Unified paragraphs</li> <li>• Coherent paragraphs</li> <li>• Sensible transitions</li> </ul>		
<b>Content &amp; Organization</b>	<b>40%</b>	
<b>10 % Sentence Style &amp; Syntax (3.3 pts each)</b> <ul style="list-style-type: none"> <li>• Sentence structures and beginnings varied</li> <li>• Sentences complex</li> <li>• Transitions between and within sentences</li> </ul>		
<b>10% Diction &amp; Spelling (2.5 pts each)</b> <ul style="list-style-type: none"> <li>• Accurate diction</li> <li>• Efficient and sophisticated diction</li> <li>• Correct word forms and endings</li> <li>• Correct spelling</li> </ul>		
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>	<b>20%</b>	
<b>25 % Grammar &amp; Mechanics (3 pts each)</b> <ul style="list-style-type: none"> <li>• No fragments</li> <li>• No fused sentences or comma splices</li> </ul>		

<ul style="list-style-type: none"> <li>• No tense shifts</li> <li>• Correct subject/verb agreement</li> <li>• Correct pronoun usage and reference</li> <li>• Correct use of commas</li> <li>• Correct use of other punctuation</li> <li>• Correct capitalization</li> </ul>		
<b>Grammar &amp; Mechanics</b>	<b>25%</b>	
<b>5% APA Formatting for Paper (one point each)</b> <ul style="list-style-type: none"> <li>• Running header with title and page number</li> <li>• Cover Page</li> <li>• Title on first page of text</li> <li>• Reference Page</li> <li>• Double-spaced throughout</li> </ul>		
<b>5% Parenthetical Citations (2.5 pts each)</b> <ul style="list-style-type: none"> <li>• Match References</li> <li>• Formatted properly</li> </ul>		
<b>5% References Page (2.5 pts each)</b> <ul style="list-style-type: none"> <li>• Text formatted properly with hanging indent</li> <li>• Alphabetized sources</li> </ul>		
<b>Formatting and Citations</b>	<b>15%</b>	
<b>Notes:</b>	<b>Total Grade</b>	

## Analysis Essay Rubric

<b>Criteria</b>				
	<b>1</b>	<b>3</b>	<b>5</b>	<b>Points</b>
<b>Discussion of persuasive appeals</b>	Analysis is inaccurate and incomplete. Discussion is brief. Fails to mention or interpret effect on target audience.	Analysis is fairly accurate. Discussion is somewhat complete and mechanical. Mentions target audience but fails to interpret ad's effect.	Analysis is accurate and complete. Discussion is thorough and insightful. Contains a clear statement of effect on target audience.	
<b>Discussion of design elements</b>	Correctly identifies few elements of rhetoric. Fails to mention or interpret effect on target audience.	Correctly identifies some elements of rhetoric. Mentions target audience but fails to interpret rhetorical effect.	Correctly identifies all elements of rhetoric. Discussion is thorough and insightful. Contains a clear statement of effect on target audience.	
<b>Organization and unity</b>	Essay demonstrates no system of organization and may not be divided into paragraphs.	Essay demonstrates only minimal organization.	Sequence is logical; ideas and details are relevant and arranged coherently.	

<b>Grammar, spelling, and punctuation</b>	Work has more than 10 misspellings, grammatical, and/or punctuation errors.	Work has 5 to 8 misspellings, grammatical, and/or punctuation errors.	Work has 0 to 3 misspellings, grammatical, and/or punctuation errors.	
<b>Format</b>	Work demonstrates no knowledge of proper format.	Work demonstrates solid knowledge of proper format although minor details may be incorrect.	Work demonstrates mastery of proper format, including page numbering and headers.	
<b>Sub-Total</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	
<b>Total for Grade (Sub-Total x 5)</b>				

## **Important Due Dates**

Grammar Quiz: **Tuesday, January 20, 2015**

Vocabulary PPT: **Submit in ANGEL by Thursday, January 22, 2015 (11:55 p.m.)**

Vocabulary List 1 Quiz: **Thursday, January 29, 2015**

Rhetorical Analysis Rough Draft: **Bring to class Tuesday, February 10, 2015**

**Rhetorical Analysis final Draft: Submit in ANGEL by Thursday, February 12, 2015 (11:55 p.m.)**

Vocabulary List 2 PPT: **Submit in ANGEL by Tuesday, February 17, 2015 (11:55 p.m.)**

Vocabulary List 2 Quiz: Thursday, February 19, 2015

Advertisement Analysis Rough Draft: **Bring to class Tuesday, March 3, 2015**

**Advertisement Analysis Final Draft: Submit in ANGEL by Thursday, March 5, 2015 (11:55 p.m.)**

Vocabulary List 3 PPT: **Submit in ANGEL by Tuesday, March 10, 2015 (11:55 p.m.)**

Topic/ Thesis statement due: **Tuesday, March 10, 2015** (Ungraded assignment/ feedback only)

References (APA format): **Submit in ANGEL by Friday, March 13, 2015 (11:55 p.m.)**

Vocabulary List 3 Quiz: Thursday, March 19, 2015

**Investigative Essay Final Draft: Submit in ANGEL by Friday, March 20, 2015 (11:55 p.m.)**

Research Paper Topic and Thesis Statement: Submit in ANGEL by Thursday, March 26, 2015 (ungraded assignment/ feedback only)

**Argumentative Research Paper Final Draft: Submit in ANGEL by Thursday, April 16, 2015 (11:55 p.m.)**