



## Course Syllabus

Richland Community College  
**English 102**

### **Instructor Information**

Include Name, Phone, Email

### **Course Description:**

English 102 continues the study and practice of composition begun in English 101, with emphasis on completing a closed-form, argumentative research paper that includes the accurate use of academic-quality sources to support the paper's thesis. All major elements of research are taught: choosing a topic, developing a thesis, locating and evaluating reliable sources, organizing materials, drafting the paper, documenting the supporting materials in that draft, revising that draft and, finally, editing the final revision.

Applicable toward graduation where program structure permits:  
Certificate or Degree – All Certificates and Degrees  
Group Requirement - Communications  
Area of Concentration – Not Applicable

### **Course Prerequisites:**

English 101 with a C or better

### **Outcomes Assessment - Criteria List:**

**Outcome 1:** Students will demonstrate the ability to read, write, listen, and speak (or use other modes of communication) effectively in a variety of contexts and formats, in order to show required levels of comprehension.

**Criteria Group 1.1:** Read Effectively

1.1a: Retain key ideas from written material

1.1b: Verbally or in written format summarize, translate, and evaluate critical concepts from written material

**Criteria Group 1.2:** Write Effectively

1.2a: Use standard written English

1.2b: Use appropriate written vocabulary for a given audience

**Criteria Group 1.3:** Listen Effectively

1.3a: Follow verbal directions

1.3b: Demonstrate comprehension of verbal presentations by answering questions, summarizing and/or interpreting the material

**Criteria Group 1.4: Speak Effectively**

1.4a: Use standard spoken English

1.4b: Use appropriate verbal vocabulary for a given audience

**Outcome 2: Critical Thinking:** Students will gather appropriate information from multiple sources, evaluate information and distinguish between proper and fallacious inferences and connections.

Creative Thinking: Students will formulate alternative solutions, processes, or decisions and identify potential consequences.

**Criteria Group 2.1: Think Creatively**

2.1a: Formulate alternative solutions, processes, or decisions and identify potential consequences

**Criteria Group 2.2: Think Critically**

2.2a: Solve problems by performing deductive and inductive reasoning

2.2b: Formulate justifiable (reasonable, logical) solutions, processes, or decisions from appropriate multiple sources

<ul style="list-style-type: none"> <li>to choose a topic of sufficient importance and complexity to merit research in a college intellectual climate;</li> </ul>	<b>Stream/discuss</b> documentaries on subjects involving globalization as a basis for a topic of appropriate complexity.	1.1, 1.1a, 1.3a and 1.3b
<ul style="list-style-type: none"> <li>to create a plan for undertaking research addressing this topic, refining the plan as research progresses;</li> </ul>	<b>Continue discussing</b> subject matter alternatives for deciding upon provisional research topic.	1.1b, 3.4a, and 3.6a
<ul style="list-style-type: none"> <li>to develop a topic outline upon which a closed-form, argumentative-research essay will be structured;</li> </ul>	<b>Determine and submit</b> tentative research topic, argumentative thesis, and complete topic outline (points).	1.1a, and 3.7a
<ul style="list-style-type: none"> <li>to acquaint students with the resources for research, including the RCC Learning Resource Center, online resources, etc., in discovering evidence with which to support the paper's thesis and related claims;</li> </ul>	<b>Tour</b> LRC Catalog in relevant module in Canvas.	2.1a, 3.1, 3.3a, 4.1a and 4.1b
<ul style="list-style-type: none"> <li>to apply sound rhetorical practices, based on the material provided in English 101, including drafting, revising, and editing to ensure that appropriate stylistic and grammatical conventions such as diction, syntax, and grammar are observed;</li> </ul>	Seminars on a range of compositional principles/practices including grammar, voice, syntax, diction. <b>Submit</b> introduction of research paper, including argumentative thesis.	2.1a, 2.2a, 2.2b, 3.5a, and 3.6a
<ul style="list-style-type: none"> <li>to maintain, chronologically and systematically, a complete record of sources discovered while conducting research; and</li> </ul>	<b>Discuss</b> research process and recording, and <b>develop</b> specific method for recording results of research as it progresses.	3.2a, 3.2b, 3.4a, 3.5a, 3.6a, 4.1a, and 4.1b
<ul style="list-style-type: none"> <li>to produce documented, multi-source writing in one or more papers for a combined total of at least 2500 words in the final version.</li> </ul>	<b>Submit drafts</b> , in increments, of research essay for peer and teacher review (defining the problem, causes and effects, possible solutions with critique, and integrated solution).	3.4a, 3.6a and 3.7a
<ul style="list-style-type: none"> <li>To develop a verbal presentation outlining your research topic, its development, and your research experience.</li> </ul>	<b>Review</b> techniques for 5-7 minute verbal presentations re: topic, findings, results, conclusions; <b>present</b> during Final Exam Week.	1.3b, 1.4a, 1.4b, and 3.1

Outcome 3: Students will demonstrate appropriate professional behaviors in a variety of modalities and roles, including leadership, ethics, conflict resolution, self-awareness, feedback, time and stress management skills, and global awareness/diversity.

**Criteria Group 3.1: Leadership and Teamwork**

3.1a: Demonstrate effective leadership and teamwork

**Criteria Group 3.2: Demonstrate Ethics**

3.2a: Conforms with the college's academic honest policy

3.2b: Conforms with the college's responsible use of technology policy

**Criteria Group 3.3: Conflict Resolution**

3.3a: Utilize conflict resolution

**Criteria Group 3.4: Personal and Professional Planning**

3.4a: Demonstrate personal and professional planning

**Criteria Group 3.5: Feedback**

3.5a: Utilize feedback

**Criteria Group 3.6: Time and Stress Management Skills**

3.6a: Utilize time and stress management skills

**Criteria Group 3.7: Global Awareness**

3.7a: Demonstrate global awareness

**Outcome 4:** Students will use technology and other resources efficiently and legally/ethically to effectively gather, organize, manage, evaluate and create information, solve problems, and communicate.

**Criteria Group 4.1: Computer/Technology Literacy**

4.1a: Create, save, store, and retrieve electronic files and information

4.1b: Communicate effectively via electronic media

**Course Outcomes:**

**Means to Achieve Outcomes (Tools):**

**RCC Outcome Assessment Criteria:**

<ul style="list-style-type: none"> <li>to choose a topic of sufficient importance and complexity to merit research in a college intellectual climate;</li> </ul>	<p><b>Stream/discuss</b> documentaries on subjects involving globalization as a basis for a topic of appropriate complexity.</p>	1.1, 1.1a, 1.3a and 1.3b
<ul style="list-style-type: none"> <li>to create a plan for undertaking research addressing this topic, refining the plan as research progresses;</li> </ul>	<p><b>Continue discussing</b> subject matter alternatives for deciding upon provisional research topic.</p>	1.1b, 3.4a, and 3.6a
<ul style="list-style-type: none"> <li>to develop a topic outline upon which a closed-form, argumentative-research essay will be structured;</li> </ul>	<p><b>Determine and submit</b> tentative research topic, argumentative thesis, and complete topic outline (points).</p>	1.1a, and 3.7a
<ul style="list-style-type: none"> <li>to acquaint students with the resources for research, including the RCC Learning Resource Center, online resources, etc., in discovering evidence with which to support the paper's thesis and related claims;</li> </ul>	<p><b>Tour</b> LRC Catalog in relevant module in Canvas.</p>	2.1a, 3.1, 3.3a, 4.1a and 4.1b
<ul style="list-style-type: none"> <li>to apply sound rhetorical practices, based on the material provided in English 101, including drafting, revising, and editing to ensure that appropriate stylistic and grammatical conventions such as diction, syntax, and grammar are observed;</li> </ul>	<p>Seminars on a range of compositional principles/practices including grammar, voice, syntax, diction. <b>Submit</b> introduction of research paper, including argumentative thesis.</p>	2.1a, 2.2a, 2.2b, 3.5a, and 3.6a

<ul style="list-style-type: none"> <li>to maintain, chronologically and systematically, a complete record of sources discovered while conducting research; and</li> </ul>	<p><b>Discuss</b> research process and recording, and <b>develop</b> specific method for recording results of research as it progresses.</p>	3.2a, 3.2b, 3.4a, 3.5a, 3.6a, 4.1a, and 4.1b
<ul style="list-style-type: none"> <li>to produce documented, multi-source writing in one or more papers for a combined total of at least 2500 words in the final version.</li> </ul>	<p><b>Submit drafts</b>, in increments, of research essay for peer and teacher review (defining the problem, causes and effects, possible solutions with critique, and integrated solution).</p>	3.4a, 3.6a and 3.7a
<ul style="list-style-type: none"> <li>To develop a verbal presentation outlining your research topic, its development, and your research experience.</li> </ul>	<p><b>Review</b> techniques for 5-7 minute verbal presentations re: topic, findings, results, conclusions; <b>present</b> during Final Exam Week.</p>	1.3b, 1.4a, 1.4b, and 3.1

### Useful Research Information:

<a href="http://jics.richland.edu/ICS/Library">jics.richland.edu/ICS/Library</a> (lists LRC electronic databases)
<a href="http://hip.rpls.ws/ipac20/ipac.jsp?profile=decarcc#focus">hip.rpls.ws/ipac20/ipac.jsp?profile=decarcc#focus</a> (to search for In-Library sources)
<a href="http://owl.english.purdue.edu/owl/resource/747/01/">owl.english.purdue.edu/owl/resource/747/01/</a> (information on MLA formats)
<a href="http://richland.edu/lrc/internet">richland.edu/lrc/internet</a> (information on evaluating websites)
<a href="http://mywot.com">mywot.com</a> (a crowd-sourced reliability indicator – individuals rate reliability – can be of some use)
<a href="http://wolframalpha.com">wolframalpha.com</a> (a computational knowledge engine) locates statistical info (can sample using IBM vs. Apple)
<a href="http://richland.edu/lrc/ill">richland.edu/lrc/ill</a> (request interlibrary loans from your computer)
<a href="http://richland.edu/lrc/tutorials">richland.edu/lrc/tutorials</a> (video tutorials for using research databases)
<a href="http://richland.edu/lrc/plagiarism">richland.edu/lrc/plagiarism</a> (VERY IMPORTANT - how to avoid plagiarism)
<a href="mailto:lmond@richland.edu">lmond@richland.edu</a> (ask questions of RCC LRC Librarian)

### Method of Evaluation:

Points will accumulate throughout the semester, as outlined below. The final grade is based on the percentage accumulated of total points possible (with percentages for major assignments being approximately equivalent to those outlined below, even if the total number of points varies from instructor-to-instructor).

Written work will be evaluated for competence in argumentative logic and organization, mechanics, diction, support, and sophistication of content as well as for sound research and appropriate documentation of sources (again, see grading standards below).

Points toward the final grade will also be awarded for:

- Class work (quizzes, exercises, etc.) - # of points to be determined by instructor
- Participation - number of points to be determined by instructor

The Research Paper typically accounts for at least 50 percent of the total grade for the course.

**Text/s:** Various texts will be provided through Canvas. The primary texts will be through visiting URLs provided on the course syllabus.

### Web-Enhanced Technology Integration:

All students should develop a working knowledge of computers, Internet access, email, the ability to create and save documents as an RTF file, the ability to send and receive electronic documents as attachments, and a general understanding of current technology and appropriate online behavior (Netiquette). Students may be assigned information to conduct research, access course information, or complete assignments online. All written assignments, presentations and reports must be typed using a word processing software program (preferably Microsoft Word). No handwritten

assignments will be accepted unless completed as part of an in-class assignment (if applicable). If the student does not have access to a computer at home, a computer is available in the computer lab located in the library. Be sure to check hours of operation. **SAVE COPIES OF ALL WORK** to a disk as a backup in the event of technical problems when assignments may have to be resubmitted or you may be forced to use another computer to complete your assignment.

## **Grading Policy:**

Weighted Grading or Total Points, Late Work Policy in accordance with SB100.

### Grading Scale

100-90%      A

89-80%       B

79-70%       C

69-60%       D

59% >        F

**\*REMEMBER THAT ALL WORK MUST BE SUBMITTED TO EARN A PASSING GRADE**

## **Attendance Policy:**

Regular attendance in class is necessary for satisfactory completion of a course. An instructor may drop a student who has failed to attend the first two class sessions. Richland faculty will take roll at each scheduled class. If a student is absent for one week plus one day (or less, if specified by the instructor in the course outline), his/her name may be sent to the Registrar's Office. Students with unsatisfactory attendance will be sent a "stopped attending" letter. At midterm, the College will drop any student who has failed to meet the attendance standards or attain sufficient progress in the course, as certified by the instructor, but is not required to do so. This report will be used to determine certain financial aid awards. Instructors may, at their option, accept late work, but such work may receive a lower grade if accepted late.

## **Online Attendance Policy:**

Online students are subject to the attendance policy for online courses as stated in the *College Catalog*. Student attendance in an online course is defined as active participation in the course. Participation in this course may take the form of posting to discussion forums, submitting assignments to drop boxes, or completing quizzes and exams. Students need to participate each week in some way to satisfy the attendance requirement. (*Note: logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.*)

A student can be dropped seven calendar days after the start of the semester for the following reasons:

1. Failure to meet the attendance requirement (as defined above) during the first week of class, **OR**
2. Failure to start the mandatory Canvas orientation during the first week of class, if not previously completed, **OR**
3. Failure to contact the instructor during the first week of class regarding an inability to complete either #1 or #2 above.

At midterm the College will administratively drop any student who has failed to meet the attendance requirement set forth by the instructor. After midterm, students who stop participating in a class without officially dropping a class and who are not administratively dropped may receive a grade of "F" for the course. This may also have an impact on financial aid rewards. It is ultimately the responsibility of the student to drop a course.

Any student who cannot meet the attendance requirements for a given week should contact his or her instructor immediately.

## **Human Relations Policy:**

**This course incorporates concepts regarding all races, creeds, sexes, and ethnic groupings, and the belief that they must learn to live together.**

## **RCC Core Values:**

- *Commitment* - We are dedicated to meeting the needs of the communities we serve.

- *Respect* - We recognize the expertise of all members of the College community and encourage individual contributions.
- *Excellence* - We strive to develop and pursue higher standards.
- *Accountability* - We assume and demonstrate responsibility for our actions.
- *Diversity/Inclusiveness* - We believe that our similarities and differences are opportunities for establishing a common bond and strengthening the College.

**RCC Academic Integrity Policy:**

Each student is expected to be honest in his/her class work or in the submission of information to the College. The College regards dishonesty in classroom and laboratories and on assignments and examinations and the submission of false and misleading information to the College as a serious offense. A student who cheats, plagiarizes, or furnishes false, misleading information to the College is subject to disciplinary action up to and including failure of a class or suspension/expulsion from the College.

**Cross-Disciplinary Outcomes:**

1. The degree-seeking student will be able to communicate effectively (read, write, speak, and listen).
2. The degree-seeking student will think critically and creatively.
3. The degree-seeking student will manage technology and evaluate information in various research and applied contexts.
4. The degree-seeking student will act professionally and responsibly.

**my.richland.edu:**

Richland uses my.richland.edu as the information portal for students. Users can access a wide variety of web-based services, including online registration, academic information, Richland e-mail, the Canvas Learning Management System, and the LRC research databases. Academic information available includes current semester schedules, unofficial transcripts, grade point average projection, financial aid information review, online payment services, and degree auditing to determine degree completion progress. Student grades are posted only on the my.richland.edu website. Grades will not be mailed to students unless requested.

Students with a “hold” placed on their records due to a financial obligation to the College or other unmet requirement will be unable to view academic records.

**Various RCC Student Support Services**  
**College Telephone Number: 217-875-7211**  
**(Operator – 217-875-7200, 7:30 a.m. to 9 p.m. M-Th, 7:30 a.m. – 5 p.m. F)**

**Academic Success Center**

**Accommodations:** Room C148, Ext. 379

Responsibilities: Services for students with documented disabilities, including advisement, counseling, adaptive equipment and materials, instructional aids, tutors, note takers, interpreters, and testing accommodations.

**Testing:** Room S116, Ext. 238

Responsibilities: Placement testing in English, mathematics, reading, health courses; make-up testing as arranged by instructor; testing for online courses

**Tutoring:** Room S118, Ext. 416

Responsibilities: Tutoring on walk-in or appointment basis, study groups, computers.

**Student Success Center (Temporary Location: Workforce Development Institute—WDI)**

**Advising and Registration,** WDI, Ext. 267

Responsibilities: Advisement, registration, general student services

**Campus Life,** Room C131, Ext. 243

Responsibilities: new student orientation, clubs and organizations, student leadership and service opportunities

**Career Services:** WDI, Ext. 305, 243

Responsibilities: Career exploration, job search, internships, resumé review.

**Counseling Services:** WDI, Ext. 252

Responsibilities: Academic advising, personal counseling

**Financial Aid and Veteran Affairs,** WDI, Ext. 274

Responsibilities: federal and state aid, veteran and entitlement benefits, scholarships

**On-campus Student Employment,** WDI, Ext. 205

Responsibilities: coordinates student part-time, temporary employment on campus

**Student Records:** WDI, Ext. 257

Responsibilities: Registration, grades, transcripts, graduation

**Transfer Center:** WDI, Ext. 222

Responsibilities: Transfer information, college visits, and campus representatives on campus

**Veteran Services,** WDI, Ext. 307, 205

Responsibilities: assist veterans with comprehensive college services

**Learning Feedback System**

Students now have the opportunity to evaluate courses each semester through the Learning Feedback System available online. Faculty will announce when the Learning Feedback System is available for the course and explain the process for accessing the LFS. Some faculty may also use the LFS at midterm. Students are notified by e-mail when the LFS is available.

**Learning Resources Center (Library):** Room C152, Ext.303

Responsibilities: Manages print and electronic resources for students, faculty and the broader college community. Offers research assistance, information literacy sessions, course reserves, individual and group study areas.

**Online Learning Support:** [ochelp@richland.edu](mailto:ochelp@richland.edu) Room W143, Ext. 376

Responsibilities: Assists students with navigation in an online course, access and navigation in the student information system, and technical questions regarding personal computer system requirements and troubleshooting. Assistance is also given to students in hybrid and technology enhanced courses. Staff provides technical support through e-mail, telephone, and walk-in service.

The best way for students to contact the Online Help Desk:

From Canvas – click on the “Help” link in the upper right corner and choose Report a Problem.

Non-Canvas related issues: e-mail [ochelp@richland.edu](mailto:ochelp@richland.edu). The request goes directly to the Help Desk e-mail and is checked regularly.

**Open Computer Labs:**

Students may use computers in the Learning Resources Center, in C238. ID is required for computer use in C238.

**Student Support Services/TRIO Program:** Room C143, Ext. 440. Responsibilities: Program designed for college students identified as first-generation, low-income, and/or with disabilities, offering academic and personal support.

English 102

Composition 2 Research Paper, Dual Credit

Mrs. Hudson

Dual Credit means this course is a COLLEGE COURSE and is designed to introduce you to college academic research writing. This class is writing intensive. There are numerous small writing assignments, two presentations, and one large, formal research paper as well as reading assignments and quizzes as I deem necessary. Class discussion is also important. Be prepared to participate every day.

Please treat all email correspondence with me as professional correspondence. Include a subject line, a greeting, your message, a closing, and use formal, polite language. Thank you in advance.

Classroom Rules:

1. Be NICE
2. Be APPROPRIATE
3. PARTICIPATE
4. All school rules apply

Office Hours and Help: I will be available for help every morning before school in the Writing Center or after school by appointment. You may make an appointment by asking me in person or emailing me. If you do not get a confirmation email response from me, which means the appointment is not confirmed. Please give me 24 hours notice for appointments.

Course Policies:

ATTENDANCE IS REQUIRED! I expect you to be present, on time, and prepared. It is very difficult to pass this class with more than 5 absences. At 10 absences (excused OR unexcused), you NO LONGER RECEIVE COLLEGE CREDIT FOR THIS COURSE.

ALL READING, WRITING, AND IN CLASS ASSIGNMENTS ARE REQUIRED.

YOU MUST EARN A C OR BETTER TO EARN COLLEGE CREDIT FOR THIS COURSE

**LATE WORK IS NOT ACCEPTED. \*IF it is late, you must still do it to pass the class, but you will earn a zero for the assignment.** I understand bad things happen. You get ONE extension. That is it. Use it wisely.

To use your extension you must

1. Email me before class telling me you need the extension
2. Turn in the assignment as you walk in the door the next day

Final drafts: I expect to see SIGNIFICANT changes and revisions from your rough to your final drafts. You will write a REFLECTION MEMO detailing your deep revisions for each final draft. If I see a lack of deep revision, you will receive a failing grade for that paper. No exceptions. No writing is perfect. Ever.

Plagiarism: DON'T DO IT! Any cases of plagiarism will result in a zero for the assignment, a report to the Richland Community College Judicial Affairs Office, and if egregious enough, may even result in removal from the class with a failing grade.

**Plagiarism includes directly copying words or ideas (from a published or unpublished source, from another student, from the internet...) and representing these words or ideas as your own.** Please check your papers carefully for unintentional plagiarism and cite ANYTHING that wasn't your original idea. We will talk at length about how to avoid plagiarism in class. \*Please refer to RCC's policy on page 9.

Paper formatting: All papers are required to follow either MLA or APA citation style. We will go over these styles in class, but if you forget or need tips, go to Purdue OWL (Online Writing Lab) for proper citation techniques.



Papers must be double spaced and typed in Times New Roman 12 point font. No extra spaces between paragraphs, please. No handwritten papers will be accepted.

- **STUDENTS ARE NOT TO ASSUME THEY WILL BE AUTOMATICALLY DROPPED AND MUST FOLLOW APPROPRIATE PROCEDURES FOR WITHDRAWING FROM A COURSE. HOWEVER, PLEASE CONTACT YOUR PROFESSOR, FIRST, TO DISCUSS ALTERNATIVES.**
- **THE COURSE IS FOCUSED ON EXAMINING ISSUES THAT ARE IMPORTANT AND TOPICAL TO STUDENTS’ INTELLECTUAL DEVELOPMENT AND ASSUMES THAT STUDENTS POSSESS A SOLID GROUNDING IN THE FUNDAMENTALS OF COLLEGE WRITING, INCLUDING DEVELOPING CLOSED-FORM, CLASSICAL ARGUMENTS IN RESEARCH PAPERS SUPPORTED BY FACT, WHENEVER POSSIBLE, AS WELL AS EXPERT OPINION TO ENHANCE THEIR OWN ARGUMENTATIVE THESIS.**
- I do not take late work. One extension s given. See the schedule for more information.
- **All assignments and the schedule, itself, are subject to change; *you are responsible for keeping up with changes. Additional readings and exercises will be assigned as needed (for students individually or to the class as a whole). Unannounced quizzes or examinations may be given on any assignments or discussions.***
- See the “Research Paper Requirements” and “Argument Organization Plan” documents which will be posted in the Getting Started Module on the Canvas Homepage. The Research Paper Requirements enumerates necessary elements of your final paper, and the (Classical) Argument Organization Plan shows one way of looking at a research paper: as a Classical Argument, which you learned to formulate in English 101, with supporting citations. Research papers must be in closed-form and have an academic tone (use third person voice).
- All assignments must be submitted via Canvas.
- **ALL MATERIALS MUST BE SUBMITTED IN .DOC OR .DOCX FORMAT.**

Week 1	Monday: Introduction to Class “Resolutions” activity Watch Ted Talks before Wednesday’s class: <a href="http://www.ted.com/talks/ethan_zuckerman">http://www.ted.com/talks/ethan_zuckerman</a> T: “Globalization:” What is it? Ted Talks Discussions W: Ted Talks Discussion continued, Introduction to group mini research project TH: Group formation and work F: <b>Syllabus Quiz</b>
Week 2	Group “globalization” research Tuesday: Article of the Week (AOW) (See link in Canvas) 10 points 1/13 Wed. Half day
Week 3	Monday No School Tuesday: Last day for groups to prepare <b>Wed-Friday Group presentations and discussions 100 point assignment</b> Friday: Read <a href="http://owl.english.purdue.edu/owl/resource/728/02/">http://owl.english.purdue.edu/owl/resource/728/02/</a> Exploratory paper assigned, Research paper assignment explained
Week 4	M: Topic Exploration Discussion, Essay time T: AOW 10 Points (see link on Canvas), Essay work time

	<p>W: Half day  TH: Essay Work time  F: <b>Exploratory Essay Draft due</b>. Peer edits and discussion (30 points)</p>
Week 5	<p>M: <b>FINAL COPY EXPLORATORY ESSAY due</b> (100 points)  <b>Topic Selection due</b> (30 points). The wonders of NOTECARDS!  Bring notecards  T: AOW (Canvas link) 10 points, <b>Come with one good source (10 points)</b>. Reverse Bibliography Intro  W: Work on Reverse Bibliography  TH: Reverse Bibliography work  F: <b>Reverse Bibliography due</b> (50 points)</p>
Week 6	<p>M-F: Citation Boot Camp Week  W: Half Day  MLA, APA, Footnotes, more on notecards  F: <b>TEST over MLA, APA, footnotes</b></p>
Week 7	<p>M: No School President's Day  T: AOW (Canvas link) 10 points, research time  Research Week  F: <b>Annotated Bibliography Due</b> (50 points)</p>
Week 8	<p>M: Research time  T: research/ writing time. <b>15 notecards with at least 3 source cards due for Defining the Problem section</b> (30 points)  W: Half day  TH: work on Defining the Problem section  F: <b>Defining the Problem section due WITH WORKS CITED/REFERENCE PAGE</b> and Peer review (30 points).</p>
Week 9	<p>M: Review Peer reviews, troubleshooting, revision time, <b>WORKING THESIS STATEMENT DUE (30 points)</b>  T: AOW (Canvas Link) 10 points  W: research time, teacher conferences  TH: research time, teacher conferences  F: <b>15 notecards due with at least 3 source cards for "Causes and Effects" section (at least 15)</b> 30 points, teacher conferences</p>
Week 10	<p>M: research time  T: AOW (Canvas Link) 10 points  W: Half day  TH: research time, <b>CAUSES AND EFFECTS SECTION DUE</b>, peer review (30 points)  F: Revision time, troubleshooting</p>
Week 11	<p>M: Research  T: AOW (Canvas Link) 10 points  W: Research</p>

	<p>TH: <b>15 “Possible Solutions/critiques” notecards plus source cards due</b> (30 points)  F: <b>Possible Solutions section due.</b> Peer Review and troubleshooting (30 points)</p>
Week 12	<p>M: Research  T: AOW (Canvas Link) 10 points  W: Half day  TH: Research, teacher conferences  F: <b>15 notecards with source cards due</b> for Integrated Solution section (30 points)</p>
Week 13	<p>M: Writing Time, teacher conferences  T: AOW (Canvas Link) 10 points  W: Writing time, teacher conferences  TH: Writing Time, teacher conferences  F: <b>Integrated Solution Section Due, Peer review</b> (30 points)</p>
Week 14	<p>M: Revisions, teacher conferences, <b>Introductions and conclusions, final thesis due</b> (30 points)  T: AOW (Canvas Link) 10 points  W: Revisions, teacher conferences  TH: <b>RESEARCH PAPER COMPLETE “BEST DRAFT” DUE</b> (100 points) Peer Review  F: Peer Review</p>
Week 15	<p>M: Peer Review  T: AOW (Canvas Link) 10 points  W: Final revisions  TH: Proofreading strategies  F: Final draft revisions</p>
Week 16	<p>M: <b>FINAL RESEARCH PAPER DUE Beginning of class!!! (300 points)</b>  How to present a research paper  T: AOW (Canvas Link) 10 points  W: How to be an AUDIENCE MEMBER at a paper presentation, Presentation work  T: Presentation work  F: Presentation work, draw lots</p>
Week 17	<p>M: partner practice  T: AOW (Canvas Link) 10 points  W: <b>ALL PRESENTATION MATERIALS DUE (Handout, slides, notes, visuals).</b> (30 points). Presentations begin (100 points)  TH: Presentations  F: Presentations</p>
Week 18	<p>M: Presentations</p>

Week 19	<p>T: AOW 10 points W: Presentations TH: Presentations F: Presentations</p> <p>M: Make ups, reflection paper T: AOW (Canvas Link) 10 points W: Make ups, reflection paper work <b>Reflection paper due (50 points)</b> 5/19 Exams Teacher evaluation due ( in class) 5/20 Exams</p>
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**I have read and understand the attached syllabus and course guidelines for English 102.**

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Student Name (print)

Signature

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Parent/Guardian Signature