



## COURSE SYLLABUS

**COURSE TITLE:** INTENSIVE ENGLISH  
COMPOSITION I

**TERM & YEAR:** Spring 2016

**COURSE & SECTION NUMBER:** ENG 104.01

**TIME & PLACE:** MWRF 11:00-11:50 Taylor 217

**NUMBER OF CREDIT HOURS:** 4-1-4

**INSTRUCTOR:** Dr. Alison Witte

**OFFICE LOCATION/HOURS:** 215 Taylor Hall  
M/W/F 9:00-11:00  
T/R 9:30-11:00  
Additional Hours by Appointment

**OFFICE PHONE:** (260) 665-4774

**EMAIL:** wittea@trine.edu

**COURSE DESCRIPTION:** Intensive training in methods of exposition leading to the ability to write coherent, clear and persuasive essays. This course also reviews the major conventions used in writing English. A one-hour weekly lecture will provide a general review of these conventions, along with a one-hour weekly lab to provide further instruction either on an individual or group basis.

**PREREQUISITES:** "C" or better in ENG 024, or adequate SAT Verbal or ACT English score

### REQUIRED TEXTS:

1. Mims & Nollen, *Mirror on America*, 5<sup>th</sup> edition, 2012, Bedford St. Martins, ISBN: 0-312-66765-5 ISBN-13: 978-0-312-66765-8
2. Stephen King, *The Running Man*, 1999, Signet, ISBN-13: 978-0451197962

### OTHER MATERIALS:

Access to the internet to use our class Moodle course in Trine Online  
Manila Folder for Final Portfolio

**LEARNING OUTCOMES:** Upon completion of this course, the student should be able to:

1. Implement the writing process of planning, drafting, and revising.
2. Organize ideas effectively.
3. Develop concise and coherent paragraphs.
4. Develop and support a thesis statement.
5. Edit for grammatical accuracy and effective usage.

### HABITS OF THE MIND

As you progress in your academic and professional careers, you will be expected to do more writing on your own and to write about topics and information that more original and unique than simply reporting or regurgitating other people's information. To be successful as a writer, you'll need to develop more than your knowledge of paragraphs and vocabulary. You need to develop habits that will help you accomplish all sorts of writing tasks.

In this class, we will focus on:

- **Intellectual Curiosity:** Successful writers ask questions and actively seek answers.
- **Critical Reading:** Successful writers read texts of all kinds for both what they say and how they say it to learn about the world around them, about what people think about that world, and how people use writing to describe and influence that world.
- **Collaboration:** Successful writers work with others to develop their ideas, to write documents, and to rework and polish documents they've written.

### COURSE REQUIREMENTS:

## DIAGNOSTIC WRITING ASSIGNMENT

Students in every section of first-semester writing are required to complete a diagnostic writing assignment during the first week of classes. This persuasive essay will be written using a computer. This essay is used to get a better sense of your abilities as a writer and will be viewed by a departmental committee. You may not pass this class without completing this assignment. The score you receive for this assignment is only for completing the assignment, and is not a reflection of how well or poorly you did on the assignment.

## LAB WORK

Each week, you will attend two lab sessions, one in the Writing Center and one with an instructor, which will count as a portion of your grade in this course. Lab work may involve grammar worksheets or paper tutorials. Failing to take lab work seriously or to treat the lab staff with respect will have a direct effect on your final grade for this course. Work done in your instructor-led lab on Thursdays must be submitted on Friday at the beginning of class.

## WEEKLY CITATION ACTIVITIES

Each Monday, you will be assigned a citation task to complete on Moodle. These tasks will include using signal phrases, doing in-text citations, creating and formatting works cited entries and labeling charts, graphs and images. **These activities are due Wednesday before class starts.**

## PORTFOLIO

This portfolio will contain your work from the semester. It should demonstrate the progress you've made over the semester by including your drafts that led to your final projects. The components of the portfolio will explore topics related to your readings in *Mirror on America* and *The Running Man*

To achieve this goal, your portfolio will also include an Introduction that sets the theme and tone of your portfolio, and describes the content and organization of your portfolio. It will also include:

**Perceptions and Reality: Self-Image** (Chapter 5—How do I look): This project will explore issues surrounding self-image. In this paper, you will draw directly on the readings from *Mirror on America* to support a claim you make about how you formed your own self-image. This paper might discuss and analyze an experience you had in the past, connecting it to the similarities or pointing out the differences between your experiences and the readings. Your goal is to demonstrate how specific experiences shaped a part of your self-image or your self-image at a particular time.

**Perceptions and Reality: Food, Family, & Community** (Chapter 4—You are what you eat): The project will have you look at the ways your family, friends, and community use food to share beliefs or values that are important to them. Food is a central part of many communities, and is one way that values, beliefs, and traditions are passed from one community member to another. In this paper, you will discuss an important food-related event connected to your friends, family or community. Your goal is to demonstrate why this event is important to your community and what values, beliefs, or traditions it reveals, supports, and passes on.

**Perceptions and Reality: Education:** This project will have you look at education and its roles in your life and the lives of people around you. This project asks you to examine a belief people have about education and to make an argument about (1) why people hold that belief and (2) how accurate that belief is, based on research about your topic.

**Perceptions and Reality: Sports, Entertainment, & Technology:** This project connects directly to your reading of *The Running Man* and asks you to think about writing in another way. In this project, you'll choose a topic and examine how it's depicted in popular media (films, television, music, art, magazines, social media, etc.) and collect images that demonstrate how this topic is presented. Your final product will be a visual argument, accompanied by a textual argument, that expands the depiction of your topic by including images that show your topic from other points of view. You'll display your final visual arguments and make a brief presentation explaining them during our final exam period.

**Final Reflection:** This final reflection should reveal what you have learned over the course of the semester about your writing and yourself as a writer. It should draw from the ideas we cover in class AND your experiences writing for the class. As we have been working on supporting ideas throughout the semester, you must support any claims you make with references to specific events in the class, specific writing done throughout the semester (forum discussions, activities, drafts, etc), specific spots in your writing, specific ideas or citations from the texts we read.

## PORTFOLIO PROCESS

The final version of each of the Portfolio documents is due at the end of the semester. To keep on track throughout the semester, we will workshop these documents over the course of the semester. Workshops are mandatory and part of your final grade for the course. To earn credit for workshops, you must be present the day of the workshop with a meaningfully revised draft of the component being workshopped. You must provide feedback to your peers on their documents and complete the Feedback response.

Notes on Revision: You **MUST** participate in the workshops to turn in revisions to me for comments. You **MUST** also submit revisions by the initial deadlines to continue to submit revisions throughout the semester.

You will also be required to keep a Portfolio Progress Sheet that you must turn in when you submit each portfolio assignment. This sheet will help you see how you are doing on your portfolio and is required to submit your portfolio.

## IN CLASS ACTIVITIES

We will do a variety of activities in class aimed at learning about research and research writing. **These activities cannot be made up if you miss class.**

## DISCUSSION QUESTIONS

You will be responsible for doing 10 sets of discussion questions throughout the semester. These questions must encourage your classmates to think about and discuss issues raised by the readings we do for class. You will need to have 2 questions in each set. Questions cannot be yes/no or strictly about what happens or is said in the text.

## ACHIEVEMENT WRITING ASSIGNMENT

Students in every section of first-semester writing are required to complete a final writing assignment. This persuasive essay will be written using a computer.

Your essay will be scored by two other writing professors in the Department of Language and Humanities and will account for 10% of your grade in this course. You may not pass this class without completing this assignment. Further, you cannot pass this class if you complete the assignment, but earn a score of 0 from both scorers.

## **ATTENDANCE/PARTICIPATION**

Attendance in this class is expected. You need to arrive on time and prepared for class—having done your reading and any additional homework—to be considered in attendance. When you come to class unprepared you inhibit my ability to teach, as I prepare for each class assuming you have done your reading and work, and you waste not only my and your classmate's time, but your own.

Timeliness is also a part of attendance. I will take attendance at the beginning of class, before any other activity. If you are not present when I take attendance, you will be marked absent for that day. If you arrive late, you must speak to me after class and ask me to mark you present; I will not do this automatically. If you fail to speak to me; you will be considered absent.

If you must miss class for any reason, you **MUST** contact me ASAP concerning your absence if you expect to stay on track to complete the course. **You may miss up to 3 classes**, but choosing to miss class may mean missed in-class work that will negatively impact your final grade. For each class you miss beyond the 3, you may have 10 points deducted from your final grade.

You are also responsible for completing any reading or work that is assigned on the calendar for the days you miss and for the day you will return to class. Again, failing to come to class prepared wastes both my time and yours.

**GRADING/EVALUATION:**

ASSIGNMENT	POINTS
Portfolio	
Perception and Reality: Self-Image	100 points
Perception and Reality: Food, Family & Community	100 points
Perception and Reality: Education	125 points
Perception and Reality: Sports, Entertainment, & Tech	125 points
Reflection	50 points
Workshop Participation (4 x 10 points)	40
Drafts for Teacher Review (4x 10 points)	40
Diagnostic Writing Assignment	10
Lab Attendance and Work	100
Discussion Questions (10 x 5 points)	50
Writing Center Lab Attendance (12 appointments x 5 points)	60
Weekly Citation Activities (10 x 5 points)	50
In-Class Activities (5 x 5 points)	25
Achievement Writing Assignment	100
Final Exam Presentation	25
<b>TOTAL</b>	<b>1000</b>

- You must complete
- ✓ ALL components of the (Re)Writing Identity Portfolio
  - ✓ Diagnostic Writing Assignment
  - ✓ Final Writing Assignment
- to pass this course.

FINAL GRADE	POINTS NEEDED
A	900-1000
B+	870-899
B	800-869
C+	770-799
C	700-769
D+	670-699
D	600-669
F	Less than 600

**OTHER POLICIES:****ACADEMIC MISCONDUCT**

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

### **PLAGIARISM**

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

### **LATE PAPERS**

Late work reflects poorly on your work ethic as a student and will prevent you from successfully completing the course. **Drafts of papers submitted within 48 hours of the due date will be accepted, but will receive NO feedback, only a grade.** Without this feedback it will be difficult for you to successfully revise for your portfolio. Drafts will not be accepted more than 48 hours past the due date.

### **EMAIL**

You are expected to send professional e-mail to professors and any other people you contact on or off-campus as part of this class. Professional emails should be polite with a greeting and signature, use complete sentences, and use correct grammar, spelling and punctuation.

I check my email regularly during business hours (7am-8pm). I will respond to your email as quickly and thoroughly as possible during these times. However, keep in mind that I teach other classes during the day besides yours, so I may not respond to you immediately. After 8pm, I'm on my own time. I may check my email, but I may not. So if you have questions or concerns after that time, feel free to email me knowing you may not hear from me until the following day. So plan your email communications accordingly.

### **OFFICE HOURS**

I will make every attempt to be available to meet with you during my office hours on campus. I can also be available by email, Skype or Google Plus by appointment.

If you make an appointment to meet with me, please be respectful of my time and that of your classmates by arriving on time and prepared for your appointment. If you must cancel, please let me know ASAP so that I don't wait for you and that I can give that time to someone else.

### **ELECTRONIC DEVICES**

Here's the deal...you are in control of your own learning, so you are in control of your devices (computers, tablets, phones, etc.)—that means you choose whether or not to bring them to class and whether or not to turn them off. You can decide whether they will distract, hinder, or help you.

But you are also a member of this class and need to be respectful of your classmates, so if you bring your devices to class, please keep them on vibrate or silent. If you must take a call, please leave the room, quickly and quietly.

ALL OTHER POLICIES ARE CONSISTENT WITH UNIVERSITY POLICIES.

**COURSE CALENDAR/SCHEDULE:**

*MOA= Mirror on America*

*RM= The Running Man*

*All other readings are available in the Readings section on the ENG 104 Moodle page.*

WEEK 1		
1/11	IN CLASS: Course Introduction Getting to know one another	FOR NEXT CLASS: ✓Set up Moodle profile ✓ <b>Read:</b> : Irvin “What is academic writing?” from Moodle
1/13	IN CLASS: Discuss Readings Discuss Expectations and Genres of Academic Writing	FOR NEXT CLASS: ✓ <b>Read:</b> Hinton “So You’ve Got a Writing Assignment, Now What?” from Moodle
1/14	LAB: 10:00-10:50 in 217 Taylor Hall Make sure you have your schedule so you can schedule your regular Writing Center lab appointment	FOR NEXT CLASS: ✓Bring any work from Lab
1/15	IN CLASS: Basics of Writing: Purpose, Genres, and Content Basics of Writing: Audience Discuss Diagnostic Writing Assignment	FOR NEXT CLASS: ✓ <b>Read:</b> <i>MOA</i> pages 380-389
WEEK 2		
1/18	NO CLASS-MLK DAY	FOR NEXT CLASS:
1/20	IN CLASS: Diagnostic Writing Assignment	FOR NEXT CLASS: ✓ <b>Read:</b> <i>MOA</i> pages 157-159; 160-162
1/21	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓Bring any work from Lab
1/22	IN CLASS: Assign Responding to the Reading #1: Exploring Self-Image Discuss Readings Pre-Writing Activity	FOR NEXT CLASS: ✓ <b>Read:</b> <i>MOA</i> pages 168-169 and 202-203
WEEK 3		
		1 Set of Discussion Questions Due this Week (1)
1/25	IN CLASS: Writing Effective Thesis Statement Organizing the Self-Image Paper	FOR NEXT CLASS: ✓ <b>Read:</b> <i>MOA</i> pages 164-166; 181-183
1/27	IN CLASS: Discuss Readings MLA Review	FOR NEXT CLASS: ✓ <b>Read:</b> <i>MOA</i> pages 172-173; 176-178 ✓ <b>Draft of Perception &amp; Reality: Self-Image for Teacher Review to Moodle</b>
1/28	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓Bring any work from Lab
1/29	<b>DUE:</b> <b>Draft of Perception &amp; Reality: Self-Image for Teacher Review to Moodle</b> <b>Portfolio Progress Sheet due in class</b> IN CLASS: Discuss Readings MLA Review continued Integrating Sources	FOR NEXT CLASS: ✓ <b>Read:</b> <i>MOA</i> pages 102-103; 135-136

WEEK 4		1 Set of Discussion Questions Due This Week (2)
2/1	IN CLASS: Discuss Readings Introduce Food, Family, Community Project Food Memory Activity	FOR NEXT CLASS: ✓ <b>Weekly Citation Activity #1</b> ✓ <b>Read:</b> <i>MOA</i> pages 117-121 ✓ <b>Read:</b> “The Future of Food Production” from Moodle
2/3	<b>DUE:</b> <b>Weekly Citation Activity #1</b> IN CLASS: Discuss Readings What is a community? Community Values Activity	FOR NEXT CLASS: ✓ <b>Read:</b> <i>MOA</i> pages 104-107; 110-111
2/4	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓ Bring any work from Lab
2/5	IN CLASS: Discuss Readings Using the Trine Library Evaluating Sources	FOR NEXT CLASS: ✓ <b>Read:</b> <i>MOA</i> pages 123-127; 138-141
WEEK 5		1 Set of Discussion Questions Due This Week (3)
2/8	IN CLASS: Discuss Readings Paraphrase and Summary Activity	FOR NEXT CLASS: ✓ <b>Weekly Citation Activity #2</b> ✓ <b>Read:</b> “A Quenched Thirst, A Clear Conscience—The Best Part of Waking Up” from Moodle
2/10	<b>DUE:</b> <b>Weekly Citation Activity #2</b> IN CLASS: Discuss Readings MLA Review	FOR NEXT CLASS: ✓ <b>Revised Draft of Perception &amp; Reality: Self-Image for Workshop</b>
2/11	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓ Bring any work from Lab
2/12	<b>DUE:</b> <b>Revised Draft of Perception &amp; Reality: Self-Image for Workshop</b> IN CLASS: Workshop Perception & Reality: Self-Image project	FOR NEXT CLASS: ✓ <b>Read</b> “Brightening Up the Dark Farming History of the Sunshine State” from Moodle
WEEK 6		1 Set of Discussion Questions Due This Week (4)
2/15	IN CLASS: Discuss Readings Work on Thesis Statements for the Food, Family, & Community project	FOR NEXT CLASS: ✓ <b>Weekly Citation Activity #3</b> ✓ <b>Read:</b> “Zombies vs. The Joy of Canning: Motivation in the Productive Home” from Moodle
2/17	<b>DUE:</b> <b>Weekly Citation Activity #3</b> IN CLASS: Discuss Readings Organizing the Food, Family, & Community project Using Evidence to Make Claims	FOR NEXT CLASS: ✓ <b>Read:</b> “Lessons from My Year as a Freshman” from Moodle ✓ <b>Draft of Food, Family, &amp; Community project for Teacher Review</b>
2/18	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓ Bring any work from Lab
2/19	<b>DUE:</b> <b>Draft of Food, Family, &amp; Community project for Teacher Review to Moodle</b> <b>Portfolio Progress Sheet due in class</b> IN CLASS: Discuss Readings Introduce Perception & Reality: Education project Education Inventory Activity	FOR NEXT CLASS: ✓ <b>Read:</b> “Should Working Class People Get B.A.’s and Ph.D.’s?” from Moodle

WEEK 7		1 Set of Discussion Questions Due This Week (5)
2/22	IN CLASS: Discuss Readings	FOR NEXT CLASS: ✓ <b>Read:</b> On the Uses of Liberal Education” by Edmundson from Moodle
2/24	IN CLASS: Discuss Readings Choosing a research topic Designing research questions	FOR NEXT CLASS: ✓ <b>Read:</b> “On the Uses of Liberal Education” by Shorris from Moodle
2/25	LAB 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓Bring any work from Lab
2/26	IN CLASS: Discuss Readings Writing a Thesis for the Perception and Reality: Education project	FOR NEXT CLASS: ✓ <b>Read:</b> “Fiscal Independence and the College Experience” from Moodle
WEEK 8		
2/29	IN CLASS: Discuss Readings Building an Argument	FOR NEXT CLASS: ✓ <b>Weekly Citation Activity #4</b> ✓ <b>Revised Draft of Perception and Reality: Food, Family, &amp; Community</b>
3/2	<b>DUE:</b> <b>Weekly Citation Activity #4</b> <b>Revised Draft of Perception and Reality: Food, Family, &amp; Community</b> IN CLASS: Workshop Perception and Reality: Food, Family & Community	FOR NEXT CLASS: ✓Bring printed copies of 3 sources that you plan to use for your Education paper
3/3	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓Bring any work from Lab
3/4	IN CLASS: Discuss Readings Organizing your Research information Finding Sources for a Counter-Argument Writing a Counter-Argument	FOR NEXT CLASS:
WEEK 9		
3/7-3/11	SPRING BREAK	
WEEK 10		1 Set of Discussion Questions Due This Week (6)
3/14	IN CLASS: Introduce <i>The Running Man</i> Building an Argument for the Perception and Reality: Education project	FOR NEXT CLASS: ✓ <b>Weekly Citation Activity #5</b> ✓ <b>Read:</b> <i>RM</i> chapters “Minus 100 and Counting” through “Minus 90 and Counting” (1-40)
3/16	<b>DUE:</b> <b>Weekly Citation Activity #5</b> IN CLASS: Discuss Readings Work Day	FOR NEXT CLASS ✓ <b>Draft of Perception and Reality: Education for Teacher Review</b> ✓ <b>Read:</b> <i>RM</i> chapters “Minus 89 and Counting” through “Minus 80 and Counting” (41-75)
3/17	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓Bring any work from Lab
3/18	<b>DUE:</b> <b>Draft of Perception and Reality: Education for Teacher Review</b> IN CLASS: Introduce Perception & Reality: Sports, Entertainment, & Technology project Discuss Readings	FOR NEXT CLASS: ✓ <b>Read:</b> <i>RM</i> chapters “Minus 079 and Counting” through “Minus 074 and Counting” (76-93)



WEEK 11		1 Set of Discussion Questions Due This Week (7)
3/21	IN CLASS: Discuss Readings Visual Argument Visual Argument Activity	FOR NEXT CLASS: ✓ <b>Weekly Citation Activity #6</b> ✓ <b>Read:</b> <i>RM</i> chapters “Minus -073 and Counting” through “Minus 068 and Counting” (94-114)
3/23	<b>DUE:</b> <b>Weekly Citation Activity #6</b> IN CLASS: Discuss Readings Choosing a Topic for the Sports, Entertainment, & Reality project	FOR NEXT CLASS: ✓ <b>Read:</b> <i>RM</i> chapters “Minus -067 and Counting” through “Minus 057 and Counting” (114-151)
3/24	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS: ✓Bring any work from Lab ✓ <b>Last day to submit revisions of Self-Image and Food, Family, &amp; Community papers for teacher feedback</b>
3/25 NO CLASS	<b>DUE:</b> <b>Last day to submit revisions of Self-Image and Food, Family, &amp; Community papers for teacher feedback</b> IN CLASS: No Class for Good Friday	FOR NEXT CLASS: ✓ <b>Read:</b> <i>RM</i> chapters “Minus -056 and Counting” through “Minus 052 and Counting” (152-169)
WEEK 12		1 Set of Discussion Questions Due This Week (8)
3/28	IN CLASS: Discuss Readings Developing a thesis for the Perception and Reality: Sports, Entertainment, and Technology project	FOR NEXT CLASS: ✓ <b>Weekly Citation Activity #7</b> ✓ <b>Read:</b> <i>RM</i> chapters “Minus -051 and Counting” through “Minus 043 and Counting” (170-209)
3/30	<b>DUE:</b> <b>Weekly Citation Activity #7</b> IN CLASS: Discuss Readings Review Argument Structure Organizing Your Perception and Reality: Sports, Entertainment & Technology Project	FOR NEXT CLASS: ✓ <b>Read:</b> <i>RM</i> chapters “Minus 042 and Counting” through “Minus 033 and Counting” (209-244)
3/31	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS ✓Bring any work from Lab
4/1	<b>DUE:</b> IN CLASS: Discuss Readings Writing and Refuting a Counter-argument	FOR NEXT CLASS: ✓ <b>Read:</b> <i>RM</i> chapters “Minus 032 and Counting” through “Minus 020 and Counting” (244-276)
WEEK 13		
4/4	IN CLASS: Discuss Readings Sports, Entertainment & Technology Visual Argument	FOR NEXT CLASS: ✓ <b>Weekly Citation Activity #8</b> ✓ <b>Revised Draft of Perception and Reality: Education project for Workshop</b>
4/6	<b>DUE:</b> <b>Weekly Citation Activity #8</b> <b>Revised Draft of Perception and Reality: Education project for Workshop</b> IN CLASS: Workshop of Perception and Reality: Education project	FOR NEXT CLASS:
4/7	LAB: 10:00-10:50 in 217 Taylor Hall	FOR NEXT CLASS ✓Bring any work from Lab
4/8	IN CLASS: Research Day	FOR NEXT CLASS ✓ <b>Read:</b> <i>RM</i> chapters “Minus 019 and Counting” through “Minus 013 and Counting” (277-294)



WEEK 14		1 Set of Discussion Questions Due This Week (9)
4/11	<b>DUE:</b> <b>Draft of Perception and Reality: Sports, Entertainment, and Technology for Teacher Review</b> <b>IN CLASS:</b> Prepare for Achievement Writing Assessment Review Diagnostic Writing Assignment Discuss Readings	<b>FOR NEXT CLASS:</b> ✓ <b>Weekly Citation Activity #9</b>
4/13	<b>DUE:</b> <b>Weekly Citation Activity #9</b> <b>IN CLASS:</b> Achievement Writing Assessment	<b>FOR NEXT CLASS:</b> ✓ <b>Read:</b> <i>RM</i> chapters “Minus 012 and Counting” through “Minus 000 and Counting” (295-317) ✓ <b>Read:</b> “The Importance of Being Richard Bachman”
4/14	<b>LAB:</b> 10:00-10:50 in 217 Taylor Hall	<b>FOR NEXT CLASS:</b> ✓Bring any work from Lab
4/15	<b>IN CLASS:</b> Discuss Readings Discuss Overall Message of the Novel Making a Visual Argument	<b>FOR NEXT CLASS:</b> ✓ <b>Read:</b> Postman’s “The Age of Show Business” from Moodle
WEEK 15		1 Set of Discussion Questions Due This Week (10)
<b>PERCEPTION &amp; REALITY IN THE MEDIA</b>		
4/18	<b>IN CLASS:</b> Discuss Readings Making a Visual Argument (Continued)	<b>FOR NEXT CLASS:</b> ✓ <b>Weekly Citation Activity #10</b> ✓ <b>Read:</b> “Why former 49er Chris Borland is the most dangerous man in football”
4/20	<b>DUE:</b> <b>Last day to submit revisions of Education and Sports, Entertainment, &amp; Technology projects for Teacher Feedback</b> <b>Weekly Citation Activity #10</b> <b>IN CLASS:</b> Discuss Readings	<b>FOR NEXT CLASS:</b> ✓ <b>Revised draft of Perception and Reality: Sports, Entertainment, and Technology Project</b>
4/21	<b>LAB:</b> 10:00-10:50 in 217 Taylor Hall	<b>FOR NEXT CLASS:</b> ✓Bring any work from Lab
4/22	<b>DUE:</b> <b>Revised Draft of Perception and Reality: Sports, Entertainment &amp; Technology project for Workshop</b> <b>IN CLASS:</b> Workshop Perception and Reality: Sports, Entertainment, & Technology Project	<b>FOR NEXT CLASS:</b> ✓Bring your computer and portfolio components to class for a Work Day
WEEK 16		REVISION WEEK & PRESENTATION PREP
4/25	<b>IN CLASS:</b> Work Day	<b>FOR NEXT CLASS:</b> ✓Bring your computer and portfolio components to class for a Work Day
4/27	<b>IN CLASS:</b> Preparing and Organizing your Portfolio	<b>FOR NEXT CLASS:</b> ✓Portfolio Due
4/28	<b>LAB:</b> 10:00-10:50 in 217 Taylor Hall	<b>FOR NEXT CLASS:</b> ✓Bring any work from Lab
4/29	<b>DUE:</b> Portfolio Due <b>IN CLASS:</b> Final Course Wrap-Up	<b>FOR NEXT CLASS:</b> ✓Visual Argument Presentation Project
WEEK 17		FINAL EXAMS
FINAL EXAM	<b>Visual Argument Presentation/Exposition</b> Thursday 5/5 11:00-1:00pm	

**ADDITIONAL INFORMATION:  
WRITING CENTER**

The Writing Center offers free one-on-one help with papers for any class to all main campus students. Tutors in the Writing Center can assist with choosing a topic, developing a thesis statement, organizing a paper, basic research, and issues with grammar and usage.

The Writing Center is located in the Academic Success Center on the first floor of the LINK, and is open Monday-Friday. Advance appointments can be made at [0](#). Depending on the availability of tutors, walk-ins are welcome, but students with appointments receive preference.

**CANCELLATION POLICY**

If you cannot attend a scheduled appointment, you must cancel 24 hours before your scheduled appointment by emailing the Writing Center at [writingcenter@trine.edu](mailto:writingcenter@trine.edu) or logging into your TrineWrite.com account and cancelling. Failing to cancel in a timely manner takes appointments from students who need them and prevents others from getting the help they need.

**Students who fail to cancel or cancel less than 24 hours before their appointments 3 times will be prohibited from making additional appointments.**

**ADVICE (from former students)**

- When you're in a group, DO the work.
- Take advantage of the Writing Center.
- Use all your resources (your professor, other professors, Writing Center, classmates, & friends)
- Use your time wisely. Check for homework DAILY.
- Do your citation activities.
- Be confident.
- Turn in as many revisions as possible.
- Go to class.
- Don't procrastinate