



## Course Description

Introduction to the basic concepts and requirements of college-level writing. Provides students with the ability to implement effective communication skills via the written word.

## Course Textbook

Aaron, J. E. (2010). *The Little, Brown compact handbook with exercises* (2nd custom ed.). New York, NY: Longman.

Lester, J. D., Lester, J. D., Reinking, J. A., & von der Osten, R. (2010/2011). *Strategies for writing successful research papers* (2nd custom ed.). New York, NY: Pearson Learning Solutions.

## Course Learning Objectives

Upon completion of this course, students should be able to:

1. Define the term “academic writing.”
2. Classify and apply the various elements of the writing situation including the context, subject, audience, purpose, research, deadline and length, and the document design.
3. Outline good writing practices.
4. Differentiate and distinguish between reading strategies, specifically those related to reading as a critic and as a writer.
5. Explain methods for developing effective sentences.
6. Duplicate in-text parenthetical citations according to APA style.
7. Demonstrate knowledge of the conventions of the paragraph.
8. Demonstrate the ability to effectively plan and draft a piece of academic writing.
9. Distinguish between and reproduce the skills of revising and editing.
10. Summarize the concept of “disciplinarity” while analyzing and classifying examples of writing in the humanities, social sciences, and the natural and applied sciences.
11. Identify the elements of the essay examination.
12. Examine the conventions of the definition, illustration, cause-and-effect, and argumentative essays.
13. Create a definition, an illustration, a cause-and-effect, and an argumentative essay, incorporating the unique conventions of each.

## Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

## Course Structure

1. **Unit Learning Objectives:** Each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbooks. Supplemental Readings are provided in Units I-III, V, and VI to aid students in their course of study.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Learning Activities (Non-Graded):** These non-graded Learning Activities appear in Units I-VI and VIII and are provided to aid students in their course of study. The answer key to the learning activities can be found [here](#).

6. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.
7. **Unit Assessments:** This course contains four Unit Assessments, one to be completed at the end of Units I-IV. Question types include multiple-choice, matching, short answer, and essay.
8. **Unit Assignments:** Students are required to submit for grading Formal Writing Assignments in Units V, VI, and VII. Specific information and instructions regarding these assignments are provided below.
9. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored – see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.
10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

## Unit Assignments

### Unit V Formal Writing Assignment

Using the definition essays you read as examples, write a 500-word definition essay about a topic of your choice. You may consider one of the following:

- What is a hero?
- What is a good parent?
- What is an ethical choice?

Your essay will be graded on its ability to adhere to the definition essay form. Does your essay attempt to define a problematic concept? Does it add to the discussion of how people might understand the topic? What is at stake in your discussion? In other words, is there a group of people who might be vindicated by your definition? Remember that while you are writing a definition essay, you want to avoid using the dictionary itself. This is meant to be a definition that you create, not one that you copy from a source. In addition, the dictionary is never considered a strong academic source because information that comes from the dictionary and encyclopedias is considered “common knowledge.” Therefore, inserting a dictionary definition into your paper makes it seem as though you are not a strong researcher.

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in *Strategies for Writing Successful Research Papers* for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See *The CSU Citation Guide*. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including the following:

- A title page that includes the title of the paper, the name of the student, and the name of the institution (Columbia Southern University);
- A proper running head according to APA 6th edition guidelines found in *The CSU Citation Guide* on pp. 13-14;
- One (1) academically valid source (see p. 18 of *The CSU Citation Guide* for assistance with finding sources through the CSU Online Library)
- A reference page with a centered header of “References” properly reflecting all sources used within the text (see *The CSU Citation Guide*, p. 16 for overall formatting guidelines and pp. 7-12 for formatting guidelines for specific source types).

The most reliable sources for appropriate information on the Internet will come from .gov, .edu, and .org sites or sites specifically devoted to scholarly writing, such as websites of scientific journals. Unacceptable sources are blogs, unreferenced articles, or general information from .com sites. General encyclopedias are prohibited sources and include, but are not limited to, Wikipedia, Encarta, Britannica, and World Book. Please utilize the CSU Online Library for credible and reliable electronic sources. If your essay is less than 500 words, you will not receive full credit, and depending on the word count, your grade may be severely impacted.

### Unit VI Formal Writing Assignment

Using the illustration essays you read as examples, write a 500-word illustration essay about a topic of your choice. You may consider one of the following:

- The seriousness of global warming
- The neglect of the elderly
- The condition of secondary education

Your essay will be graded on its ability to adhere to illustration essay conventions. Does your essay assert some serious problem or point that needs to be illustrated? Does the essay present an illustration that clarifies the main point or your position on the problem? Does the conclusion connect to the opening?

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in *Strategies for Writing Successful Research Papers* for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See *The CSU Citation Guide*. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including the following:

- A title page that includes the title of the paper, the name of the student, and the name of the institution (Columbia Southern University);
- A proper running head according to APA 6th edition guidelines found in *The CSU Citation Guide* on pp. 13-14;
- One (1) academically valid source (see p. 18 of *The CSU Citation Guide* for assistance with finding sources through the CSU Online Library)
- A reference page with a centered header of "References" properly reflecting all sources used within the text (see *The CSU Citation Guide*, p. 16 for overall formatting guidelines and pp. 7-12 for formatting guidelines for specific source types).

The most reliable sources for appropriate information on the Internet will come from .gov, .edu, and .org sites or sites specifically devoted to scholarly writing, such as websites of scientific journals. Unacceptable sources are blogs, unreferenced articles, or general information from .com sites. General encyclopedias are prohibited sources and include, but are not limited to, Wikipedia, Encarta, Britannica, and World Book. Please utilize the CSU Online Library for credible and reliable electronic sources. If your essay is less than 500 words, you will not receive full credit, and depending on the word count, your grade may be severely impacted.

## Unit VII Formal Writing Assignment

Using cause-and-effect example essays that you read as examples, write a 500-word cause-and-effect essay. You may choose to write about a subject of your choice. You may consider the following topics:

- A change in the way you deal with other people
- A major moment that changed the course of your life forever
- A change in the way you understood your country or your citizenship (a war, a policy, a political scandal, a political figure)

Your essay will be graded on its ability to adhere to the cause-and-effect essay conventions. Does your essay follow one of the formats on pages 149-151 of *Strategies for Writing Successful Research Papers*?

You will be graded using the following categories: content, organization, grammar and style conventions, resources, references, and APA formatting. Your essay will also be graded on its development. See the flow chart on page 77 in *Strategies for Writing Successful Research Papers* for guidance. Be sure that you revise, proofread, and format your essay according to APA standards. See *The CSU Citation Guide*. If you use outside sources, you need to use quotation marks for lifted language, as well as in-text and reference list citations. The APA organization/formatting should adhere to specifications for research papers, including the following:

- A title page that includes the title of the paper, the name of the student, and the name of the institution (Columbia Southern University);
- A proper running head according to APA 6th edition guidelines found in *The CSU Citation Guide* on pp. 13-14;
- One (1) academically valid source (see p. 18 of *The CSU Citation Guide* for assistance with finding sources through the CSU Online Library)
- A reference page with a centered header of "References" properly reflecting all sources used within the text (see *The CSU Citation Guide*, p. 16 for overall formatting guidelines and pp. 7-12 for formatting guidelines for specific source types).

The most reliable sources for appropriate information on the Internet will come from .gov, .edu, and .org sites or sites specifically devoted to scholarly writing, such as websites of scientific journals. Unacceptable sources are blogs, unreferenced articles, or general information from .com sites. General encyclopedias are prohibited sources and include, but are not limited to, Wikipedia, Encarta, Britannica, and World Book. Please utilize the CSU Online Library for credible and reliable electronic sources. If your essay is less than 500 words, you will not receive full credit, and depending on the word count, your grade may be severely impacted.

## **APA Guidelines**

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find CSU's Citation Guide in the myCSU Student Portal by clicking on the "Citation Resources" link in the "Learning Resources" area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

## **CSU Grading Rubric for Papers/Projects**

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

## **Final Examination Guidelines**

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

A standard Proctor is an unbiased, qualified individual who is selected by the student and agrees to supervise an examination. You are responsible for selecting a qualified Proctor, and the Proctor must be pre-approved by CSU.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

<http://mycsu.columbiasouthern.edu>

You are permitted four (4) hours to complete this exam, in the presence of your approved Proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams.

## **Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

## **Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-

public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

### **Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

### **Grading**

Discussion Boards (8 @ 2%)	= 16%
Unit Assessments (4 @ 8%)	= 32%
Unit V Formal Writing Assignment	= 9%
Unit VI Formal Writing Assignment	= 9%
Unit VII Formal Writing Assignment	= 9%
Final Exam	= 25%
<b>Total</b>	<b>= 100%</b>

### **Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

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Unit I	The Foundations of Academic Writing
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<b><i>The Little, Brown Compact Handbook with Exercises</i></b> <input type="checkbox"/> <b>Chapter 1:</b> The Writing Situation, Sections 1a-1d, pp. 3-8 <input type="checkbox"/> <b>Chapter 10:</b> Academic Writing, Sections 10a-10e, pp. 90-96 <input type="checkbox"/> <b>Chapter 39:</b> The Comma, Sections 39a-39h, pp. 300-317 <b><i>Strategies for Writing Successful Research Papers</i></b> <input type="checkbox"/> <b>Chapter 1:</b> Writing: A First Look, pp. 3-14 <b><i>The CSU Citation Guide (6th edition)</i></b> <input type="checkbox"/> <b>Introduction</b> <input type="checkbox"/> <b>APA General Information:</b> What is APA format and why is it used?, p. 4 <input type="checkbox"/> <b>Supplemental Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Assessment</b> by Tuesday, Midnight (Central Time)
Notes/Goals:	

Unit II	Reading Strategies and Writing Effective Sentences
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<b><i>The Little, Brown Compact Handbook with Exercises</i></b> <input type="checkbox"/> <b>Chapter 40:</b> The Semicolon, Sections 40a-40d, pp. 317-321 <input type="checkbox"/> <b>Chapter 41:</b> The Colon, Sections 41a-41c, pp. 322-324 <b><i>Strategies for Writing Successful Research Papers</i></b> <input type="checkbox"/> <b>Chapter 2:</b> Strategies for Successful Reading, pp. 15-29 <input type="checkbox"/> <b>Chapter 6:</b> Effective Sentences, pp. 100-113 <input type="checkbox"/> Peter Wing, "Rediscovering Patriotism," pp. 173-176 <b><i>The CSU Citation Guide (6th edition)</i></b> <input type="checkbox"/> <b>Referencing:</b> Citations in Text, pp. 5-7 <input type="checkbox"/> <b>Supplemental Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Assessment</b> by Tuesday, Midnight (Central Time) <input type="checkbox"/> <b>Proctor Approval Form</b>
Notes/Goals:	

EH 1010, English Composition I		Course Schedule
Unit III	Beginning to Write	
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide	
Read:	<b><i>Little, Brown Compact Handbook with Exercises</i></b> <input type="checkbox"/> <b>Chapter 35:</b> Sentence Fragments, Sections 35a-35c, pp. 280-285 <input type="checkbox"/> <b>Chapter 36:</b> Comma Splices and Fused Sentences, Sections 36a-36b, pp. 285-290 <b><i>Strategies for Writing Successful Research Papers</i></b> <input type="checkbox"/> <b>Chapter 3:</b> Planning and Drafting Your Paper, pp. 30-53 <input type="checkbox"/> <b>Chapter 5:</b> Paragraphs, pp. 78-99 <input type="checkbox"/> Scott Lemanski, "Bottled Troubled Water," pp. 207-212 <b><i>The CSU Citation Guide (6th edition)</i></b> <input type="checkbox"/> <b>Referencing:</b> Reference List, pp. 7-12 <input type="checkbox"/> <b>Supplemental Reading:</b> See Study Guide	
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)	
Submit:	<input type="checkbox"/> <b>Assessment</b> by Tuesday, Midnight (Central Time)	
Notes/Goals:		

Unit IV	Revising, Editing, and Considering Disciplinary
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<b><i>The Little, Brown Compact Handbook with Exercises</i></b> <input type="checkbox"/> <b>Chapter 37:</b> Mixed Sentences, Sections 37a-37c, pp. 291-294 <input type="checkbox"/> <b>Chapter 47:</b> Italics or Underlining, Sections 47a-47f, pp. 359-362 <input type="checkbox"/> <b>Chapter 55:</b> Goals and Requirements of the Disciplines, Sections 55a-55d, pp. 437-439 <input type="checkbox"/> <b>Chapter 57:</b> Writing in Other Disciplines, Sections 57a-57c, pp. 448-459 <b><i>Strategies for Writing Successful Research Papers</i></b> <input type="checkbox"/> <b>Chapter 4:</b> Revising and Editing Your Paper, pp. 54-77 <input type="checkbox"/> <b>Chapter 12:</b> The Essay Examination, pp. 216-222 <input type="checkbox"/> <b>Supplemental Reading:</b> See Study Guide
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)
Submit:	<input type="checkbox"/> <b>Assessment</b> by Tuesday, Midnight (Central Time)
Notes/Goals:	

EH 1010, English Composition I		Course Schedule
Unit V	The Definition Essay	
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide	
Read:	<b><i>Strategies for Writing Successful Research Papers</i></b> <input type="checkbox"/> <b>Chapter 7:</b> Diction, Tone, and Style, pp. 114-135 <input type="checkbox"/> <b>Chapter 10:</b> Definition: Establishing Boundaries, pp. 165-179 <input type="checkbox"/> “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 251-252 <input type="checkbox"/> Laurence Shames, “The Sweet Smell of Success Isn’t All That Sweet,” pp. 252-254 <input type="checkbox"/> Marc Zwelling, “The Blended Economy,” pp. 254-256 <input type="checkbox"/> Marti Bercaw, “Krumping,” pp. 256-258 <input type="checkbox"/> <b>Supplemental Reading:</b> See Study Guide	
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)	
Submit:	<input type="checkbox"/> <b>Formal Writing Assignment</b> by Tuesday, Midnight (Central Time)	
Notes/Goals:		

Unit VI	The Illustration Essay
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<b><i>The Little, Brown Compact Handbook with Exercises</i></b> <input type="checkbox"/> <b>Chapter 43:</b> Quotation Marks—Sections 43a-43g, pp. 332-337 <input type="checkbox"/> <b>Chapter 46:</b> Capital Letters—Sections 46a-46d, pp. 355-359 <b><i>Strategies for Writing Successful Research Papers</i></b> <input type="checkbox"/> <b>Chapter 8:</b> Illustration: Making Yourself Clear, pp. 137-147 <input type="checkbox"/> “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” p. 223 <input type="checkbox"/> Sabrina Rubin Erdely, “Binge Drinking, A Campus Killer,” pp. 223-227 <input type="checkbox"/> Martin Gottfried, “Rambos of the Road,” pp. 227-230 <input type="checkbox"/> Matea Gold and David Ferrell, “Going for Broke,” pp. 230-234 <input type="checkbox"/> Ellen Goodman, “The Company Man,” pp. 234-237 <input type="checkbox"/> <b>Supplemental Reading:</b> See Study Guide
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)
Submit:	<input type="checkbox"/> <b>Formal Writing Assignment</b> by Tuesday, Midnight (Central Time)
Notes/Goals:	

Unit VII	The Cause and Effect Essay
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide
<b>Read:</b>	<p><b><i>The Little, Brown Compact Handbook with Exercises</i></b></p> <input type="checkbox"/> <b>Chapter 16:</b> Parallelism—Sections 16a-16d, pp. 154-157
	<input type="checkbox"/> <b>Chapter 49:</b> Numbers—Sections 49a-49c, pp. 365-367
	<b><i>Strategies for Writing Successful Research Papers</i></b>
	<input type="checkbox"/> <b>Chapter 9:</b> Cause and Effect: Explaining Why, pp. 149-163
	<input type="checkbox"/> “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 236-237
	<input type="checkbox"/> Richard Tomkins, “Old Father Time Becomes a Terror,” pp. 237-240
	<input type="checkbox"/> Caroline Knapp, “Why We Keep Stuff,” pp. 241-243
	<input type="checkbox"/> Anne Roiphe, “Why Marriages Fail,” pp. 244-246
	<input type="checkbox"/> Belinda Luscombe and Kate Stinchfield, “Why We Flirt,” pp. 247-250
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
	<input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Formal Writing Assignment</b> by Tuesday, Midnight (Central Time)
	<input type="checkbox"/> <b>Request to take Final Exam</b>
Notes/Goals:	

Unit VIII	The Argumentative Essay
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide
	<input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<p><b><i>The Little, Brown Compact Handbook with Exercises</i></b></p> <input type="checkbox"/> <b>Chapter 33:</b> Adjectives and Adverbs, Sections 33a-33f, pp. 262-273
	<input type="checkbox"/> <b>Chapter 42:</b> The Apostrophe, Sections 42a-42d, pp. 325-331
	<b><i>Strategies for Writing Successful Research Papers</i></b>
	<input type="checkbox"/> <b>Chapter 11:</b> Argument: Convincing Others, pp. 180-215
	<input type="checkbox"/> “Reading Strategies,” “Reading Critically,” and “Reading As a Writer,” pp. 258-259
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
	<input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Final Exam</b> by Tuesday, Midnight (Central Time)
Notes/Goals:	