



North Central State College

<b>MASTER SYLLABUS</b>	<b>2026-2027</b>
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- A. Academic Division: Liberal Arts
- B. Discipline: English
- C. Course Number and Title: ENGL1010 English Composition I
- D. Assistant Dean: Laura Irmer, MFA, MA
- E. Credit Hours: 3
- F. Prerequisites: Qualifying placement test scores  
OR  
Co-requisites: ENGL-0010
- G. Last Course/Curriculum Revision Date: Summer 2025 Origin date: 01/03/2011
- H. Textbook(s) Title:  
  
Open Education Resources (available for download or view)  
*Write What Matters*
  - Authors: Minervini, A, Long, L., Gladd, J.
  - Copyright Year: 2020
  - Edition: 1st
  - ISBN: (Digital)
  - OER LINK: <https://idaho.pressbooks.pub/write/>
- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This is a basic course in expository writing and critical reading. Students read a variety of nonfiction works and write summaries, analyses, and essays in response to their reading. Students learn to read actively and accurately and to organize, develop, and revise coherent papers appropriate for a college-educated audience. (OTM for First Writing Course TME001)
- K. College Wide Learning Objectives:

College-Wide Learning Outcomes	Assessments - - How it is met & When it is met
Communication – Written	Written Communication VALUE Rubric, Final Portfolio, end of the term.
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<b>Outcomes</b>	<b>Assessments – How it is met &amp; When it is met</b>
1. Identify and analyze the elements that affect the writing situation—purpose, audience needs, stance, style, and format/structure.	Assigned essays and reading responses and discussions of the readings throughout the term (early and late term).
2. Demonstrate the relationship between critical thinking, reading, and writing techniques.	Assigned papers and exercises, as well as class discussions (throughout the term).
3. Use a flexible and recursive process for writing.	Assigned papers and exercises (throughout the term).
4. Use collaborative techniques in the writing process.	Group discussion of reading and writing assignments, brainstorming, peer review of drafts, and analysis of review comments (throughout the term).
5. Demonstrate a knowledge of conventions—organization, format, grammar, citations, mechanics, style, syntax, and MLA citations.	Accurate use of the conventions of formal writing in assigned papers and exercises (throughout the term).
6. Use electronic technology in the research and writing process.	Use of word processing and editing tools for composition and revision, use of discussion board (or equivalent tools) for generating and discussing ideas for more formal assignments, and use of an e-portfolio for assessment (throughout the term).
7. Write a minimum of 20 pages of formal text.	Required minimum lengths on assignments throughout the term.

M. Recommended Grading Scale:

<b>NUMERIC</b>	<b>GRADE</b>	<b>POINTS</b>	<b>DEFINITION</b>
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70–72	C-	1.67	Below Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Poor
00–59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.\* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences.

Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

\* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

**Important information regarding College Procedures and Policies can be found on the syllabus supplement located at**

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



**North Central State College**  
**SYLLABUS ADDENDUM**

<b>Academic Division:</b> <u>Liberal Arts</u>	<b>Discipline:</b> <u>English</u>
<b>Course Coordinator:</b> <u>Thomas Shields</u>	
<b>Course Number:</b> <u>ENGL 1010-910</u>	<b>Course Title:</b> <u>English Composition I</u>
<b>Semester / Session:</b> <u>Summer 2026</u>	<b>Start / End Date:</b> <u>5/26/2026 through 7/16/2026</u>

**Instructor Information**

<b>Name:</b> <u>Deb Hysell</u>	<b>Credentials:</b> <u>BA &amp; MA English; MLS Library Science</u>
<b>Phone Number:</b> <u>614-888-0176</u>	<b>E-Mail Address:</b> <u>dhysell@ncstatecollege.edu</u>
<b>Office Location:</b> <u>Virtual</u>	<b>Office Hours:</b> <u>By Request via Zoom</u>

Class Time: **6:00-7:20 Tuesday & Thursday**

Zoom Link: Join URL: <https://ncsc.zoom.us/j/85184533309?pwd=7b5j5w9aAChiG9MyhEE64xOUInKB9V.1> Passcode: **473735**

**I. Topical Timeline / Course Calendar (Subject to Change):**

Weekly assignments are subdivided into two parts (A and B)—to show what you should do in the beginning of the week and what you need to complete by the end of the week.

<b>Weeks</b>	<b>Topics</b>	<b>Assignments</b>	<b>Due Date</b>
1	<p><i>Reading:</i> 1A Why do we create monsters and 1B What is the connection between monsters and our society?</p> <p><i>Writing:</i> 1A Critical reading, writing, and thinking and 1B Academic language, audience, and summarizing</p>	<p><b>1A</b> Start Up: Accountability Check Start Up Discussion--Class Introductions</p> <p>Week 1 Monsters Discussion Extra Credit:</p> <ul style="list-style-type: none"> <li>• Critical Reading Exercise</li> <li>• Critical Thinking Activity</li> </ul> <p><b>1B</b> Summary Assignment Practice Visual Analysis (Synthesis Prewriting--not to be submitted) Outline for Essay 1 Start drafting Essay 1 Extra Credit Assignment</p> <ul style="list-style-type: none"> <li>• Understanding Growth Mindset for Learning;</li> </ul>	<p>Thursday, 5/28</p> <p>Friday, 5/29</p> <p>Sunday, 5/31</p>

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Weeks	Topics	Assignments	Due Date
2	<p><i>Reading:</i> 2A How/why do monsters highlight clashes between and among classes and cultures? and 2B Academic sentences</p> <p><i>Writing:</i> 2A Introducing essay 1 Rhetorical Analysis, and Drafting, conferencing and 2B Peer Editing</p>	<p><b>2A</b> Week 2 Accountability Check Week 2 Monsters Discussion Draft Essay 1</p> <p>Writing Conferencing/Draft Check</p> <p><b>2B</b> Peer Editing 1 Revising Essay 1 (not to be submitted) Essay 1 Final Reflection on Essay 1</p>	<p>Wednesday, June 3</p> <p>Friday, June 5</p> <p>Sunday, June 7</p>
3	<p><i>Reading:</i> 3A Monsters as a reflection of time and place and 3B Connections and Perspectives</p> <p><i>Writing:</i> 3A Introducing Essay 2 Structured Essay and 3B Drafting</p>	<p><b>3A</b> Week 3 Accountability Check Week 3 Monster Discussion Start Freewriting for Essay 2 Structured Essay (not to be submitted) Perspective Exercise</p> <p><b>3B</b> Outline Essay 2</p>	<p>Wednesday, June 10</p> <p>Sunday, June 14</p>
4	<p><i>Reading:</i> 4A Monster Origins and 4B Monsters--Gender and Power</p> <p><i>Writing:</i> 4A Drafting and 4B Peer editing</p>	<p><b>4A</b> Week 4 Accountability Check Week 4 Monsters Discussions Draft Essay 2 Writing Conferencing</p> <p><b>4B</b> Peer Editing 2 Essay 2 Final Reflection on Essay 2</p>	<p>Wednesday, June 17</p> <p>Sunday, June 21</p>
5	<p><i>Reading:</i> 5A Power of Monsters and 5B Is the Monster within us</p> <p><i>Writing:</i> 5A and 5B Drafting</p>	<p><b>5A</b> Week 5 Accountability Check Week 5 Monsters Discussion Start Freewriting, Outlining Essay 3 (not to be submitted) Start Research for Essay 3 (not to be submitted) Start Annotated Bibliography (not to be submitted)</p> <p><b>5B</b> Annotated Bibliography exercise Outline Essay 3 Start Drafting Essay 3 (not to be submitted)</p>	<p>Wednesday, June 24</p> <p>Sunday, June 28</p>

Weeks	Topics	Assignments	Due Date
6	<i>Reading:</i> 6A Do we still need monsters? and 6B Academic Writing  <i>Writing:</i> 6A Drafting and 6B Peer Editing	<b>6A</b> Week 6 Accountability Check Week 6 Monsters Discussion Draft Essay 3 Writing Conferencing  <b>6B</b> Peer Editing 3 Revising Essay 3 Essay 3 Final Reflection on Essay 3	Wednesday, July 1  Sunday, July 5
7	<i>Reading:</i> 7A and 7B Catching-up reading  <i>Writing:</i> 7A Introducing Multimodal Project and 7B Drafting	<b>7A</b> Start Freewriting, Outlining Multimodal (not to be submitted) Visual Analysis exercise Start Drafting and Outlining (not to be submitted)  <b>7B</b> Draft Multimodal Revisions Essay 1 & 2	Wednesday, July 8  Sunday, July 12
8	<i>Reading:</i> 8A Catching-up reading  <i>Writing:</i> 8A Peer Editing and 8B Finalizing	<b>8A</b> Writing Conferencing  Multimodal Project finishing touches Peer Editing MP Revision Essay 3  <b>8B</b> Multimodal Project due both parts	Monday, July 13  Tuesday, July 14  Thursday, July 16

**II. Grading and Testing Guidelines:**

Final Grade Calculation

Activity	Qty	Points	Percentage
Essays: Rhetorical Analysis, Structured, Synthesis, Multimodal Project	4	650	65%
Participation—Attendance (15), Accountability questions (7), Essay reflections (3), Writing conferences (4)	18	50	5%
Pre-Writing—Discussions (7), Outlines (3), Drafts (3), Peer editing (3), Peer editing reflections (3)	18	150	15%
Required Exercises--Summary, Perspectives, Annotated Bibliography, Visual Analysis	4	150	15%
		1000	100

1. **Academic writing**

- a. Summary
- b. Analysis
- c. Understanding and applying rhetorical principles
- d. Structured essay and synthesis writing
- e. Research, annotated bibliography, and APA style/citations
- f. Recursive writing process and online collaboration/communication
- g. Visual analysis and multimodal communication

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2. **Analysis of monsters as a theme**
  - h. Creation and history
  - i. Cultural reflections
  - j. Psychological underpinnings

III. **Examination Policy:** Not applicable to this course (which includes no examinations)

IV. **Class Attendance and Homework Make-Up Policy:**

1. Class attendance is necessary to acquire the knowledge required to
  - a. Understand assignments and complete them on time
  - b. Collaborate with other students to learn their ideas and providing feedback
  - c. To advance your skills and understanding of course content
2. Students are responsible for
  - a. Pre- and post-writing assignments and completing all assignments **on time**
  - b. Scheduling and attending writing conferences with their instructor
  - c. Requesting extensions for **three major essays** if needed

**A. Attendance:**

To help you start the term successfully, it is important that you attend the first-week class and complete first-week assignments by Monday of Week 2 (June 1). Students who do not meet these requirements may be withdrawn for non-attendance. While absences during the first week are generally not excused, situations such as documented hospitalization, a death in the immediate family, or other serious, life-threatening circumstances will be considered on an individual basis.

Many students need to balance school with work, family, and other responsibilities. If you anticipate challenges that could affect your attendance or ability to complete coursework, please plan ahead and make backup arrangements when possible. If your current schedule makes consistent participation difficult, you may want to reconsider your course load to set yourself up for success.

For this 8-credit hybrid course, you should plan to spend approximately 2–4 hours per credit hour on coursework each week. For this blended class, this typically includes an additional 9–12 hours of independent work outside of class each week.

Finally, for each major essay, all students are required to participate in individual writing conferences with the instructor. These conferences are an important part of the course, earn points, and are designed to support your growth as a writer.

**B. Late Assignment Policy for Major Assignments (the first three essays):**

Since assignments build on one another, you must submit all coursework when it is due. If circumstances make it impossible to turn in a **major** writing assignment on time, email me in advance (dhysell@ncstatecollege.edu) to request additional time. A late penalty of 10% or one letter grade will be deducted for each day late. If an assignment is submitted late after the submission window closes, 10% of the assignment's total points will be deducted for each calendar day that it is late. For example, a 100-point essay submitted one day late would lose 10 points; an essay submitted several days later may lose a significant portion of its grade. Late work will not be accepted without prior permission and will only be accepted with the daily 10% penalty for the first three major writing projects. The Multimodal Project is due on the last day of class, so extensions are not possible. For the first three essays, you may request a Due Date Pass described below.

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### **DUE DATE PASS**

Each of you gets a one-time Due Date Pass to use on any of the first three major writing assignments. You can use this pass to submit that assignment AFTER the due date with NO PENALTY. *[Finals week assignment due dates are non-negotiable due to college administrative deadlines for reporting grades]*

### **HOW:**

**Within 48 hours of the due date for the assignment you want to use it on, you must email me at [dhysell@nscstatecollege.edu](mailto:dhysell@nscstatecollege.edu)** to let me know this is the assignment you want to use your one time pass on. No explanation is required. ***NOTE: IF NO EMAIL IS RECEIVED WITHIN 48 hours of the due date, I will not automatically apply your pass & full late assignment penalties will be applied but you will keep your pass. The Assignment then must be submitted within 1 week of the original due date. IF NO ASSIGNMENT IS RECEIVED within 1 week of the original due date time, full late assignment penalties will be applied retroactive to the original due date and your pass is considered used.***

### **WHY:**

I recognize that life happens and provide this opportunity so you don't feel backed into a corner and feel tempted by unethical choices that will undermine your learning & academic integrity for everybody. I value thoughtful, well-developed writing more than rushed work. If you are struggling with an assignment, you are encouraged to request an extension *before* the due date.

**C. Late Assignment Policy for All Other Course Work (non-major assignments):**

To receive credit for non-major writing assignments, you must submit them on time. Many assignments in this course are preparatory and designed to help you build toward a strong final essay. These include discussions, outlines, draft checks, peer editing, and the four required assignments (Summary, Perspectives, Annotated Bibliography, Visual Analysis). Because these assignments support later work, they must be completed on time and *before* drafting the essay to be effective.

Some assignments—such as in-class writing and reflections—also cannot be submitted late or made up once the class has moved on, as their value depends on real-time participation. For example, reflections completed days after a peer editing session lose much of their purpose. **In cases of documented emergency absences, alternative arrangements may be provided.**

**V. Classroom Expectations:**

1. **Active participation.** Active participation is an important part of your success in this course and will help you meet the expectations for all major and minor assignments. Participation goes beyond simply logging in and showing up, especially in a hybrid class. Class meetings will take place on <https://ncsc.zoom.us/j/82425926832?pwd=DSJgZe0TlazqrvGyO7cNKLxqvSLX8V.1%20%2Zoom>, and attendance earns points.

You are encouraged to take an active role in your own learning. In this course, that means engaging during class sessions and participating in weekly online discussions or email check-ins with your instructor about your progress in critical reading, critical thinking, and critical writing. These conversations are designed to support you as you work through the course material and assignments.

While we will use a variety of tools through Canvas, submitting an assignment alone does not always mean you have fully understood the material. Participation gives you the opportunity to ask questions, clarify expectations, and make sure you are on the right track before and during each assignment. Your engagement helps ensure that you not only complete the work but also gain the skills and understanding the course is designed to build.

2. **Civility.** This course creates our ENGL 1010 community. We will meet, read, write, talk, and learn together. For each member of the class to think, learn, and grow, we must all feel safe and welcome. It is okay for us to disagree, have differences of opinion, and to ask questions, but we must be kind and respectful to one another. Supporting our classroom community means communicating respectfully, refraining from behaviors that distract from learning, and respecting the diversity of our peers. Please try to arrive on time for Zoom class sessions, and use your camera when possible (seeing one another builds connections).
3. **Use of AI** is helpful in brainstorming and formulating critical focus while preparing to write but may not be used to formally outline, draft, edit, revise, or finalize your own writing. See the statement on the Use of Artificial Intelligence in the Syllabus Supplement at <https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>.
4. **Online classroom etiquette:** Mute the microphone when not speaking. Video may be off when not speaking but as a courtesy to classmates turn the video on when speaking. Be aware of delays and try not to talk over each other. Feel free to ask questions throughout the discussion. Please always be appropriately clothed for public viewing in a setting appropriate for learning (not in bed) and preferably be alone. If children, family, and pets unavoidably interrupt you while you are in the hybrid class session, mute your mic (and camera) and deal with the issue in a calm way and return to class as soon as possible. If necessary, leave the session and return later. Text me or the embedded writing coach if there is a more major issue that will hinder you from returning to class, such as a child is injured requiring first aid.
5. **Photographing and Recording.** Photographing or recording any part of class work, lecture, etc. by students is prohibited unless specifically requested via NCSC Specialized Services for adaptive learning requirement. However, you may record Writing Conferences so you can refer to the discussion as you revise. I do record each class session

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and post it on Canvas for students to revisit since we cover so much in a single class each week. However, this is not meant as permission to miss class for those in the hybrid class. Additionally, posting any part of class work, lecture, etc. on social media or any other internet or organization site is likewise strictly prohibited in accordance with FERPA privacy laws.

6. **WiFi Issues.** If your WiFi or something else drops the signal or otherwise “boots you off,” please text me or our writing coach, and try to return at least 3 times. If you are “booted off,” three times, then stay off and watch the recording of class when it posts the next morning. Also, clear the cache in your internet browser before attempting to come to class which will eliminate some issues with getting “booted off” the internet.
7. **Weather-related class attendance issues.** If the college is officially closed, then the hybrid session will be rescheduled and recorded. However, we may not be closed but may have issues like a thunderstorm knocking out the WiFi or a power outage. See “WIFI issues” above.
8. **Communication.** All communication with the instructor should include the student name, course, and section. The preferred method of communication is email to dhysell@ncstatecollege.edu via your Outlook Student Email. Email in a professional or academic situation requires a specific format including a greeting, the body of the email in paragraphs, and a signatory note in the initial email and initial response. Subsequent responses in the same email thread do not require the formalities. You may expect me to respond within 24 hours and in most cases much sooner.

**North Central State College**  
**ENGL 1010-910 - Monsters Theme 8 Week Schedule**  
**Summer 2026 5/26/2026-7/16/2026**

**Readings and Assignments all found in links on Canvas which is organized week-by-week.**

**Two Main OER Textbooks:** *Monsters: A Brief Bedford Reader* and *Write What Matters!* Both are available in Canvas.

**Deadlines** for major assignments have a 12-hour grace period before the Submission Box closes, during which no late penalty applies.

**Discussions** and reflections have specific deadlines each week.

**Important Dates**

Memorial Day Observance: May 25, 2026

Juneteenth Observance: June 19, 2026

**Independence Day Observance: July 2, 2026**

Final Exams (Presentations): July 13 & 16, 2026

<b>Week</b>	<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Assignments</b>
<b>Week 1 A</b> <b>May 26-31</b>	<b>Why Do We Create Monsters?</b> <i>Monsters</i> – Intro to Students pp. 26-30 Intro to Chapter 1 pp.31-32 King’s “Why We Crave Horror Movies” pp. 33-35	<b>Critical Reading, Writing, and Thinking</b> <i>Write What Matters</i> – Building Confidence in Writing and Critical Thinking Critical Reading Chp. 1 SQR3 approach to college reading The Rhetorical Situation Reading College Assignments Rhetorically Reading Rhetorically: How to Read Like a Writer	<b>Thursday, 5/28</b> <ul style="list-style-type: none"> <li>• Start Up Accountability Check</li> <li>• Start Up Discussion: Class Introductions</li> </ul> <b>Friday, 5/29</b> <ul style="list-style-type: none"> <li>• Week 1 Monsters Discussion</li> <li>• Extra Credit: <ul style="list-style-type: none"> <li>○ Critical Reading Exercise</li> <li>○ Critical Thinking Activity</li> </ul> </li> </ul>

Week	Reading Focus	Writing Focus	Assignments
<p><b>Week 1 B</b></p>	<p><b>What is the connection between monsters and our society?</b>  <i>Monsters</i> –  “Why Vampires Never Die” pp. 44-48  “My Zombie, Myself” pp. 49-50</p>	<p><b>Academic Language, Audience, Summarizing</b>  In <i>Write What Matters</i>:  Summaries pp. 405-412  Summary vs. Analysis  What is Rhetoric?  Rhetoric and Genre  Rhetorical Analysis</p> <p>Other -  “Mairs Sample Summary”  “Summary Rubric”</p>	<p><b>Sunday, 5/31</b></p> <ul style="list-style-type: none"> <li>• Summary Assignment</li> <li>• Practice Visual Analysis (Synthesis Prewriting--not turned in)</li> <li>• Outline for Essay 1</li> <li>• Start Drafting Essay 1 (not turned in)</li> <li>• Extra Credit: <ul style="list-style-type: none"> <li>○ Understanding Growth Mindset for Learning;</li> </ul> </li> </ul>
<p><b>Week 2 A</b>  <b>June 1-7</b></p>	<p><b>How/why do monsters highlight clashes between and among classes and cultures?</b>  <i>Monsters</i> –  “Slender Man” pp. 55-58</p> <p><b>Moral Imagination - Reality vs. Fiction</b>  “Monsters and the Moral Imagination” pp. 59-65</p>	<p><b>Introducing Essay 1 Rhetorical Analysis, and Drafting, Conferencing</b>  <i>Write What Matters</i> –  What is Exigence?  Purpose  Audience  Outlining vs. Freewriting  Developing a Thesis  Persuasive Appeals  Drafting Part 1-3</p>	<p><b>Wednesday, June 3</b></p> <ul style="list-style-type: none"> <li>• Week 2 Accountability Check</li> <li>• Week 2 Monsters Discussion</li> <li>• Draft Essay 1</li> </ul> <p><b>By Friday, June 5</b></p> <ul style="list-style-type: none"> <li>• Writing Conferencing/Draft Check</li> </ul>

<b>Week</b>	<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Assignments</b>
<b>Week 2 B</b>	<i>Monsters</i> --"Sentence Guides for Academic Writers" pp. 313-323	<b>Peer Editing</b> Canvas – Samples Essay 1 <i>Write What Matters</i> - Peer Feedback Revising and Editing Using Academic Voice	<b>Sunday, June 7</b> <ul style="list-style-type: none"> <li>Peer Editing 1</li> <li>Revising Essay 1 (not to be submitted)</li> <li>Essay 1 Final</li> <li>Reflection on Essay 1</li> </ul>
<b>Week 3 A June 8-14</b>	<b>Monsters As a Reflection of Their Time &amp; Place:</b> How are American and other cultures reflected in the monsters of literature, film, television, and social media? <i>Monsters</i> – Intro to Chp 2 pp. 68-69 Genoway's "Here Be Monsters" pp. 70-73	<b>Introducing Essay 2 Structured Essay</b> <i>Write What Matters</i> - "Generating Ideas" "Organizations and Genres" Sample Outlines - "Definition Structure" "Classification Structure" "Comparative Structure" "Cause and Effect Structure"	<b>Wednesday, June 10</b> <ul style="list-style-type: none"> <li>Week 3 Accountability Check</li> <li>Week 3 Monster Discussion</li> <li>Start Freewriting for Essay 2 (not turned in)</li> <li>Perspective Exercise</li> </ul>
<b>Week 3 B</b>	<b>Connections and Perspectives</b> <i>Monsters</i> -- Kaplan's "Cursed by the Bite" pp. 91-102 Bostrom's "Get Ready for the Dawn of Superintelligence" pp. 98-100	<b>Drafting</b> <i>Write What Matters</i> - "Drafting Part 1: Getting Started" "Drafting Part 2: Introductions" "Drafting Part 3: Paragraphing" "Building Self-Confidence in Writing"	<b>Sunday, June 14</b> <ul style="list-style-type: none"> <li>Outline Essay 2</li> </ul>

<b>Week</b>	<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Assignments</b>
<b>Week 4 A</b> <b>June 15-21</b>	<b>Connections and Perspectives—Monster Origins</b> <i>Monsters</i> --Poole's "Monstrous Beginnings" pp. 103-113	<b>Drafting</b> <i>Write What Matters</i> - "Higher Level Integration" "Plagiarism" Sample Essays in each structure.	<b>Wednesday, June 17</b> <ul style="list-style-type: none"> <li>• Week 4 Accountability Check</li> <li>• Week 4 Monsters Discussions</li> <li>• Draft Essay 2</li> <li>• Writing Conferencing</li> </ul>
<b>Week 4 B</b>	<b>Monsters and Gender and Power</b> —Intro to chapters 3 and 4 pp. 106-107 & pp. 140-141 Review: <i>Monsters</i> - "Sentence Guides for Academic Writers" pp. 313-323	<b>Peer Editing</b> Canvas – Samples Essay 2 <i>Write What Matters</i> - "Plagiarism" Murray Articles - "The Craft of Editing" "Common solutions to Editing Problems" "Interview Your Draft" "The Attitude of the Editing Writer"	<b>Sunday, June 21</b> <ul style="list-style-type: none"> <li>• Peer Editing 2</li> <li>• Essay 2 Final</li> <li>• Reflection on Essay 2</li> </ul>
<b>Week 5 A</b> <b>June 22-28</b>	<b>What is the power of monsters? Is power attractive?</b> <i>Monsters</i> – Intro to Chp. 4 pp.182-183 Jarrett's "The Lure of Horror" pp. 238-248  <b>Read researched articles</b>	<b>Introducing Essay 3</b> Canvas – "Writing for Social Change" "Starting a Conversation" "Optional Topic/Focus for Essay 3" "Synthesis Essay Assignment Instructions" Optional – "Argument as Conversation"	<b>Wednesday, June 24</b> <ul style="list-style-type: none"> <li>• Week 5 Accountability Check</li> <li>• Week 5 Monsters Discussion</li> <li>• Start Freewriting, Outlining Essay 3 (not turned in)</li> <li>• Start Research for Essay 3 (not turned in)</li> <li>• Start Annotated Bibliography (not turned in)</li> </ul>

<b>Week</b>	<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Assignments</b>
<b>Week 5 B</b>	<p><b>Is the Monster within us?</b>  <i>Monsters</i> –  Intro to Chp. 5 pp. 248-249  Capote’s “Hobbes, Human Nature, and the Culture of American Violence in Truman Capote’s <i>In Cold Blood</i> pp. 265-271</p> <p><b>Read researched articles</b></p>	<p><b>Drafting</b>  <i>Write What Matters</i> -  “Organizing and Outlining”  “Higher Level Source Integration”</p>	<p><b>Sunday, June 28</b></p> <ul style="list-style-type: none"> <li>• Annotated Bibliography</li> <li>• Outline Essay 3</li> <li>• Start Drafting Essay 3 (not turned in)</li> </ul>
<p><b>Week 6 A</b>  <b>June 29-July 5</b></p> <p><b>NO CLASS JULY 2</b></p>	<p><b>Do we still need monsters?</b>  <i>Monsters</i> –  Berger’s “Why We Still Need Monsters” pp. 302-311</p> <p><b>Read researched articles</b></p>	<p><b>Drafting</b>  Samples of Essay 3</p>	<p><b>Wednesday, July 1</b></p> <ul style="list-style-type: none"> <li>• Week 6 Accountability Check</li> <li>• Week 6 Monsters Discussion</li> <li>• Draft Essay 3</li> <li>• Writing Conferencing</li> </ul>
<b>Week 6 B</b>	<p><i>Monsters</i>--Review “Sentence Guides for Academic Writers” pp. 313-323  <i>Monsters</i>--as needed for Essay 3</p>	<p><b>Peer Editing</b>  Murray Articles -  “The Craft of Editing”  “Common solutions to Editing Problems”  “Interview Your Draft”  “The Attitude of the Editing Writer”</p>	<p><b>Sunday, July 5</b></p> <ul style="list-style-type: none"> <li>• Peer Editing 3</li> <li>• Revising Essay 3 (not turned in)</li> <li>• Essay 3 Final</li> <li>• Reflection on Essay 3</li> </ul>

<b>Week</b>	<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Assignments</b>
<b>Week 7 A</b> <b>July 6-July 12</b>	<b>Catching Up Reading</b> <i>Monsters</i> --as needed for Multimodal Project	<b>Introduce Multimodal Project</b> Canvas – “Multimodal Project Instructions” “Visual Analysis Instructions” “Introduction and Strategies for Multimodal Composing” “Oral and Academic Presentations” “Effective Visual Aids”	<b>Wednesday, July 8</b> <ul style="list-style-type: none"> <li>• Start Freewriting, Outlining Multimodal</li> <li>• Visual Analysis exercise</li> <li>• Start Drafting and Outlining (not turned in)</li> </ul>
<b>Week 7 B</b>	<b>Catching Up Reading</b> <i>Monsters</i> -as needed for Multimodal Project	<b>Drafting</b> Sample Multimodal Projects and Writer’s Statements	<b>Sunday, July 12</b> <ul style="list-style-type: none"> <li>• Draft Multimodal Project</li> <li>• Revisions Essay 1 &amp; 2</li> </ul>
<b>Week 8 A</b> <b>July 13-16</b>	<b>Catching Up Reading</b> <i>Monsters</i> -as needed for Multimodal Project	<b>Peer Editing</b>	<b>Monday, July 13</b> <ul style="list-style-type: none"> <li>• Writing Conferencing</li> </ul> <b>Tuesday, July 14</b> <ul style="list-style-type: none"> <li>• Multimodal Project finishing touches</li> <li>• Peer Editing Multimodal</li> <li>• Revision Essay 3</li> </ul>
<b>Week 8 B</b> <b>Term ends 7/16</b>		<b>Finalizing</b>	<b>Thursday, July 16</b> <ul style="list-style-type: none"> <li>• Multimodal Project due both parts</li> <li>• Celebrate completion! Woohoo!</li> </ul>