



**ENG 3312 – Advanced Composition  
1W1/31105  
SUMMER I/Part A 2022**

Syllabus

**Instructor:** Dr. Kathy Stein

**Office Hours:** M-R 11:00-noon (virtually or by phone)

**Office Location:** Ferguson Hall 214B

**Telephone:** 432-837-8770

**Email Address:** kstein@sulross.edu

**Communication:** I will respond to emails and voicemails during regular work hours during the regular work week (Monday-Friday). **I will use BlackBoard (BB) to send emails to your class.** BlackBoard ONLY uses your Sul Ross email address. Check your Sul Ross email account regularly.

**Classroom Location:** BlackBoard

**Required Texts:**

Open Educational Resources:

**Purdue Online Writing Lab:** [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

**MLA Style Center:** [https://style.mla.org/?\\_ga=2.218587290.2064535339.1595451009-1173739538.1595451009](https://style.mla.org/?_ga=2.218587290.2064535339.1595451009-1173739538.1595451009)

**Department of Defense Manual for Written Material (DOD 5110.4-M)/Writing Style and Preferred Usage:** <https://www.esd.whs.mil/CMD/MFWM/>

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## **Section I: Introduction**

### ***Catalog Description***

An intensive study of writing techniques useful to the advanced writer. Areas of concentration include grammar, rhetorical strategies, and style.

Welcome to ENG 3312! Writing will be an important part of your professional life. I'm excited that we will be working together this semester to strengthen your written, verbal, and visual communication skills.

## **Section II: Course Objectives**

This course offers you the opportunity to read and analyze a variety of both topical and critical articles that will serve as a model for the types of writing that you will practice this semester. We will use a variety of rhetorical styles, and we will also work on your editing skills by improving your grammar.

## **Section III: Student Learning Outcomes (SLOs)**

Writing students will demonstrate the ability to do the following:

SLO 1: Construct essays that demonstrate unity, organization, coherence, and development

SLO 2: Study rhetorical theory and then apply the theory to analyze the form of popular and academic writing.

SLO 3: Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format

SLO 4: Demonstrate creativity or originality of thought in written and multimedia projects

SLO 5 Study grammar in relation to the art of writing in order to improve both as a writer and editor.

#### Section IV: Marketable Skills

- 1) Students will communicate effectively in writing and speaking.
- 2) Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
- 3) Students will recognize how social and cultural contexts shape meaning and language.

#### Section V: Course Requirements and Grading

<u>Assignment</u>	<u>Points Possible</u>	<u>Actual Grade</u>	<u>Grading Scale</u>
Daily Grades	100	_____	Entire Course A =900-1000 B = 800-899 C = 700-799 D = 600-699 F = < 599
Diagnostic Essay	100	_____	
Summary Paper	200	_____	
Annotated Bibliography	200	_____	
Research Paper	200	_____	
Research PowerPoint	200	_____	
<b>Total Points</b>	<b>1000</b>	_____	

#### Section VI. Course Assignments

*Diagnostic Essay:* You will write a short essay about yourself for me that allows me to access your grammar, organizational, and development skills as a writer.

*Summary Paper:* You will write a short summary of an assigned article.

*Annotated Bibliography:* You will identify five potential sources for your research paper.

You will create a preliminary Working Bibliography and include an annotation for each source.

*Research Paper:* You will write a 7-8 page research paper on an approved topic using the summary and critical analysis skills that you have developed this semester. Your paper will have a minimum of five sources and at least three of those sources will be academic journals.

*Research Paper Presentation:* You will create and deliver a PowerPoint presentation on your research paper that includes an oral and electronic visual component (PowerPoint or Prezi). Your presentation will take between five and ten minutes.

*Daily Grades:* You will have a daily grade most days, so if you're not checking BB regularly, you're not going to be able to keep up with assignments. All of your daily grades assignments are submitted via email. The assignments are listed in BlackBoard in the <Daily Grades> folder. I do not accept daily work late.

## Section VII: Policies

### *Attendance*

Online classes can be easy to navigate if you stay caught up on the assignments. If you fall behind and fail to check in with BlackBoard on a regular basis, then it is very easy to fall behind. Successful students commit to regularly checking BlackBoard for assignments and announcements.

Being a better writer requires you working hard at practicing good writing skills. You don't have to be super smart to be a better writer. You have to be committed.

You have paid to attend this class. It is up to you to choose to meet the requirements of this course. The decision is yours. **Should you decide to drop this class, you must do so before 4:00 p.m. on June 24, 2022.** Remember that the State of Texas only allows you six withdrawals.

You should contact me should you need more clarification on any of our assignments.

### *Online Learning: SRSU Distance Education Statement*

Students enrolled in distance education courses have access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### *BlackBoard*

**NOTE:** If you can't access a document or get a recording to load, then try a different browser.

Please use this site: <https://help.blackboard.com/Collaborate/Ultra/Participant> in order to better understand how to use BlackBoard.

Information for our class and in the course calendar, primarily relates to the following modules in the left column (gray) of our BlackBoard page for this course.

### *Home*

**Check <Announcements> regularly.** NOTE: As this is a summer session, I may not be posting as many announcements. Be sure to check the syllabus regularly to know which assignments and recordings we are currently working on.

### *Major Assignments:*

I will share all assignments in BlackBoard (BB).

Each Major Assignment (listed in Section V) will have its own folder in this section.

### *Daily Grades:*

Daily Grade assignments are available in this section. You can turn in daily grade assignments early if you wish. However, I will not grade assignments until after their due date. After the due date arrives, then, when appropriate, a Key for that assignment will appear in BB for you to access and see what the correct answers are.

**Resources:**

I will share links, handouts, and PowerPoint presentations in this section. The PowerPoint presentations and handouts usually pair with/ and support the day's Recording.

**Virtual Meetings Recordings:**

I will have lots of recordings of lectures to help you navigate the course.

**Email:** I will use BlackBoard to send emails to you. BlackBoard only uses your Sul Ross email. Check your Sul Ross email regularly.

**Black Board Support Desk**

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk using one of the following methods:

Phone: 888.837.6055

Email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

BlackBoard: Using resources from the Technology Support tab within BlackBoard

**Office 365/OneDrive**

Also, as an SRSU student, you have free access to Office365/ OneDrive in MySRSU. So regardless of where you save your assignments, be sure to save in the cloud. Even if your computer crashes and burns, you should have all of your work for this semester saved in the cloud. Save regularly.

**Academic Integrity**

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>.

I have SafeAssign turned on in BlackBoard to check for plagiarism.

**SRSU Academic Integrity Statement:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

**Grading**

Anytime you submit an assignment electronically, you will name the file using the following protocol: Last Name and Assignment Descriptor (Ex. Doe Diagnostic Essay).

Submit all Major Assignments through BlackBoard. All Daily Grades are submitted via email.

I will attempt to return graded assignments within one week. If circumstances require me to take a little longer, I will let the class know.

Grades are a double-edged sword. Grading is meant to show you how you can make your writing/communication skills stronger. Please take all comments (whether mine or peers) in the spirit of helping you become a better communicator.

If you see that I have made an error in the grade that I have listed in BlackBoard for an assignment, please send me an email letting me know.

**Late Work**

When you see a due date, then know that the assignment is due by the end of the day (11:59 pm).

Submitting work late is a horrible habit that will not help you as a student and will only act as a disservice when you move into a professional role after graduation.

Do all assignments and turn them in when requested.

**Major Assignments:**

Major assignments submitted within the first week after the due date will automatically receive a 10% deduction to the grade. Work submitted more than a week late, will receive a 20% deduction to the grade.

Please mark your calendar with all of the due dates for all assignments this semester. Do not put yourself in the position of losing points because you failed to turn in assignments in a timely fashion or did not submit all parts of the assignment. If you are having issues submitting your work on time, then I need to know this before the item is due. All major assignments must be submitted before final exams begin on July 5, 2022.

**Daily Grades:**

I do not accept daily grades late. If you do not submit your daily grade assignment before 11:59 pm on the day it is due, then you will earn a zero.

For Daily Grades, the key for those assignments will become available after the due date.

**Format**

You will use MLA format. All submitted drafts must be word processed. Computers and printers are available to you in the library, the ACR, and Red Paw Den. To receive the maximum number of points, you must follow directions. You will submit all major assignments on BlackBoard. As this is an online course, my expectation is that you have computer and Internet access needed to complete assignments in this course.

**Talk to Me**

If you have questions or concerns, talk to me. I can't help if I don't know what the problem is.

## Section VIII: University Programs and Services

### *Americans with Disabilities Act (ADA)*

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class.

Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

### *Writing Help*

I strongly recommend that you have a tutor look at your work before you turn in the final draft. In BlackBoard in your Organizations section, you can find the Writing Center. You can click into the Writing Center and make an appointment with a writing tutor.

Also, later this semester, you will have the opportunity to have graduate English students conduct peer review on your work. That should also prove helpful to you.

### *SRSU Library Services*

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

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## ***Educator Standards***

For students seeking certification, this course will cover aspects of the following TEA educator competencies:

### **English Language Arts and Reading EC-6 Subject I:**

*Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.*

*Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.*

*Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.*

*Competency 009 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.*

*Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.*

*Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction and promotes students' competence in written communication.*

*Competency 012 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various types of media, and provides students with opportunities to develop in this area.*

*Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.*

### **English Language Arts and Reading 4-8 Domain II:**

*Competency 004 (Reading Comprehension and Assessment): The teacher understands the importance of reading for understanding, knows components and processes of reading comprehension and teaches students strategies for improving their comprehension.*

*Competency 005 (Reading Applications): The teacher understands reading skills and strategies appropriate for various types of texts and contexts and teaches students to apply those skills and strategies to enhance their reading proficiency.*

*Conventions): The teacher understands the conventions of written English and provides instruction that helps students develop proficiency in applying written conventions.*

*Competency 007 (Written Language—Composition): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.*

*Competency 008 (Study and Inquiry Skills): The teacher understands the importance of study and inquiry skills as tools for learning in the content areas and promotes students' development in applying study and inquiry skills.*

## **English Language Arts and Reading 7-12**

### **Domain I:**

*Competency 001: The teacher understands and applies knowledge of relationships among the language arts and between the language arts and other aspects of students' lives and learning.*

### **Domain II:**

*Competency 004: The teacher understands reading processes and teaches students to apply these processes.*

*Competency 005: The teacher understands reading skills and strategies for various types of nonliterary texts and teaches students to apply these skills and strategies to enhance their lifelong learning.*

*Competency 006: The teacher understands literary elements, genres, and movements and demonstrates knowledge of a substantial body of literature.*

*Competency 007: The teacher understands strategies for reading literary texts and provides students with opportunities to formulate, express, and support responses to literature.*

*Competency 008: The teacher understands and promotes writing as a recursive, developmental, integrative and ongoing process and provides students with opportunities to develop competence as writers.*

*Competency 9: The teacher understands effective writing and teaches students to write effectively in a variety of forms and for various audiences, purposes, and contexts.*





Dr. Stein  
CRN: 31105/1W1

ENG 3312  
Summer I/Part A 2022

### Course Calendar

**Due dates** are bolded. You will have a daily grade assignment most days. All Major Assignments are due in BlackBoard (BB) by the end of the designated day (11:59 pm). All Daily Grades are due via email by 11:59 on the designated day.

#### Key:

BB = BlackBoard

PP = PowerPoint (PP presentations usually pair with/support the day's recording.)

#### **Week One:**

##### June 1 (W)

###### Daily Grades:

E-mail Assignment

###### Major Assignments:

Diagnostic Essay:

Diagnostic Essay Assignment Sheet

###### Virtual Meetings Recordings:

Review Course Syllabus/Calendar

MLA Format

###### Resources:

Purdue Online Writing Lab: "MLA Formatting and Style Guide: General Format"

MLA Format Handout

##### June 2 (R)

###### Daily Grades:

MLA Assignment

###### Virtual Meetings Recordings:

The Writing Process

Parts of Speech

###### Resources:

The Writing Process PP

Parts of Speech PP

Purdue Online Writing Lab: "MLA Formatting and Style Guide: General Format"

([https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html))

"The Ultimate 5-Step Writing Process for All Writers"

(<https://creately.com/blog/arketing/writing-process-steps/>)

"The Writing Process: 6 Steps Every Writer Should Know"

(<https://www.grammarly.com/blog/writing-process/>)

Purdue Online Writing Lab: “Stages of the Writing Process”  
 Purdue Online Writing Lab: “The Writing Process”  
 “The Writing Process/5 Steps with Examples and Tips”  
 (<https://www.scribbr.com/academic-writing/writing-process/>)

**Due: Daily Grades: Email Assignment**

June 3 (F) *Late registration ends.*

Daily Grades:

Parts of Speech One Assignment  
 Writing Process Assignment

Major Assignments:

Summary Paper:

Summary Paper Assignment Sheet

“Violence Never Really Works? Really?: How Do You Think This Country Came to Be?” <https://medium.com/@timjwise/violence-never-works-really-e0af884c03b4>

“Briseno How to Write a Precis”

“I Have a Dream Speech” by Martin Luther King, Jr. – for use when listening to the recording “Assigning the Summary Paper”

Virtual Meetings Recordings:

Assigning the Summary Paper

Resources:

Summary Paper Template: <https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/106/Resource%201.8%20Academic%20Summary%20Template.pdf>

**Due: Daily Grades: MLA Assignment**

## ***Week Two:***

June 6 (M) *Census Day*

Daily Grades:

Parts of Speech Two Assignment

Virtual Meetings Recordings:

Intellectual Standards

Summary, Paraphrase, and Annotations

Resources:

Purdue Online Writing Lab: “Quoting, Summarizing, and Paraphrasing”

Intellectual Standards PP

**Due: Diagnostic Essay**

**Daily Grades: Parts of Speech One Assignment Writing Process Assignment**

June 7 (T)

Virtual Meetings Recordings:

In-Text Citations and Quotations

Resources:

In-text Citations and Quotations PP

Purdue Online Writing Lab: “MLA In-Text Citations; The Basics”

Purdue Online Writing Lab: “Quoting, Summarizing, and Paraphrasing”

**Due: Daily Grades: Writing Process Assignment**

June 8 (W)

Daily Grades:

Quotations Assignment

**Due: Daily Grade: Parts of Speech Two Assignment**

June 9 (R)

Daily Grades:

In-Text Citations Lombardi

Virtual Meetings Recordings:

Rhetorical Appeals

Resources:

Rhetorical Appeals PP

“6.4 Rhetorical Appeals: Logos, Pathos, and Ethos Defined”:

<https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/chapter/rhetorical-strategies-building-compelling-arguments/>

“Rhetorical Argument”

<https://upresearch.lonestar.edu/rhetoric/appeals>

**Due: Daily Grades: Quotations Assignment**

June 10 (F)

Major Assignments:

Annotated Bibliography:

Research Annotated Bibliography Assignment Sheet

Annotated Bibliography Definition and Example

Example Annotated Bibliography Template

Research Paper:

Research Paper Assignment Sheet

Research Paper PP

Research Paper Editing Checklist

Research PowerPoint Presentation

Research Paper PowerPoint Presentation

Virtual Meetings Recordings:

Research Project - Annotated Bibliography, Research Paper, and Research Presentation

Annotated Bibliography

Resources:

“Creating an Annotated Bibliography in MLA Style”:

<https://library.tiffin.edu/annotatedbibliographymla/examples>

**Due: Daily Grades: In-Text Citations Lombardi**

### ***Week Three:***

June 13 (M)

Daily Grades:

Rhetorical Appeals Assignment

Virtual Meetings Recordings:

Elements of Style

Sentence Structure: IC/DC

Resources:

Elements of Style Handout  
Sentence Structure Handout  
Purdue Online Writing Lab: "Literary Terms"

**Due: Summary Paper**

June 14 (T)

Daily Grades:

Elements of Style Assignment

Virtual Meetings Recordings:

Sentence Structure/Types

Resources:

Sentence Structure: Types PP

**Due: Daily Grades: Rhetorical Appeals Assignment**

June 15 (W)

Daily Grades:

Sentence Structure IC/DC Assignment

**Due: Daily Grades: Elements of Style Assignment**

June 16 (R)

Daily Grades:

Research Paper Thesis Assignment

Sentence Structure Types Assignment

Virtual Meetings Recordings:

Works Cited

Resources:

Purdue Online Writing Lab: "MLA Works Cited Page: Basic Format"

Purdue Online Writing Lab: "Sample Works Cited (Purdue OWL)"

**Due: Daily Grades: Sentence Structure IC/DC Assignment**

June 17 (F)

Daily Grades:

Fragments, Run-ons, and Comma Splices Assignment

Virtual Meetings Recordings:

Fragments, Run-Ons, and Comma Splices

Resources:

ROs, CSs, and Fragments Handout

ROs, CSs, and Fragments PP

**Due: Daily Grades: Research Paper Thesis Assignment**

**Daily Grades: Sentence Types Assignment**

***Week Four:***

June 20 (M) *Mid-term*

Daily Grades:

Works Cited Assignment

Virtual Meetings Recordings:  
Elements of a Research Paper  
Conjunctions

Resources:

Conjunctions PP  
“How to Write an Argumentative Research Paper”  
<https://www.wikihow.com/Write-an-Argumentative-Research-Paper>

**Due: Annotated Bibliography**  
**Daily Grades: Fragments, Run-ons, and Comma Splices Assignment**

June 21 (T)

Daily Grades:

Conjunctions Assignment

Virtual Meetings Recordings:  
Elements of a PowerPoint Presentation  
Titles

Resources:

Titles PP  
Titles Practice (for use with Titles recording)  
“Creating a PowerPoint for an Academic Presentation”:  
<https://www.uccs.edu/Documents/commcenter/powerpointdoc.pdf>  
“10 Quick Tips on How to Make a Good Presentation for College or Class”:  
<https://www.free-power-point-templates.com/articles/how-to-make-presentation-for-college-or-class/>  
“10 Ways to Make Academic Presentations More Interesting”:  
<https://24slides.com/presentbetter/10-ways-to-make-academic-presentations-more-interesting/>  
“General Guidelines for PowerPoint Presentations”:  
<https://www.bc.vt.edu/general-guidelines-powerpoint-presentations>  
“Let’s Make Better Slideshows”:  
<https://www.cultofpedagogy.com/slideshows/>

**Due: Daily Grades: Works Cited Assignment**

June 22 (W)

Daily Grades:

Argumentation

Virtual Meetings Recordings:  
Punctuation Commas and Semicolons

Resources:

Punctuation Commas and Semicolons PP

**Due: Daily Grades: Conjunctions Assignment**  
**Daily Grades: Titles**

June 23 (R)

Daily Grades:

Titles Two Assignment

Virtual Meetings Recordings:  
Parallelism

Resources:

Parallelism Handout

Parallelism PP

**Due: Daily Grades: Argumentation**

June 24 (F) *Last day to drop this course with a "W." Form must be submitted to the Registrar's Office by 4:00 pm.*

Daily Grades:

In-Text Citations Multiple Choice Assignment

**Due: Daily Grades: Titles Two Assignment**

***Week Five:***

June 27 (M)

**Determine Research Presentation Times. Contact Dr. Stein to schedule your research presentation:**

432-837-8770

kstein@sulross.edu

**Due: Research Paper**

June 28 (T)

Daily Grades:

Fragments, Run-Ons, and Comma Splices Two Assignment

**Due: Daily Grades: In-Text Citations Multiple Choice Assignment**

June 29 (W)

**Due: Research Presentations PowerPoint or Prezi in BlackBoard**

June 30 (R)

**Due: Research Presentations**

**Daily Grades: Fragments, Run-Ons, and Comma Splices Two Assignment**

July 1 (F)

**Due: Research Presentations**

***Week Six:***

July 4 (M) *University Closed. Fourth of July Holiday.*

July 5 (T)

**Due: Research Presentations.**

July 6 (W) *I must submit Final Grades by noon.*

**Major Assignments: Due Dates**

- June 6 (M) Due: Diagnostic Essay  
 June 13 (M) Due: Summary Paper  
 June 20 (M) Due: Annotated Bibliography  
 June 27 (M) Determine Research Presentation Times.  
                   Contact Dr. Stein to schedule your research presentation:  
                   432-837-8770  
                   kstein@sulross.edu  
                   Due: Research Paper  
 June 29 (W) Due: Research Presentations PowerPoint or Prezi in BlackBoard  
 June 30 (R) Due: Research Presentations  
 July 1 (F) Due: Research Presentations  
 July 5 (T) Due: Research Presentations.

**Daily Grades: Due Dates**

- June 2 (R) Due: Email Assignment  
 June 3 (F) Due: MLA Assignment  
 June 6 (M) Due: Parts of Speech One Assignment  
                   Writing Process Assignment  
 June 7 (T) Due: Parts of Speech Two Assignment  
 June 8 (W) Due: In-Text Citations Assignment  
 June 9 (R) Due: Quotations Assignment  
 June 10 (F) Due: In-Text Citations Lombardi  
 June 14 (T) Due: Rhetorical Appeals Assignment  
 June 15 (W) Due: Elements of Style Assignment  
 June 16 (R) Due: *Sentence Structure IC/DC Assignment*  
 June 17 (F) Due: Research Paper Thesis Assignment  
                   Sentence Types Assignment  
 June 20 (M) Due: Fragments, Run-ons, and Comma Splices Assignment  
 June 21 (T) Due: Works Cited Assignment  
 June 22 (W) Due: Conjunctions Assignment  
                   Titles  
 June 23 (R) Due: Argumentation Assignment  
 June 24 (F) Due: Titles Two Assignment  
 June 28 (T) Due: In-Text Citations Multiple Choice Assignment  
 June 30 (R) Due: Fragments, Run-ons, and Comma Splices Two Assignment