

Composition I - ENG 1510-A1516 (Fall 2025)

Meeting day and times: Tuesdays 8/26/25 - 12/9/25 (inclusive)

Time/Location/Format: 9:00AM-11:50 AM, Building F, Room F115

Contact Information

Instructor: Melissa Demski

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English Admin office

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Welcome to Composition !! I believe we all learn best when we are active participants in our own growth. This means reflecting, creating, and connecting our experiences to broader conversations. My teaching emphasizes constructivism, experiential learning, and metacognition, to guide you to think critically about your own thinking while practicing real-world writing skills. I design my courses to balance choice and structure, trusting you to self-manage while providing clear pathways to success. By connecting writing to authentic applications and fostering a community of dialogue, I aim to empower you to see writing not only as an academic exercise, but as a gateway to identity, self-discovery, and influence.

Catalog Description. Focusing on the multi-stage writing process, students will read, analyze, and write expository essays. (Prerequisite: Successful completion of [ENG 1060](#) [ENG 1075](#) or [ESL 2520](#); or satisfactory score on placement test.)

General Education Outcomes. Critical Thinking, Effective Communication

Textbook, Online Components, and Materials (all required)

- Textbook: VanRhys College Writer (OCC Custom)
ISBN: 9780357791417
Author: VanRhys
Publisher: Cengage Learning Custom Publishing (EMAIL ORDERS)
Formats: Adobe Digital Editions
- Internet Access: Internet Access. MindTap is a required component of this course. Access to MindTap is included with this course.
- Writing instruments and paper (for in-class Reflection activities - see Assignments for more information).

Methodology & Common Course Outcomes. In this class, we'll learn together through a variety of experiences - class discussions, reading and writing assignments, group work, presentations, and multiple assessments along the way. You'll also engage with multimedia sources and digital tools to support your growth as a writer. The e-Book is accessible through MindTap, and you'll

notice that we use it as a springboard into deeper thinking rather than simply re-teaching content in class.

By the end of the semester, you'll know how to craft essays with focused, supportable thesis statements and organize them in a way that makes sense for your audience. You'll practice adapting your voice, tone, and structure across two major essay types, each with its own purpose. Along the way, you'll also build skills in engaging in online discussions - a space to practice leadership, build community, and strengthen your ability to connect meaningfully with others.

Most importantly, my ultimate goal is to help you grow as an engaged thinker, writer, and speaker - and to show you how to use technology as an ally in developing these skills.

ENG 1510 Course Outcomes are as follows:

1. Demonstrate understanding of audience, purpose and assigned tasks
 2. Generate ideas through prewriting activities
 3. Focus essays with provable, supportable thesis statements
 4. Write paragraphs that each develop and support a topic sentence
 5. Use MLA or APA format and documentation
 6. Identify and correct patterns of error in grammar and mechanics
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Policies

1. ATTENDANCE AND PUNCTUALITY. (For in-person cohorts only). Attendance is not formally tracked or graded in this class. You are trusted to manage your own time and take what you need from our meetings together. You won't receive points simply for showing up, but being present is one of the best ways to stay connected and confident in your progress.

Keep in mind: some activities, like the five in-class Reflection "pop-ups" (not listed on the calendar), can only be completed in class. You'll also benefit from the explanations, examples, and practice we do together, much of which will appear on the final exam. The more you show up for yourself here, the more prepared you'll be to succeed.

2. CENSUS DATE / "N" GRADE. If a student does not show up at all during the first of the semester the grade of "N" will be entered in Online Services. The Census date for this class is **September 7, 2025**. Students who fail to attend class even once before the end of class on this day will receive a grade of "N" for this course. Once posted, this grade cannot be changed. Students will not be permitted to enter the class after an "N" grade has been issued; the student cannot drop the class and will be expected to pay for the course. For online courses, this applies to students who have not accessed the course before the "N" date.

3. "W" and "WS" GRADES. Students who initiate the process to officially drop the course during the time specified for the academic period will receive a grade of "W" ("Student Initiated Withdrawal"). Marks of "W" do not satisfy prerequisites and are not transferable. This mark is not used in the calculation of GPA, but it may affect the eligibility for financial aid. The "W" mark report date for this class is **November 14, 2025**.

"WS" is a faculty-initiated mark. This grade is given sparingly *and only in extenuating circumstances* when a student stops attending the class (or for online and hybrid classes stops submitting work but never officially drops). Marks of "WS" do not satisfy prerequisites and are not

transferable. This mark is not used in the calculation of GPA, but it may affect eligibility for financial aid.

Grading point ranges, letter grades, and GPAs are calculated as follows:

Point Range	Letter Grade	Grade Point Average (GPA)
94 to 100%	A	4.0
90 to 93.9%	A-	3.7
86 to 89.9%	B+	3.3
83 to 85.9%	B	3.0
80 to 82.9%	B-	2.7
76 to 79.9%	C+	2.3
73 to 75.9%	C	2.0
70 to 72.9%	C-	1.7
66 to 69.9%	D+	1.3
63 to 65.9%	D	1.0
Below 63%	F (Fail)	0
Failure to attend before the end of class on September 7, 2025.	N	
Withdrawal before November 14, 2025.	W	

4. PARTICIPATION. Discussion is vital to building a collaborative community in our classroom. Students are expected to treat others with respect and consideration during class discussions. Diversity in the classroom enriches our academic experience by bringing a wide variety of interpretive lenses to class discussions. Students will therefore be open to a spectrum of well thought-out, informed, and intelligent contributions in class. Prejudice will not be tolerated. Students are expected to contribute to class discussions every week, whether in person or in online discussion forums.

5. SCHEDULED AND NON-SCHEDULED BREAKS. (For in-person cohorts only) Each class we will have one 10-minute break. For everyone's safety and security, the classroom door will remain locked during class time. Because of this, frequent breaks can be disruptive both to you and to the flow of our work together. Additional breaks during class are therefore discouraged, so please plan ahead to take care of personal needs before class begins.

I want you to feel comfortable and focused while you're here—minimizing disruptions helps us create a learning space where everyone can stay engaged and make the most of our time together.

6. CELL PHONE USE AND TEXTING. (For in-person cohorts only) I ask that phones be put away during class so we can all stay present and focused. Activities like texting, emailing, or scrolling can be distracting to both you and those around you. I trust you to make choices that support your own goals in this course and to stay engaged with the work we're doing together.

If you need to check your phone for an urgent reason, please step outside to do so. Students who are actively on their phones during class will be asked to put them away, and in rare cases where distractions continue, may be asked to leave for the day.

My goal is to create a space where we can all be fully present, and I appreciate your help in making that possible.

7. PLAGIARISM AND ACADEMIC HONESTY. Plagiarism is not only immoral and unethical, but may result in student disciplinary action. The OCC Student Handbook states: "No student shall engage in behavior which, in the judgement of the instructor of the class, may be construed as academic dishonesty. This may include, but is not limited to, plagiarism, presenting another individual's ideas, data, words, images, or other products without giving credit to the originator, or other forms of academic dishonesty, such as the acquisition (without permission) of tests or other academic materials and/or distribution of the same. This includes students who aid and abet, as well as those who attempt such behavior."

7.1 ETHICAL USE OF AI. As part of this class, you will read the Ethical Use of AI Agreement. We will practice using AI tools in ways that support your writing efforts while encouraging deep thinking. Our goal is to use AI in a way that boosts neural activity and strengthens your cognitive development.

Using AI in unethical ways is not permitted. This includes having AI generate or rewrite your work for you. In extreme cases, unethical use of AI may result in disciplinary action under college policy.

Please note: Turnitin's AI similarity checker is enabled for all written submissions. Work flagged as more than 20% AI-generated will be reviewed carefully with the instructor.

The expectation is simple: AI is here to support your growth, not replace your effort.

8. STUDENT CODE OF CONDUCT. Per the OCC Handbook:

1. Be on time.
2. Spend time in class to learn and understand.
3. Demonstrate high ethical standards (For example, no cheating or plagiarism).
4. Remain in class until dismissed.
5. Keep classroom corridors quiet.
6. Maintain civility while on campus property, including all campus offices.
7. Respect differences in others - harassment of any kind is not tolerated.
8. Refrain from using vulgarities.
9. Abide by the College's rules and regulations.

9. ACADEMIC SUPPORT CENTER (ASC). The Academic Support Center provides free one-on-one tutoring and free seminars in topics such as Study Skills and College Success Strategies. The ASC

is located in B 111, and its phone number is 248-232-4435. Their email address is ahasc@oaklandcc.edu. I strongly advise students to attend one of the ASC's Student Success Seminars within the first two weeks of the semester

- Students who provide the Instructor with an official certificate of attendance will receive a 5-point bonus towards his/her final grade.
- Students who consult a tutor at the ASC for support in writing one of the two (2) major essays (Compare and Contrast, and Narrative) and who provide proof of their attendance (a Penji receipt and/or tutor notes and feedback) will receive 5 bonus points towards their final grade on that assignment.

10. IMPORTANT FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) REMINDER. Per the Family Educational Rights and Privacy Act (FERPA), college personnel are not allowed to release students' personal information to anyone, including other students. If you have any questions regarding FERPA, please refer to www2.ed.gov or click [here](#).

11. ADA NOTIFICATION. The College abides by the requirements of the American Disabilities Act (ADA). Students who require assistance due to a disability should contact the ACCESS department on any campus to discuss possible accommodations, preferably within the first two weeks of the semester. Services may take time to put into place and will not be retroactive. Additional information is available at <https://www.oaklandcc.edu/access>.

12. TECHNOLOGY APPROPRIATE USE REGULATIONS (TAUR). Review OCC's Technology Appropriate Use Regulations online at <https://www.oaklandcc.edu/TAUR/>.

13. SAFETY PRECAUTIONS. Sign up for the OCC Emergency Notification System at <https://www.oaklandcc.edu/ENS/> to receive e-mail and/or text messages from the Public Safety department. Please also take a moment to review OCC's Public Safety page at <https://www.oaklandcc.edu/PublicSafety>.

- ✓ Familiarize yourself with exits and evacuation routes. Shelter area maps are located in hallways
- ✓ Take note of posted emergency response and other Public Safety flyers in classroom
- ✓ Review the Student Emergency Response Plan, on the Public Safety web site and Active Shooter video on the PS web site, under Emergency Protocols
- ✓ If you hear a building alarm, evacuate the building
- ✓ In an emergency follow the instructions of OCC Public Safety, your instructor, and/or college administrator
- ✓ Should you become aware of communications, actions, or behaviors that are perceived as inappropriate, please inform OCC Public Safety, faculty or staff
- ✓ If you have a Personal Protection Order, file it with Public Safety immediately
- ✓ If you have or develop special needs advise your instructor
- ✓ In an emergency, contact Public Safety by calling 911

The Department of Public Safety also provides a range of services to support your personal safety on campus, such as escort services to and from your classroom and/or vehicle, vehicle jump start and lock out assistance, lost and found facilities, and crash reports. To contact the Department of Public Safety from a campus phone dial '5555'. To contact the department of Public Safety from an off-campus phone dial 248-858-4951.

14. PAPERLESS COURSE. We will rely heavily on 2DL and MindTap to make this course as paperless as possible. This includes but is not limited to e-signing, using the D2L Dropbox for

essay submissions, accessing the course e-text and e-reader through MindTap, using editable PDFs for any additional feedback forms (where applicable), and completing quizzes and reading feedback assignments through MindTap. I do, however, encourage any students who are more comfortable using hard copies of textbooks, notebooks, and any other materials, to do so.

15. INSTRUCTOR LATE POLICY. (For in-person cohorts only) Should a situation arise that results in my being late to class, students are expected to wait outside the classroom doors for 15 minutes or until someone from the department comes to inform you of a class cancellation (whichever comes first).

16. D2L TECHNICAL SUPPORT. If you are experiencing technical difficulties in this course and wish to speak directly with a D2L Support Technician, call 855-772-1235. The D2L Student Helpdesk is available 24 by 7. You will be required to provide your Student ID number, your OCC email address, and a phone number to the D2L Helpdesk when asking for assistance. Please review the D2L Technical Requirements, including supported browsers.

17. D2L ACCESSIBILITY INFORMATION. [D2L Accessibility Standards](#) are available on the D2L website.

18. REQUIRED MINIMUM TECHNICAL SKILLS

- Navigate the web confidently (locating, viewing, and interacting with online content).
- Access and use the tools in D2L (course content, discussions, dropboxes, quizzes, gradebook).
- Use basic word processing and presentation tools (Google Docs, Microsoft Word, Pages, PowerPoint, or Google Slides).
- Manage, save, and attach files in common formats (DOCX, PDF, PPTX, JPEG/PNG).
- Use MindTap and integrated eBook resources.
- Scan or capture documents/images using a smartphone (e.g., with Google Lens or a similar app).
- Upload and submit assignments in the required format (including handwritten reflections converted to digital copies).
- Use basic multimedia tools (watching videos, listening to podcasts, and creating short recordings for presentations or video-style assignments).
- Access and use text-to-speech or similar accessibility tools for revising written work.

19. MICROSOFT ACCESSIBILITY PAGE. Microsoft has a variety of accessibility information and resources on their [Accessibility page](#).

20. NETIQUETTE. Please review best practices for [Netiquette](#) and keep them in mind when posting to the weekly discussions throughout the course.

Expectations of Instructor

1. ASSESSMENT TURNAROUND TIME. Students can expect to see grades posted within 7 business dates of the assignment due dates listed.

2. EMAIL RESPONSE TIMEFRAME. I check emails twice a week, on Friday afternoons between 1-5 pm and on Sunday evenings between 6-9pm. WhatsApp is by far the best and most timely way to reach me! The QR code for my WhatsApp is above under my contact information.

ASSIGNMENTS AND GRADING

Assignment	Percent of total grade	Point value (in D2L)
Compare / Contrast - outline	5%	50
"Peer Review" (AI Assisted)	5%	50
Compare / Contrast - essay	10%	100
Narrative - outline	5%	50
"Peer Review" (AI Assisted text to speech)	5%	50
Narrative - presentation	5%	50
Narrative essay	10%	100
Reflections (in-class - 5 @ 50 points / 5% each)	25%	250
Pre-test	2%	20
Discussions	13%	130
Final	10%	100
TOTAL	100%	1000

1. CENGAGE / MINDTAP. Your textbook and all online learning materials are included in the costs you've paid upon enrollment and provided by Cengage/MindTap. On the first day of class students will register for an Cengage account (if they do not already have one) and begin working on the diagnostic Pre-Test in MindTap.

About the Pre-Test. Early in the semester, you will complete a Pre-Test in MindTap. This assessment is designed to help you identify your areas of mastery and your areas for growth in key writing fundamentals. Based on your results, MindTap will recommend specific modules to help you refine your skills and build confidence as a thinker and writer in this class.

The Pre-Test is required, and points are allotted for completing it. While the personalized learning path that follows is not graded or monitored, it is strongly encouraged. Like all content in this course, the concepts it covers are considered essential for your success, and any of them may appear on the final exam.

Completing the Pre-Test and using the learning path wisely will set you up for success in this class and beyond by giving you the tools to strengthen your writing where you need it most.

2. ESSAYS. A total of two (2) essays, totaling 4-5 pages each, will be due throughout the semester:
 Essay #1: Compare and Contrast
 Essay #2: Narrative

All writing uploaded to drop-boxes in D2L must be in MLA format. This includes: typed in Times New Roman 12 point font; double-spaced with page margins set at 1-inch on each side; edited and revised to remove all spelling mistakes and grammatical errors.

Late submissions will not be accepted.

COMPARE / CONTRAST UNIT. The Compare/Contrast essay sharpens your ability to analyze ideas, evaluate similarities and differences, and make meaningful connections. This type of writing is one you'll encounter often—in professional reports, persuasive arguments, decision-making, and even everyday problem-solving. The skill of comparing and contrasting helps you organize information clearly and make strong, well-supported claims.

In this unit you will:

- Complete a brainstorming and planning worksheet to outline your ideas.
- Use peer or AI-assisted feedback tools to evaluate your draft and revise for clarity and organization.
- Write a full compare/contrast essay that develops a clear thesis supported by evidence.
- Submit your final essay as the culminating assignment.

Learning to compare and contrast effectively is not just an academic exercise - it's a way of developing critical thinking, sharpening your decision-making skills, and preparing you to write persuasively in both academic and professional contexts.

Your grade in this category reflects both the process of developing your ideas and the quality of your final product.

Grade Breakdown - Compare and Contrast Unit

Assignment	Weight	Points
Planning & Brainstorming Worksheet	5%	50
Draft + Peer/AI Feedback Activity	5%	50
Final Compare/Contrast Essay	10%	100

Total: 20% of final grade | 200 points

NARRATIVE UNIT. Narrative writing is a core part of this course—and of your life beyond the classroom. The ability to tell your story clearly and authentically shows up in countless ways: on

social media posts, personal bios, anecdotes in conversation, cover letters, college application essays, job interviews, elevator pitches, presentations, and more.

In this unit you will:

- Complete a planning and brainstorming worksheet to map out your ideas.
- Use text-to-speech tools to “hear” your essay and revise it for clarity and flow.
- Present your story to your peers—either live or in a recorded format.
- Write a full narrative essay that develops your story.

Narrative writing is more than just an assignment. It is a gateway to identity formation, self-discovery, and reinvention. It gives you the chance to reflect on who you are, where you’ve been, and where you’re going—while also helping you build the skill of connecting with others through your voice and experiences.

Your grade in this category reflects the effort and growth you put into developing your own story as a writer and communicator.

Grade Breakdown - Narrative Unit

Assignment	Weight	Points
Planning & Brainstorming Worksheet	5%	50
Text-to-Speech Revision Activity	5%	50
Story Presentation	5%	50
Final Narrative Essay	5%	100

Total: 20% of final grade | 250 points

3. CLASS DISCUSSIONS (D2L). Class discussions are an important part of this course and will take place in D2L. You are required to complete 13 discussions, worth 10 points each, for a total of 130 points (13% of your final grade).

These forums are designed to help you practice critical thinking, build community, and strengthen your voice as a writer. To receive full credit, you are expected to:

- Follow all instructions carefully for each discussion, including word counts, prompts, and reply requirements.
- Engage ethically and respectfully—no plagiarism, no AI-generated posts, and no dismissive or inappropriate comments.

- Contribute thoughtfully to the conversation, showing that you've read the assigned material and considered your classmates' ideas.
- Reply meaningfully to peers when instructed, moving the conversation forward rather than repeating what has already been said.

Discussions are not just about earning points—they are about building habits of reflection, dialogue, and leadership in an online space. Ethical conduct is required at all times, and failure to meet these standards may affect both your grade and your standing in the class.

4. IN-CLASS REFLECTIONS. Throughout the semester, you will complete five short in-class reflection assignments (50 points each, for a total of 250 points or 25% of your final grade). These reflections will be given at the beginning of class and may draw on anything assigned or discussed up until that point in the semester - including homework, readings, in-class discussions, and conversations from our online forums.

Reflections will be hand-written in class and are expected to follow the principles of formal writing structure as outlined in this course and consistent with college-level writing expectations. Clear organization, proper grammar and mechanics, and thoughtful development of ideas are all required.

Because these reflections are administered at the very start of class, arriving on time is crucial. Late arrivals will not be admitted to participate and will not be given the chance to submit the work. You will:

1. Complete the reflection by hand in class.
2. Use Google Lens to scan your writing.
3. Copy and paste the scanned text into Pages, Google Docs, or Word, and reformat it according to MLA standards, and edit it fully.
4. Upload both the reformatted digital version and a photo of your handwritten copy into the designated Dropbox.

I will provide feedback and guidance on these reflections, but they will be graded on a Complete/Incomplete basis. Full credit will be awarded for thoughtful, well-structured responses that meet expectations.

5. HOMEWORK / CLASS WORK. Each week, you will be assigned a mix of readings, eLearning modules, videos, podcasts, and other materials. These resources are designed to help you continue building mastery of critical writing and thinking skills.

We will regularly draw on this content in order to:

- Participate meaningfully in online discussions
- Complete in-class reflections
- Engage fully with writing assignments and course projects

As with all areas of this course, you are trusted to manage your own learning. If you feel that your familiarity with certain subject matter is already strong, you may choose to engage with that

content more lightly than other areas. However, keep in mind that much of this material will connect directly to graded work and to the final exam—so consistent engagement will give you the best chance to succeed.

6. FINAL EXAM. At the end of the semester, you will complete a comprehensive multiple-choice final exam. This exam will draw on *all* of the content we've covered in this class and will test your understanding of key concepts, skills, and practices we've developed together.

The exam will include questions from (but not limited to):

- Assigned textbook chapters and eLearning modules
- In-class lectures, explanations, and activities
- Online discussion forums and in-class discussions
- Narrative and Compare/Contrast essay concepts (structure, thesis, transitions, etc.)
- Grammar, mechanics, and writing fundamentals (as introduced in MindTap and in class)
- Read and Respond pop-ups
- In-class reflections and feedback provided throughout the semester

The final is your opportunity to demonstrate the knowledge and skills you've built across the semester. Consistent engagement with readings, assignments, and discussions will prepare you for success.

WEEKLY BREAKDOWN AND IMPORTANT DATES

This course is organized into weekly modules that align with the semester. Each module contains the readings, assignments, and activities for that week.

- Due dates: All assignments for the week must be submitted by Sunday at 11:59 PM.
- New content: The next week's content will open at 12:01 AM on Monday, provided you have completed all required activities to unlock it.

This structure uses a ladder approach—each task builds on the one before it. By completing activities in order, you'll unlock the next step and stay on track with the course's progression.

Once a module has opened, the content will remain accessible for review. However, due dates in dropboxes and discussions are final and will not be extended. Staying current will help you get the full benefit of class activities and keep you aligned with your peers.

Week #	Week Start (Monday)	Week End (Sunday)	Notes
1	Mon, Aug 25, 2025	Sun, Aug 31, 2025	Drop/Add Aug 25–30; course begins Tue Aug 26
2	Mon, Sep 01, 2025	Sun, Sep 07, 2025	Labor Day Mon Sep 1 - College closed
3	Mon, Sep 08, 2025	Sun, Sep 14, 2025	
4	Mon, Sep 15, 2025	Sun, Sep 21, 2025	
5	Mon, Sep 22, 2025	Sun, Sep 28, 2025	
6	Mon, Sep 29, 2025	Sun, Oct 05, 2025	
7	Mon, Oct 06, 2025	Sun, Oct 12, 2025	
8	Mon, Oct 13, 2025	Sun, Oct 19, 2025	
9	Mon, Oct 20, 2025	Sun, Oct 26, 2025	
10	Mon, Oct 27, 2025	Sun, Nov 02, 2025	
11	Mon, Nov 03, 2025	Sun, Nov 09, 2025	
12	Mon, Nov 10, 2025	Sun, Nov 16, 2025	
13	Mon, Nov 17, 2025	Sun, Nov 23, 2025	
	Mon, Nov 24, 2025	Sun, Nov 30, 2025	Thanksgiving Recess: Nov 24–26 (no classes). Nov 27–29 - College closed
14	Mon, Dec 01, 2025	Sun, Dec 07, 2025	
15	Mon, Dec 08, 2025	Sun, Dec 14, 2025	Course ends Tue Dec 9th. College instruction ends Dec 15th.

COURSE CALENDAR

The Course Calendar for EN1510 is attached below. Please note that this calendar is subject to change based on the needs of the class. This might include amendments to assignments, tests, quizzes, and readings. If adjustments are made students will be given at least one week's advance notice. Adjustments may impact grade distribution.

Class / Week #	Topic	This week's work	Graded work due	Agenda
1	Welcome - Introduction.	Welcome message		Lecture - Course Overview
		D2L Made Easy		Lab - Getting started, Pre-test, Course Work week 1 and 2
		Let's get personal (Padlet)	x	
		Syllabys and Course Calendar		
		Ethical Use of AI (in this class)		
		How to Use Cengage / MindTap		
		Cengage / MindTap		
		Pre-test: Building your Writing Foundation		
		Pre-test	x	
2	On Writing - does it matter?	Writing in the Real World : How Much Does it Matter?		Class discussion & review.
		Weigh-in Read and Respond	x	Small group work.
		Why I Write		
		Your Take Read and Respond	x	
3	Writing in the age of AI.	TED talk: "Will AI make us the last generation to read and write?"		Class discussion
		Diverse Perspectives Weigh-in	x	
		Podcast, On Point . "Does AI Dumb You Down?"		Lab - learning path & homework
4	Compare and contrast essays - how to.	Mastering Compare and Contrast Essays		Lecture - Chapter Overview
		Chapter 14: Analytical Writing : Compare and Contrast		Lab: Course Work
		Chapter 14: Watch a Video: Compare and Contrast		
		Reading: Revising Logical Fallacies		
		Video Example: Revising Logical Fallacies		

Class / Week #	Topic	This week's work	Graded work due	Agenda
		eLearning Module Mastering Compare & Contrast Essays		
		Pre-Writing / Brainstorming Worksheet	x	
5	Essay writing 101	Video Tutorial: Understanding Writing Assignments		Lecture: Your brain on writing.
		Video Tutorial: Understanding the Rhetorical Situation		Lab: Course Work, Compare Contrast Essay Writing
		Video Tutorial: Writing Thesis Statements		
		Video Tutorial: Organizing Your Essay		
		Video Tutorial: Writing Introductions and Conclusions		
		Video Tutorial: Writing Topic Sentences		
		Video Tutorial: Including Supporting Ideas		
		Video Tutorial: Writing Unified Paragraphs		
		Video Tutorial: Writing Coherent Paragraphs		
		Read Chapter 23: MLA Style		
6	Editing, "Peer Review," and polishing your final essay.	Read Chapter 05: Drafting: From Paragraphs to Essays		Lecture: Editing as an iterative process.
		Read Chapter 06: Revising Your Draft		Lab: Course Work, Compare Contrast Essay Writing
		Read Chapter 07: Polishing Your Prose		
		Peer Review - Two Modes		
		Peer Review with AI	x	
7	Halfway there: Progress, power, and What's Next!	Welcome to Week 7 — You've Made It to the Halfway Point!		
		Compare Contrast Essay - Due this week	x	
8	Narrative, voice, and story.	Narrative - Self-Assessment	x	Lecture: Writing, Voice, and Identity.
		Narrative - Brainstorming Worksheet	x	
		TED talk: "Overcoming and Becoming; Identity and Finding our Way"		Class discussion & small group work.

Class / Week #	Topic	This week's work	Graded work due	Agenda
		TED Talk: "My Immigration Story" (Tan Le)		Lab: Course Work, Essay Writing
		Your Take Read and Respond  	x	
9	Narrative, voice, and story (part 2)	TED Talk: "The Danger of a Single Story" (Chimamanda Ngozi Adichie)		Class discussion & small group work.
		TED Talk: "Tell Me About Your Identity Crisis" (Cedrice Webber)		
		Your Take Read and Respond  	x	
10	Narrative essays and storytelling.	The Knowledge Project , "No. 1 Storyteller: 5 Tricks People NEVER Forget" (with Matthew Dicks)		Lecture: Using AI Text to Speech to Polish your Work.
		TED Talk. "Write well. Start writing now." (Adam Benn)		Lab: Course Work, Essay Writing, Presentation prep.
		Text to Speech - Audio file & reflection due this week  	x	
11	Narrative essays 101	Read: Chapter 10: Personal Writing 		Lecture: On Narrative Essays and Presenting your Story.
		Narrative presentation - Due this week  	x	Lab: Course Work, Essay Writing
12	Narrative: presentations	Narrative essay - Due this week  	x	Presentations
13	Home Stretch! Final exam prep.			Lab: Exam Prep.
14	Final exam.			Final Exam.
15	Course debrief / feedback / wrap-up.			