

.SYLLABUS for English 101—On Line—Winter 2005

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 Office Hours: on-line office hours—via chat room or instant message—time to be
 determined by class members

Texts: *Bare Essentials* 9th ed. by Hayes-Scott
International Journal for Teachers of English Writing Skills, August 2004 Special
 Literary Edition

Note: Students **must type—double spaced-** all work submitted to Dr. Fairy

The **length of all themes**, except for the research theme, should be **2 to 3 pp.**

All assignments sent to Dr. Fairy via attached file **MUST BE a MICROSOFT WORD document. If you cannot do this, then, just paste your paper in an e-mail message to Dr. Fairy.**

**NOTE: FOR CLASS POLICIES AND ONLINE
 ORIENTATION AND ALL OTHER INFORMATION GO
 TO:**

www.RobbieDeanPress.com

A General Overview of Dates When Assignments are Due

First, please note that all reading assignments, *unless otherwise indicated*, should be completed the first day of the week they are assigned.

Secondly, please note that all tasks, *unless otherwise indicated*, should be completed a day after an assignment has been posted on Blackboard. Thus, the dates for all of the tasks that are due are NOT indicated in this overview. It is your responsibility to read this whole syllabus carefully and make certain that you complete them at the correct time. At the end of mid-term and the semester, tasks will receive an overall grade. So, the quality and quantity of responses to your neighbors' works are quite important and will influence this overall grade for tasks.

All other dates for works that are due are the following:

- Jan. 8 All tasks that are listed before Week One**
- Jan. 8 All reading assignments listed before Week One (now, if the text is not in the bookstore by this time; then, you should complete these readings as soon as you can obtain the text from the store. However, this should not be a problem to complete most of the reading assignments during this time since**

most of the material is also on the website. Just click on “Orientation for Mott Students.”).

- Jan. 9 Writing Assignment Number One
- Jan. 11 Responses to Writing Assignment Number One
- Jan. 12 Writing Assignment Number Two
- Jan. 23 E mail two topics considered for research project
- Jan. 25 Writing Assignment Number Three
- Feb. 1 Writing Assignment Number Four
- Feb. 7 Writing Assignment Number Five
- Feb. 9 MID-TERM EXAM
- Feb. 17 Writing Assignment Number Six—RESEARCH PLAN
- Feb. 23 Writing Assignment Number Seven
- Feb. 28 Writing Assignment Number Eight
- Mar. 3 Writing Assignment Number Nine
- Mar. 16 Writing Assignment Number Ten
- Mar. 21 Writing Assignment Number Eleven
- Apr. 4 Writing Assignment Number Twelve
- Apr. 9 Writing Assignment Number Thirteen—EXTRA CREDIT
- Apr. 11 FINAL EXAM—RESEARCH THEME

PLEASE DO NOT USE THE ABOVE OVERVIEW AS A REPLACEMENT FROM READING THOROUGHLY THE FULL SYLLABUS. THERE ARE SOME TASKS AND READING ASSIGNMENTS THAT ARE NOT INCLUDED IN THE ABOVE; STILL, YOU ARE RESPONSIBLE FOR COMPLETING THEM WITHIN THE PROPER TIMEFRAME.

IF THERE ARE ANY QUESTIONS, DO NOT HESITATE TO E MAIL DR. FAIRY AT HER E MAIL ADDRESS: <FairyHa@aol.com>.

Course Objectives or Competencies—English 101:

No one instructor has prescribed these objectives. The English faculty of the Humanities Division of Mott Community College has set up these objectives.

1. Demonstrate awareness of audience and purpose for writing by making appropriate choices in content and organization to suit the particular rhetorical situation.
2. Use prewriting methods that help generate and focus ideas before drafting a paragraph or essay.
3. Draft essays, each of which supports one main idea with relevant details and examples.
4. Revise essays, going beyond surface-level corrections to rethink issues of focus, development, and organization.
5. Use transitions so that one idea flows smoothly and logically into the next.
6. Use a variety of sentence lengths and structures.
7. Use concrete, specific words to create a mental picture for the reader.
8. Use standard English grammar, punctuation, and spelling.
9. Recognize and demonstrate elements of an essay: introduction, thesis, body/support paragraphs, conclusion.
10. Demonstrate basic research skills by locating and selecting pertinent materials in the library, including the on-line library data bases.
11. Write an original research essay, using parenthetical citations and providing a list of works cited using MLA guidelines.
12. Participate in the social sphere of the writing class through open discussion and peer feedback by expressing respectfully and clearly questions and suggestions.

What is the relevance of these objectives/competencies?

- Increase the ability to communicate to a wide range of people
- Increase the ability to brainstorm in a manner that will help one generate ideas before performing a task at home, work, foreign environment
- Increase ability to develop one idea and generate support for that idea at home, work, vacation, etc.

- Increase the ability to improve one's method of approach to any situation
- Increase the ability to communicate with people in a manner that does not confuse the listener or reader
- Increase the ability not to be boring when presenting one's ideas, thus, keeping the attention of the listener or reader
- Increase the ability to be very clear in providing examples during a discussion so to promote more clear communication with reader and/or listener/s
- Increase the ability to avoid those grammatical errors that can distract a reader or listener, i.e. in situations like a job interview
- Increase the ability to present a focused oral or written presentation
- Increase ability to use a variety of research sources to cope and master the challenges of this century, i.e. ability to research information about an illness that has afflicted a loved one or self, ability to check to see if a certain automobile is really safe, ability to learn about new topics without being dependent on an "expert"
- Increase the ability to write an piece of research independently
- Increase one's ability to receive and share constructively suggestions for improvement; also, an increase in the ability to learn from a wider audience, not necessarily agree, but to respect and be more open to new ideas

Of course, there are more reasons than the above. However, this information should help you understand "why am I doing all of this stuff" ☺.

Method of Evaluation

Evaluation by Instructor

Evaluation by Students

First-Half (Midterm Grade) of Semester:

2/3 of grade based on written assignments

1/3 of grade based on argumentative essay

Final Grade of Course:

1/4 of grade based on midterm grade

2/4 of grade based on all grades earned after midterm

1/4 of grade based on research theme

You will notice that there is an evaluation sheet in your text and the same one is on y our CD. You can use this sheet as a checklist to make certain you are following the guidelines for writing a solid college theme. The total point value is 300. All points are turned into a grade:

300	=	100%	A+	4.0
282-299	=	95%	A	4.0
276-281	=	90%	A-	4.0
267-275	=	88%	B+	3.8
252-266	=	85%	B	3.5
245-251	=	80%	B-	3.0
237-244	=	78%	C+	2.8
222-236	=	75%	C	2.5
213-221	=	70%	C-	2.0
207-212	=	68%	D+	1.8
191-206	=	65%	D	1.5
180-190	=	60%	D-	1.0
0-179	=	50%	E	0
Non-submission of work=	=	0%	E	0

Week Before the Winter 2005 semester begins

The first thing that should become very clear to every English composition online Student/neighbor in this community is that you cannot function in the same manner as students do in courses that actually meet in a brick and mortar building. And so, this is the reason for your starting earlier than the others. As the orientation has pointed out, it is more rigorous to take an online course than one which meets every other day. You must be self-disciplined, and you must be able to follow the examples, guidelines, and other directions. So, let us start now with the tasks that need to be completed before Week One of Winter Term 2005 begins.

Tasks

- Go to the website <www.RobbieDeanPress.com>.
- Click on “Orientation for Mott Students.”
- Now, go to the folder “Sample Outline and Theme.” There is a color-coded outline and theme. Please note how the two relate to one another. For every example of the topic sentence, you should note there are two-five sentences developing EVERY EXAMPLE. It is very important that EVERY EXAMPLE is extremely SPECIFIC. So, it may require two sentences; still, it should not take more than five sentences to get to the explicit details of each example.
- Some professors will tell you to give more details. Dr. Fairy is reiterating this point. However, she has decided to be a little more explicit, trying to give you some kind of idea as to how much you need to write in order to achieve this goal. It may be a bit prescriptive; however, for those who are not English majors, and most are not, this should give you the specificity needed to write well-developed college themes. So, follow this guideline. OK?
- Next, note that whatever SENTENCES are in the outline, the EXACT SAME SENTENCE is in the theme, except for the addition of a transitional word if deemed necessary.

- Now, go to the folder that refers to Chapter 7 & 8. Go to Chapter 7 and note the outline and theme by Sarah Lovins. Just like the color-coded theme about Dr. Fairy's favorite singers, the outline and theme by Ms. Lovins relate. When YOU write your outline and theme, your outline and theme should closely relate.
- The outline should serve as the blueprint for your paper. And just as one does NOT build a house before presenting the blueprint to the potential buyers of the house, you, too, should NOT write the paper before you set up the outline. In others words, before you decide to drive to go to any destination, know how you are going to get there and where you are going. Clear?
- No, this is not the only way to outline, but it is the way I want you to follow for this course. Former students have shared that it has helped them really see where they were going in the development of their paper. Also, it makes it much easier for me to see if you are following a good path, too. As stated above, the outline is the blueprint of the paper, so the paper/house should follow the blueprint. Clear? If you do not like some things in the blueprint, change the blueprint. Do not build the house and, then, decide to change things. That is costly; it wastes time. Time is money, and few of us have time to waste either. So, use this outline in way that will save you time!

Reading Assignment

On Website:

Read "Welcome"

Read "Syllabus" (obviously)

Read "How to set up and write a theme"

Read "Bare Essentials Sample Outline and Theme"—(you will see it is color-coded) This theme is also on your CD, but, just in case you are having any difficulty getting into the CD, you will be able to view it via this site.

On Blackboard—"Announcements"

Class Policies

"Use of Bare Essentials—Text Files"

"A Little Background about Writing for Beginner Composition Students"

Chapter 7, p. 74, "Guidelines for Introductory Paragraph" and "Guidelines for the Concluding Paragraph"

Appendix L—Evaluation Sheets, pp. 244-251

Introductory and Concluding Paragraphs for "Sports Medicine," pp. 213-218
in *Bare Essentials*

THE MAJOR READING ASSIGNMENTS:

- Read the five novel excerpts in the *International Journal for Teachers of English Writing Skills*, August 2004 Special Literary Edition.
- Now, you are to read one book during this semester in this course (page length—minimum 200 pages). You can choose one of the novels in the journal (they can be

purchased from the secure site indicated in the journal) or you can choose any other book you wish as long as it meets the minimal page requirements.

The book must be read by **March 16, 2005**

Week One—Jan. 9-15—Diagnostic Theme

Tasks

Make certain you can gain access to **all items on both CDs**; this includes the photos and poetry readings, *Narratives of ESL Students*, on the Bare Essentials CD; **if not, you are to contact me this week!**

Look at the *Bare Essentials* (orangey-red) CD. Submit the following:

- Read the text regarding the use of apostrophe marks and pronouns.
- Then, click onto the “apospronoun.doc.” do the exercise and mail to me.
- Look at the twelve (12) photos. Choose the one you like the most. In no more than five (5) sentences, post on the Discussion Board on Blackboard the reasons why you have chosen this particular photo as your favorite. Post your answer in the thread titled: “Photos Liked.”
- Listen to the first 6 poems. Choose the one you like the most. In no more than five (5) sentences, post your reasons on the Discussion Board in the thread titled: “Poems Liked.”

All of the above bulleted items should be completed by Jan. 15, 2005.

Writing Assignment Number One—Diagnostic Theme

Post your outline and theme on the Discussion Board of Blackboard. Put it in the folder “Diagnostic Themes.”

Now, you are to **CHOOSE one** of the topics below and set up the outline and write a theme answering one of the questions:

Name three of your favorite singers or musical groups. Why do you like them?

or

If you died today, what are the three things people would remember about you?

You are to post your theme on the Discussion Board of Blackboard in the File folder/Thread titled “First Theme” **no later than Jan. 9, 11:59-1/2 PM.**

I strongly suggest that you work hard to follow the examples provided in the handbook and/or CD. These demonstrate how I expect your five paragraph theme to be set up. Be sure to submit your outline and theme, with the outline being first. There are clear guidelines as to how the introductory paragraph and concluding paragraph should be set up. I expect you to follow these guidelines (see the evaluation sheet that is on the CD and in your text and these guidelines are stated in Chapter 7, too!). I am not saying these are the only ways to develop an introductory paragraph and concluding paragraph. However, for most English 101 students, they are not familiar with any way of developing these paragraph appropriate for a college theme. And so, this is why everyone in this online community will learn the same way, and learn it well. And so, when you go to English 102, you will be able to use this confidently until your English 102 instructor teachers instruct you in the other ways of setting up these particular paragraphs. OK?

NEXT, I shall respond to your work on Discussion Board. I shall ask three (3) questions and provide one positive comment. These should serve as guides for you to think of ways of improving your work.

NEXT, YOU are to provide three questions and a positive comment for a MINIMUM of three of your classmates' themes. Use my method as a guide for you in how you should ask questions, etc. Keep in mind that each question should help bring to the attention of the writer aspects of his/her paper that need improvement. DO NOT tell the writer what to do; ask questions that will help him/her to discover what he may want to consider doing. In other words, we will not take the fish to our neighbors; we will help our neighbors learn to perfect his/her own technique of fishing. Then, our neighbors will be able to feed themselves, body and mind. Clear? **Due no later than: Jan. 11, 6:00 PM.**

Follow the format that Dr. Fairy has set: 3 questions about the work that will help the writer decide if s/he has followed the guidelines given (see evaluation sheet) and one comment that points out the greatest strength of the theme.

You may find using the evaluation sheet as a guideline.

Writing Assignment Number Two

FINALLY, the final draft of this assignment should be submitted to me ONLY via attached file no later than Jan. 12, 11:59-1/2 PM.

Week Two—Jan. 16-22—Introspection and Reflection

Week Three and Week Four—Jan. 23-29 and Jan. 30-Feb. 5

Reading Assignment

Read all of the essays in the section “Before America” of *Narratives of ESL Students* (on the *Bare Essentials* CD). You should read these essays thoroughly. You will need to read

this section of *Narratives* twice because there are two different assignments for which you will be preparing. This task should be completed by **Jan. 23**.

First, you should read all of these essays and ask if you could be interested in researching on some aspect of Mexican, Vietnamese, Mid-eastern culture? Or would you like to find out why your ancestors, i.e., German, Italian, Polish, Irish, etc., came to America? What conditions did they experience? Or is there a holiday that you really like? Would you like to know how other countries celebrate the holiday? Finally, perhaps, you would like to learn about a religion that is not as “common.” After you read these essays, you should get some motivation for researching one of the aspects that is mentioned in this paragraph.

Go to the library and Internet and see what you can find out about at least two topics. Upon going to the library and/or perusing the Internet, you will need to decide what will be your topic for your research theme—the final exam of this course.

By **Jan. 23** e mail me, your professor, and tell me the two topics on which you have considered for writing your research theme. For example, will it be about a Mexican holiday, as discussed in one of the narratives. Or will it be about a Vietnamese custom or Mid-eastern custom? Will it be about a Polish ceremony? Or will it be how three different countries celebrate Christmas? Or will it be research about a religion that you know very little about—Buddhism? Judaism? Jehovah’s Witness? Or will it be about a special holiday you like? Halloween—its origin? Kwanzaa—its origin?

Once I give you the “OK,” then, you should try to settle on one of the topics and begin your research. You need to determine if you can find at least nine (9) difference written sources for this paper. You will need three (3) different sources for each body paragraph. This is a way you can determine if you have solid sources.

Are you getting the point?

Next, you will read these essays in the section “Before America” to prepare for a more immediate assignment—the writing of a paragraph and, then, a theme—a collaborative effort.

Task

Learn to work with others in the class!

Comment on the first draft of every student’s theme who used your paragraph to develop his/her theme.

Now, the comments should not be: “Ah! That is nice.” or “I like what you did.” Those comments do not help the person improve his/her writing skills. The writer should already believe that his/her work is “nice.” As a good neighbor in the English 101

Community, you need to ask questions that will really help your neighbor go beyond what he already knows. Do as you did with the first paper. Ask questions like the following:

- Is the thesis in three parts?
- Does the topic sentence have one general idea that refers to a thesis point?
- Are the body paragraphs clear? Are there three different examples (three different narratives mentioned) in every body paragraph?
- Have you devoted at least 2 sentences to each narrative and no more than 5 or 6 sentences?
- Is the introductory paragraph functioning as shown in the samples or on the evaluation sheet?
- Does the writer have a concluding paragraph that has seven solidly functioning sentences?

These kinds of questions will give the writer something to consider and help him/her rethink how he or she has set up the theme.

Furthermore, write one sentence pointing out the strongest point of the person's theme.

Make all comments on Blackboard. It is important that the "discussion" is experienced by everyone in the class, not just the students who have contributed to a particular theme.

Writing Assignment Number Three—Paragraph

First, you will write one well-developed paragraph that will be a part of a theme written by eight (8) other classmates. This activity is to help you become familiar with how you and your classmates and the people in these essays have common experiences. We are all a part of a community—an online classroom community and a global community.

So, you should choose the essay that most shares an experience that is very common to an experience you have had. In **one paragraph**, you should briefly summarize the incident and explain why the writer's experience is similar to your own. Post this paragraph on Blackboard in the Discussion Board. **Due: Jan. 25.**

Writing Assignment Number Four—Collaboration Theme

Now, look at the several paragraphs on the Discussion Board under the thread "Paragraphs for a Collaboration Theme." Choose eight other paragraphs that will serve as body paragraphs for your theme. Each classmate should make certain s/he provides the name of the author of the essay he is referring to and the page number/s where he read about the incident. Now, if you see any content or mechanics errors, it is your responsibility to correct them.

Set up the outline for your theme. Now, go to page 94-95 of your handbook. There, you will see an outline for a research paper. You will use this format for this paper. Why? You are doing some mini-research. You have taken some information from another source to develop your own ideas. So, after providing the summary about your story, you need to document; that means, you need to place in parentheses the author's last name and the page number where you have read about the incident the author has experienced.

Your outline will resemble the one on pp. 94-95. You will set up your thesis sentence that will answer the following question: What three narratives reminded your classmates most of their own personal experiences?

Then, you will set up the topic sentences. And in the outline make certain you write the citations (author's last name and page number).

Now, you are to put together the introductory paragraph, the three body paragraphs, and the concluding paragraph for your paper.

YOU CANNOT DO THIS ASSIGNMENT ALONE! YOU MUST USE INFORMATION FROM EIGHT OTHER CLASSMATES in order for you to set up this outline and write this theme.

Finally, upon completion of the outline and theme, you should place this on Blackboard, placing your name as the author of the paper, but also listing the names of all of the persons whose paragraphs you used to write your theme. This will be the first draft of this collaborative assignment. It is **due Feb. 1**.

The final draft is **due Feb. 3**. Send this draft **ONLY TO ME** via e mail as an attached Microsoft Word file or within the e mail to me, if you do not have Microsoft Word.

Week Five—Feb. 6-12

Reading Assignment

Chapter 1, pp. 3-21

Chapter 2, pp. 22-26

Chapter 3, pp. 27-37

Chapter 4, pp. 38-46

Chapter 6, pp. 59-66

Chapter 9, pp. 99-101; 162

Read "paraphrasing.doc" on *Bare Essentials* CD

Read in *International Journal for Teachers of English Writing Skills*, August 2004

Special Literary Edition, pp. 33-59

Task

Share comments on the Discussion Board about what you have learned and what you want to learn regarding the material covered in the Reading Assignments.

Writing Assignment Number Five—Why are friends and family so important?

You are to use at least three (3) direct quotes from three **different** works on pp. 33-59. Also, you are to paraphrase at least from three (3) other different works on pp. 33-59. You are to use these works to explain why friends and family are important. **Due: Feb. 7.**

MID-TERM EXAM--Grammar Test on the CD of Bare Essentials

By **Wednesday, Feb. 9**, submit the answers to the Grammar Test. Be sure to place the answers in two columns, numbered 1-25; 26-50; and on the third sheet the remaining numbers.

Week Six—Feb. 13-19

Reading Assignment

Chapter 9, pp. 94-100

Writing Assignment Number Six—Research Plan

Submit the following via the mail **ONLY** to:

Dr. Fairy C. Hayes-Scott
Humanities Division
Curtice-Mott 1101
Mott Community College
Flint, MI 48503

- Outline, following the format of the one on pp. 94-95. Yes, you are to place in parenthesis the name of the source (if no name, then the first three or four key words of the title of the article) and the page number (no page number if it is a web source or something taken from an encyclopedia)
- **ONLY** the page by which you plan to use information. You are to have them in the order they are mentioned in your outline
- **WRITE IN BIG BOLD PRINT** at the top of the page of every source, the name of the author or title and page number (if from a book or magazine not found on the Internet)
- **CIRCLE** the actual section of information you plan to use in your research theme
- On a sheet of paper other than the outline, you should write your soul sentence.
- Also, on that same sheet of paper, **write the introductory paragraph** for this research theme

All of the bulleted items **must reach** my office **NO LATER THAN Feb. 17.**

Week Seven—Feb. 20-26

Reading Assignment—and Listening

You are to read through the journal, which is on your CD. Some of the poems in the journal are read; these readings are also on your CD. The ones chosen to be read were recommended by a previous English 101 class. Now, you choose which three poems (they do not have to be from the group read on the CD) in the journal you most like.

Tasks

No later than Feb. 21, on the Discussion Board, send a brief note sharing with the class the three poems you like and why.

No later than Feb. 22, on the Discussion Board, respond to at least three of your classmates' sharings about the poetry.

Writing Assignment Number Seven

No later than Feb. 23, submit to Dr. Fairy a well-developed paragraph giving your choices of poems and supportive reasons for your choices. Now, make sure you use lines from the poetry to illustrate your points.

Note 1: When an instructor asks for one paragraph, treat it as if it were a body paragraph. Therefore, it needs a general topic sentence and three examples of support and a concluding sentence. OK?

Week Eight—Feb. 27-Mar. 5

Reading Assignment

Do more research for your research theme
Review all material you have read, thus far.
Chapter 10, pp. 163-179

Task

Respond to the first draft of body paragraph one of at least five classmates. **Due: Mar. 1**

Respond to the second draft of body paragraph one of at least five different classmates.
Due: Mar. 4

NOTE: This task is an assignment; failure to do so or to submit quality responses will afford you an E. You do well, you earn a B; if you do very well, you earn an A.

Um, you may ask yourself, what about a C or D? These are not options. You either do a good or very good job or you fail the assignment. My point? I know every student is capable of doing quality work in this course or s/he would not be in it. So sloughing is not acceptable.

Obviously, my point is that no classmate, no person in our online community should ever receive a half-hearted response, nor should a professor have to read one. Everyone deserves to receive the best effort from everyone in the community. There is NO WAY we can survive, not just live, without helping one another. And helping requires a full effort. This is what is expected in this online community. Clear??

E mail me regarding any questions about documenting and works cited page.

Writing Assignment Number Eight & Number Nine

Submit the first draft of body paragraph one of your research theme to the Discussion Board for review by peers—**Due: Feb. 28**

Submit the second draft to the Discussion Board for review by peers—**Due: Mar. 3**

Week Nine—Mar. 6-12—SPRING BREAK

Week Ten—Mar. 13-19—Reflection on Book Read

Reading Assignment

Appendix H, pp. 203-209

Task

If you are unsure about any aspect of comparison and contrast, ask questions on the Discussion Board by Mar. 16.

Writing Assignment Number Ten

In one well-developed paragraph, explain what you felt was the most powerful or interesting or humorous section of your book. **Due: Mar. 16**

You are to post this paragraph on the Discussion Board so your neighbors can see what you have read and why you enjoyed it. Also, your neighbors are expected to respond (every neighbor should respond to a minimum of five paragraphs; these responses should be substantive, at least five sentences).

How will this assignment be graded? For the writer of the paragraph, the grade will be an A, B, or E. Everyone in the neighborhood should understand and be able to write a well-developed college paragraph. There should be no doubt how to write a solid content presentation.

Next, the grade for your responses will also be A, B, or E. However, these will be based on the content AND MECHANICS presentations. However, the weight of the grade will be on the mechanics. By this time, sentence structure errors, pronoun errors, verb errors should not be in existence. And so, if there are any of these errors, they will greatly affect the grade. So, review the handbook and feel comfortable to ask questions in the “Grammar/Mechanics” Thread on the Discussion Board.

Week Eleven—Mar. 20-26—Comparison and Contrast

Writing Assignment Number Eleven

Submit a five-paragraph theme on **one** of the following topics:

- compare and contrast yourself with the person you are today with the person you were five years ago
- compare and contrast yourself with the person you are today with the person you wish to become ten years from now

This theme will be **due by 11:59 PM on Mar. 21**

Week Twelve and Week Thirteen—Mar. 27-Apr. 2 & Apr. 3-9--Research

Reading Assignment

Read Chapter 8, pp. 77-83

Also, look at the photos on the CD

Task

Respond to two research themes by classmates.

Writing Assignment Twelve

No later than Apr. 4, submit a first draft of your research theme to the Discussion Board for review by peers

No later than Apr. 6, all peer responses should be made

Note: EVERY PERSON IN OUR ONLINE COMMUNITY MUST HAVE HAD A MINIMUM OF TWO PERSONS TO ASK QUESTIONS AND RESPOND TO HIS/HER WORK.

It is the responsibility of everyone in the community to make certain that he/she looks at Blackboard and makes certain this has occurred. **If not, every person** in the community online course will **lose ten points**. **If everyone does**, which this professor expects, have a minimum of two responses, then, everyone in the community online course extra credit points. Clear?

Writing Assignment Number Thirteen—EXTRA CREDIT

Choose a photo on the CD and one of the short stories in the journal and write one well-developed paragraph showing how they relate to one another. **Due: no later than Apr. 9, 11:59-1/2 PM.**

Week Fourteen—Apr. 10-16--Research

Writing Assignment Number Fourteen

Submit final draft of research theme as an attached file or within the e mail no later than 11:59 am, Apr. 11.

Final Requirement

In order for Dr. Fairy to improve the course and the manner in which she teaches the course, she will be sending to you, upon receiving writing assignment number nine, an evaluation sheet. It will be to evaluate the course, assignments and her manner of teaching. Dr. Fairy will send the evaluation sheet and envelope to you during Week Fifteen. You need to return this immediately. Be sure to return the evaluation sheet and your answer sheet (do NOT make any marks on the evaluation sheet) in the enclosed envelope since it has a number on it. The secretary will give me the numbers of the envelopes received. That will be the only way Dr. Fairy will know that you have returned the evaluation sheet and answer sheet. Then, she will send to you via e mail your grade. Remember: **DO NOT PUT YOUR NAME ON THE EVALUATION**. Make all answers on a separate sheet. Now, do NOT MAIL the evaluation to Dr. Fairy. Mail them to:

Ms. Karen Janness
Secretary
Humanities Division
1101 Curtice-Mott Bldg.
Mott Community College
Flint, MI 48503

Ms. Janness will not give Dr. Fairy any of the evaluations until I have submitted all course grades into the Division. Thus, you can be assured that your comments will not influence in any manner your course grade.

My Dear Student:

You have completed all of the requirements for the course. I thank you so very much for being my student. I wish you the best. I shall send to each of you the final grade you have earned for this course. If you do not agree with this grade, you are to respond to me within 24 hours. If you do not respond to me within 24 hours, then, I shall not consider changing the grade.

Sunrises and Sunsets,

Dr. Fairy