



ENGL 100 08E # CRN 80247
College Reading and Writing
Course Syllabus: Fall 2026

Instructor Information

Instructor: Gouda Taha
Office Location: DTH 214
Office Hours: Monday (10:00 a.m.- 11:00 a.m.), Tuesdays & Thursdays (12:30 p.m. – 1:30 p.m)
ETAMU Email Address: Gouda.taha@etamu.edu
Communication Response Time: Within 48 hrs.
Class Meeting Days/Time: Tuesday & Thursday (9:30 a.m.-10:45 a.m.)
Class Meeting Location: DTH 305

Course Information

Textbook(s) Required:

All required readings in ENGL 1301 are drawn from open-access repositories and OER textbooks and are available to students at no cost.

Software Required:

- D2L
- LeoMail
- A Word Processing Program (All ETAMU students have free access to [Office 365.](#))

Course Description

ENGL 100 is a developmental co-requisite course that builds the foundational reading, writing, and critical reasoning skills essential for success in college-level coursework. Students engage in rhetorical reading of informational and argumentative texts, practice academic writing conventions, and complete a scaffolded sequence of writing assignments that develops and reinforces the competencies they are applying in their concurrent ENGL 1301 enrollment.

The course develops essential literacies through integrated instruction in reading comprehension, rhetorical analysis, synthesis, grammar and style, and argumentative thinking. It emphasizes process, revision, and reflection as transferable habits of mind. All required course materials are available at no cost through open-access and OAR-compliant sources.

Course Goals

Focus Area	Developmental Goal
Rhetorical Reading	Identify main ideas and supporting details, draw inferences, and analyze author's craft, vocabulary, and rhetorical strategies in informational and argumentative texts.
Synthesis	Compare claims, evidence, and rhetorical relationships across paired argumentative texts; evaluate commonalities and differences.
Academic Writing Foundations	Organize and develop multi-paragraph essays with clear thesis, coherent structure, and appropriate evidence.
Language & Conventions	Edit for grammar, usage, punctuation, spelling, capitalization, sentence variety, and sentence combining.
Sentence-Level Rhetorical Judgment	Make effective decisions about the appropriateness of written material for a given purpose, audience, and organizational context.
Metacognitive Awareness	Reflect on growth in reading and writing strategies and develop transferable habits of revision and self-assessment.

Core Curriculum Course Objectives

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
- **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making.

Student Learning Outcomes

Students completing ENGL 100 will be able to:

- **Apply** rhetorical reading strategies to identify explicit information, draw valid inferences, and analyze author's craft in informational and argumentative texts.
- **Demonstrate** understanding of purpose, audience, and organization in academic writing.

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- **Synthesize** ideas across paired argumentative texts, evaluating claims, evidence, and rhetorical relationships.
- **Produce** multi-paragraph essays that demonstrate development, coherence, and command of academic conventions.
- **Apply** sentence-level editing for grammar, usage, punctuation, spelling, capitalization, and sentence variety to improve clarity and style.
- **Demonstrate** effective rhetorical judgment about the appropriateness of written material for a given purpose and audience at the sentence and paragraph level.
- **Reflect** on growth in reading and writing skills and identify transferable strategies for continued development.

Instructional Modality

This is an in-person class that meets twice a week at **DTH 305 from 9:30 a-10:45 a**. Readings, in-class discussions and writing activities, writing projects, and response and critique papers will be assigned; the majority of these writing activities are completed during class time. Students are required to complete all assigned readings before class time and any required discussion posts on DL2 for assigned readings.

Assessment & Grading

My approach to classroom assessment is based on dynamic assessment, which aims at enhancing writing performance through revision-oriented feedback. This means that students receive feedback, either direct or indirect, on their writing assignments and are strongly encouraged to actively engage with the feedback that identifies areas for improvement, which students are expected to address to improve their writing competence and performance. At the instructor's discretion, students may request permission to resubmit an assignment, provided that they address the feedback received on their prior submission and complete a revision discussion form in which they explain and justify the changes made in the revised submission.

The reasons you may not receive full credit on an assignment are:

1. **Late Submissions:** The original deadline is important—both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner. However, I understand that sometimes mental or physical illness, family emergencies, work, and other unforeseen circumstances may affect your ability to complete work on time. If you need more time to complete an assignment, reach out to me before the due date. *You will only lose points on a late assignment if you DO NOT email me.* You will not lose points for a late assignment if you reach out asking for an extension before the due date.
2. **Failure to Meet the Assignment Requirements:** Although many writing assignment prompts give you room to explore, certain requirements still need to be met, including engaging with the core concepts and questions in the prompt. For example, if

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the prompt asks you to define X and analyze Y and Z in contexts 1 and 2, but you only define X and summarize what that looks like in one context, then you may not receive full credit. Or, if an assignment asks you to support your argument with credible sources and you do not include any secondary sources or only include sources that are not credible, then you may not receive full credit.

3. **Violating Academic Integrity Policy:** Students are expected to follow the university's academic integrity policy and avoid any form of academic misconduct, including but not limited to cheating, collusion, and plagiarism. Violating this policy incurs severe consequences, such as receiving zero on the assignment or being reported to the academic integrity committee.

Grading Scale

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 59% or below

Weighted Grade Distribution

Category	Description	Weight
Entry Diagnostic (Week 1)	Ungraded, competency-referenced diagnostic across all four TSIA2 ELAR skill areas. Generates an individual skill profile for instructor use.	Ungraded
Reading Skills Checks & Quizzes	Unit 1–2 informational reading checks; inference and argument analysis quizzes across units.	20%
Sentence-Level Assessments	Style & Clarity Quiz, Grammar & Usage Quiz, Mechanics Quiz.	20%
Writing & Revision Assessments	Paragraph analyses (Units 1–2), Short Synthesis Essay (Unit 3), Major Essay #1 with revision cycle (Unit 4), Style Revision (Unit 4), Short Argument Essay (Unit 7).	25%
Final Portfolio & Reflection	Revised major essay demonstrating substantive improvement; reflective essay (250–300 words) on growth in reading and writing across the semester.	25%
Vocabulary Glossary	Semester-long cumulative glossary (Weeks 2–14) with two submissions (Week 8 and Week 15), graded on completion, definitions, and sentences.	10%

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Technology Requirements

Learning Management System (LMS)

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online (D2L Brightspace). Below are the technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool:

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an East Texas A&M campus open computer lab, etc.

Course Policies & Procedures

Student Responsibilities and Tips for Success in the Course

Students can achieve success in this class through the following:

- Attending **every** class,
- Allocating a weekly reading, and writing schedule,
- Asking for help from the Writing Center, or attending office hours.

This course is reading and writing intensive and requires diligent, dedicated attention throughout the semester. Students who are most successful are those who set good habits from the first day of class and follow them without exception. As your instructor, I am here to help you, and I will

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do that anytime, but there is only so much I can do to help. The responsibility for your success lies with you.

Attendance and Participation

Students are required to attend all classes and participate in all class activities. Failure to attend four classes negatively impacts students' course grade since most of the writing activities are completed during class time. Moreover, students are required to comply with the university's attendance policy. For more information about the attendance policy, please visit the [Attendance webpage and Procedure P13.99.99.R0.01](#).

Late Work:

The original deadline is important, both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner. However, I understand that sometimes mental or physical illness, family emergencies, work, and other unforeseen circumstances may affect your ability to complete work on time. If you need more time to complete an assignment, reach out to me before the due date. *You will only lose points on a late assignment if you DO NOT email me.* You will not lose points for a late assignment if you reach out asking for an extension before the due date. More importantly, any work submitted 72 hours after the due date will not be graded unless an extension request is submitted and approved by the instructor.

Communication

My goal is to be as flexible and compassionate as possible. If you have questions or need support, please email me or come to my office. I will do whatever I can to help you meet your learning goals. To answer emails as quickly and accurately as possible, please follow the email etiquette guidelines described above and in "Some Habits for Success in College" in *Writing Inquiry* (available on Top Hat). I respond to emails within 48 hours, Monday-Friday, 8 a.m. – 5 p.m.

Email Etiquette

For a light-hearted and humorous explanation of academic email etiquette, read "How to Email Your Professor (without being annoying AF)" by Laura Portwood-Stacer [here](#).

In sum, all emails to your instructor should include the following elements:

1. Subject Line: Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. Salutation: Greet your instructor by their preferred name.
3. Body: Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing: End your email with an appropriate closing followed by your full name.

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Note: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. Your instructor reserves the right to ask any student to leave the class if any student proves distracting or disruptive to their instructor and/or peers. If a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

Community Accountability

Students are expected to contribute to a respectful, inclusive, and supportive classroom environment. Because the course emphasizes in-class discussions, collaborative writing activities, peer response, and critical thinking, they should actively listen to others, respect different perspectives, and provide constructive feedback in terms of the Student Conduct policy described in detail in the Student Guidebook. They are also encouraged to engage responsibly with their classmates and support one another's learning without violating the academic integrity policies and engaging in any form of academic misconduct, e.g., plagiarism, collusion, cheating, or AI-giasim (AI-induced plagiarism).

Notably, the instructor reserves the right to ask any student to leave the class if they prove distracting or disruptive to their instructor and/or peers. If a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

Grievance Procedures

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with Dr. Jason Walker, the Director of Writing (Jason.Walker@ETAMU.edu). In the case when the Director of Writing is the instructor, the student should contact Dr. Debbie Lelekis, Interim Chair of the Department of Literature and Languages (Debbie.Lelekis@ETAMU.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Syllabus Change Policy

The syllabus is a guide. Various circumstances and events during the semester may make it necessary for the instructor to modify the syllabus. Any changes made to the syllabus will be announced in advance in class, on D2L, and via ETAMU email.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable

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behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Nondiscrimination Notice

Your value as a member of this course and university community at large is vital to me, regardless of social identity factors. While at times, the topic of class discussions, readings, and other activities may take you out of your comfort zone or even go against your individual perception of the world, you are expected to keep an open mind and evaluate claims based on facts and knowledge, rather than preconceived notions alone. For questions or concerns, please come talk to me.

East Texas A&M University will comply in the classroom and in online courses with all federal and state laws prohibiting discrimination and related retaliation based on race, color, religion, sex, national origin, disability, age, genetic information, or veteran status.

Writing Program Policy on Artificial Intelligence

East Texas A&M University (ETAMU) Writing Program acknowledges that there are legitimate uses of Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), and Artificial General Intelligence (AGI). The ETAMU Writing Program is guided by national, flagship organizations representing the discipline of English and the field of Writing Studies, including the Modern Language Association (MLA), National Council on the Teaching of English (NTCE), and the Conference on College Composition and Communication (CCCC), regarding the theorization and teaching of critical AI literacy. ETAMU Writing Program values a spectrum of beliefs about AI, GenAI, and AGI, ranging from ethical integration to absolute refusal. ETAMU Writing Program believes in and practices critical AI literacy alongside ethical, responsible integration of AI, GenAI, and AGI in our writing instruction, appropriately. We teach students to document their AI use in their writing and other curriculum deliverables while highlighting educational concerns about using these technologies. ETAMU Writing Program instructors share their position on and preferences for AI, GenAI, and AGI integration with students, and students follow the instructor's guidelines and the requirements of the course. Undocumented uses of AI, GenAI, and AGI can constitute an instance of academic dishonesty, including cases related to issues like plagiarism and misrepresentation in student deliverables

Academic Integrity

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Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form:

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.etamu.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

Students with Disabilities – ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

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Website: Office of Student Disability Resources and Services

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Campus Concealed Carry Statement

Texas Senate Bill 11 (Government Code 411.2031 et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Resources

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.tamuc.edu/writing-center>

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Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

Chat with a Librarian! Get immediate assistance with our chat service on the main Library page: <https://www.etamu.edu/library/>

- Email libraryservice@etamu.edu. We will respond to your email within 24 hours, often much sooner.
 - **Text** your question to 903.225.2862.
 - **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
 - **Meet With Us!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
 - **Visit Us!** We'd love to meet you in-person! o Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A
- East Texas A&M at Mesquite Metroplex Center: Second Floor, Study Room

Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, email hirealion@etamu.edu, or go online by clicking Schedule [an appointment](#).

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Course Calendar

<i>Unit / Weeks</i>	<i>Lesson / Focus</i>	<i>Readings</i>	<i>Activities</i>	<i>Assignments</i>
Unit 1: Reading for Meaning <i>Week 1</i>	Lesson 1: Main Ideas, Explicit Information, and the Reading Process	• <i>Identifying Main Idea and Supporting Details</i> • <i>Main Ideas and Evidence</i>	• Mini-Workshop: “Reading Like a Writer” • Identifying Main Ideas and Explicit Information Quiz	Diagnostic Quiz
<i>Week 2</i>	Lesson 2: Drawing Inferences from Informational and Persuasive Texts	• <i>Reading Critically</i> • <i>What’s the Difference Between Fact and Opinion</i> • <i>Making Inferences in Informational Texts</i> • <i>What to Do While Reading – Inference</i>	• Whole-Class Guided Inference Practice • Small-Group Inference Workshop	Reading Skills Check #1 Vocabulary Glossary begins (weekly, Weeks 2–14)
Unit 2: Analyzing Author’s Craft <i>Week 3</i>	Lesson 1: Rhetorical Appeals, Word Choice, and Text Analysis	• <i>Rhetorical Appeals Defined</i> • <i>Purpose, Audience, Tone, and Content</i>	• Introduction to Rhetorical Appeals • Close Reading of an Op-Ed or Argumentative Essay • Analysis of Paired Op-Eds with Contrasting Positions	Diagnostic Essay (ungraded baseline)
<i>Week 4</i>	Lesson 2: Writing Focused Analytical Paragraphs	• Rhetorical Analysis Reference Sheet • Rhetorical Analysis Sample Essay	• Mini-Lesson: Summary, Paraphrase, and Analysis • Single Paragraph Analysis with Peer Feedback	Rhetorical Analysis Paragraph with Reflection — focused analysis of one rhetorical or structural choice, plus a 100–150-word mini-reflection
Unit 3: Synthesizing Across Texts <i>Week 5</i>	Lesson 1: Comparing Arguments and Rhetorical Relationships	• <i>Synthesis in Practice</i>	• Mapping Two Authors’ Claims • Crafting Synthesis Statements • MLA Formatting and Documentation Mini-Lesson	Synthesis Reading Assessment — claim identification, rhetorical relationships, and synthesis
<i>Week 6</i>	Lesson 2: Integrating Sources and Writing the Synthesis Essay	• <i>Quoting, Paraphrasing, and Summarizing</i> • <i>How to Summarize Text</i> • <i>How to Paraphrase Text</i> • <i>Integrating Quotations Into Your Writing</i>	• Quotation and Paraphrase Integration Workshop	Synthesis Essay with Collaborative Outline — 350–450 words synthesizing two authors’ positions around a central question

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Unit 4: Academic Essay Foundations Week 7	Lesson 1: Essay Structure and Reverse Outlining	• <i>Academic Essay Foundations</i> • <i>Reverse Outlining</i>	• Reverse Outline Modeling Workshop	
Week 8	Lesson 2: Thesis Development, Organization, and Drafting	• <i>Prewriting</i> • <i>Thesis Statements</i> • <i>Organizing Your Essay</i> • <i>Paragraphs</i> • <i>On Paragraphs</i> • <i>Building Paragraphs</i> • <i>Transitions</i>	• Reverse Outlining Peer Workshop	Major Essay #1 – Expository — 400–600 words with a full revision cycle First Submission of Vocabulary Glossary
Week 9	Lesson 3: Revision and the Writing Cycle	• <i>The Revision Process</i> • <i>Revising Your Work</i>	• Paragraph Revision Practice	Essay Revision with Conference
Unit 5: Sentence Style and Clarity Week 10	Lesson 1: Concision, Sentence Variety, and Academic Tone	• <i>Academic Tone</i> • <i>Word Choice</i> • <i>Wordiness</i> • <i>Wordiness and Concision</i> • <i>Cohesion</i> • <i>Revising for Cohesion and Coherence</i>	• Academic Register and Tone Mini-Lesson • Sentence Combining Workshop • Peer Editing Workshop	Style and Clarity Quiz — editing targeting concision, sentence variety, word choice, and awkward constructions
Week 11	Lesson 2: Sentence-Level Judgment and Revision	• <i>Paragraph Unity, Coherence, and Development</i>	• Sentence-Level Judgment Workshop	
Unit 6: Grammar, Usage, and Mechanics Week 12	Lesson 1: Grammar and Usage Conventions	• <i>Grammar Essentials</i> • <i>Grammar Essentials</i> (with Practice Exercises) • <i>Diction</i> • <i>Commonly Confused Words</i> • <i>Levels of Formality</i>	• Try It Out: Parts of Speech • Try It Out: Common Errors • Group Sentence Editing Workshop	Grammar and Usage Quiz
Week 13	Lesson 2: Punctuation, Spelling, Capitalization, and Proofreading	• <i>Writing for Success (Mechanics)</i> • <i>Spelling</i> • <i>Prefixes and Suffixes</i> • <i>Capitalization</i> • <i>Punctuation</i>	• Spelling and Capitalization Workshop • Punctuation Workshop • Proofreading Workshop	Mechanics Quiz
Unit 7: Argument and Portfolio Week 14	Lesson 1: Evaluating Arguments	• <i>Types of Claims</i> • <i>Deciding Which Is the Main Claim</i> • <i>Taking Notes on a Writer's Claim</i>	• Argument Mapping Workshop	Argument Analysis Quiz

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Week 15	Lesson 2: Constructing Arguments	• <i>Argument Essays</i> • <i>Basic Structure and Content of an Argument</i> • <i>Common Argument Phrases</i> • <i>Suggestions for Developing Argument Essays</i>	• Short Argument Paragraph Workshop	Major Essay #2 – Short Argument Essay — 300–500 words with a full revision cycle Vocabulary Glossary Final Submission
Week 16	Lesson 3: Portfolio Assembly and Reflection	—	• Reflection Writing Workshop	Final Portfolio — revised major essays demonstrating substantial improvement, plus a 250–300-word reflection.

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