

Palm Beach State College
Course Syllabus – ELearning Online Class

Dear Student,

This is a very intense class- especially, when attempted through the online forum. You will not have the same experience as you would in a traditional classroom where work, reading, and discussion can be “faked” a bit easier on those days that you just aren’t into it. Unfortunately or fortunately (depending on your needs, working, and learning styles), an online class is self-driven with **set, non-negotiable** due dates. You will be provided with documents, links, and powerpoints to peruse in order to facilitate your learning. I am accessible daily (Mon thru Fri) via email for individual questions and guidance. However, you will not have 3 hours a week of instructor-driven activities and lecture.

In an online class, *you* are responsible for *you*. If you do not do the reading, it is apparent and reflective in your grade. If you do not participate fully and critically in the discussions, it is apparent and reflective in your grade. If you do not follow the writing process, it is apparent and reflective in your grade. If you do not actively participate in learning the information presented in the links, documents, and powerpoints that are available to you, it is apparent and reflective in your grade. Unfortunately or fortunately, the online format makes sure that your grade is dependant on your work.

So, what will you be doing in this class?

First, you will be reviewing the fundamentals: essay structure, paragraph structure, MLA format, thesis statements, and works cited citations. Then, you will move on to the text where you will read and critically think about the topics while analyzing the organization and arguments of the essays. Peruse the text. I have only chosen one theme presented in the text; there are many. This will come in handy for Lesson 4.

Paper 1 asks you to start exploring narrative structures. You will read a couple of examples of narratives in your text, followed by completing discussion boards asking you to look closely at those texts and answering questions about them. You should start thinking about a belief in language that you may have- any belief- second language speaking/ learning, influence/ effect of certain words on certain demographics, labeling, brain functions when it comes to language, body language, anything! As you read these narratives, think about the reason you have this belief. Is there a certain time(s) that helped created or form this belief in language? Your first paper will be a narrative where you will prove why you believe a certain thing about language, using your own experiences as evidence in the essay.

Next is dipping your toe into research. As we move past Narrative, you will be asked to create an annotated bibliography. Research what the communities around you are saying concerning this belief in language: Twitter, Facebook, Instagram, Huffington Post articles, TED talks, etc. Keep your bibliography updated as you run across items concerning your belief. Write a quick annotation (paragraph or two) that discusses the argument of the piece as well as how/ why that particular piece is helpful or informative to you exploring your belief. Your annotated bibliography should not just contain common items but should also contain more scholarly, peer-reviewed sources found in Google Scholar and the library database. Find out/ explore what the “experts” are talking about when it comes to your belief in language. Be a critical reader and responder.

We take a little break here from our belief in language when we write our paper 3. During this time, you will be learning about Process writing. You will read samples of process writing and discuss the samples in the discussion boards. Then, you will learn about Primary Research methods (survey, observations, interview, etc). You need to pick a method of primary research. Write a process paper (be sure to be clear if it’s explanatory or a How-to process paper) about how to conduct a method of primary research.

Back to your secondary research! Your final paper (4-6 pages MLA format) asks you to write a compare/ contrast paper. Find two pieces you like the most out of your bibliography. After you read sample compare/contrast writings in the textbook and discuss them on the discussion board, you are asked to write a compare/ contrast essay of your own using the arguments of the two articles. You may look at the argument and argument points themselves in order to compare/ contrast the two sources, or you may look at the rhetorical choices of the authors to compare/ contrast. It is up to you.

By the end of the class, you should feel comfortable conducting secondary research on library databases, producing a comprehensive, critical annotated bibliography, understand some methods of primary research, and be

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aware of the different purposes and organizational patterns of the Narrative essay, Annotated Bibliography, Process Essay, and Compare/ Contrast Essay.

General Class and Course Information

Course Number: ENC I	Course Title: College Comp I		
Term/Dates:	Reference Number:	Credit Hours: 3	Clock Hours:
Course Description: Copy and paste in the Course Description found in the online course outline available at http://www.palmbeachstate.edu/academicservices/curriculum-and-programs/course-outlines.aspx			
<u>Distance Learning Class Information</u>			
This course is taken completely on the Internet without attending a classroom on campus. Some courses may require students to take examination(s) in a proctored lab setting. Before you decide to take the course via online delivery, it is recommended that you:			
Visit – http://www.palmbeachstate.edu/elearning/online to obtain Detailed Facts & Information about			
Blackboard Access			
✓ Access to your Online Course is AVAILABLE each term on the FIRST DAY OF CLASSES			
✓ Access to your Online Course will NOT BE AVAILABLE unless the course tuition is FULLY PAID			
Blackboard Orientations			
✓ How to Register for the Free Online Orientation Course: ELO1000			
✓ Where/When to Attend On-Campus Orientation			
Blackboard Tips & Tutorials			
✓ How to Ensure your Computer is Compatible			
✓ Ensure you Understand Examination and Assignment Rules			
✓ Learn the Functions of Blackboard			
Then Proceed To – https://palmbeachstate.blackboard.com to Login to your Course (not available before the first day of class) using the same USERNAME and PASSWORD you used to register for classes.			
For Additional Information and Notices Visit – http://www.palmbeachstate.edu/elearning			

Gordon Rule Class

This class has been designated as a Gordon Rule class for writing. This means that the course has significant writing requirements. Please see the web page at:

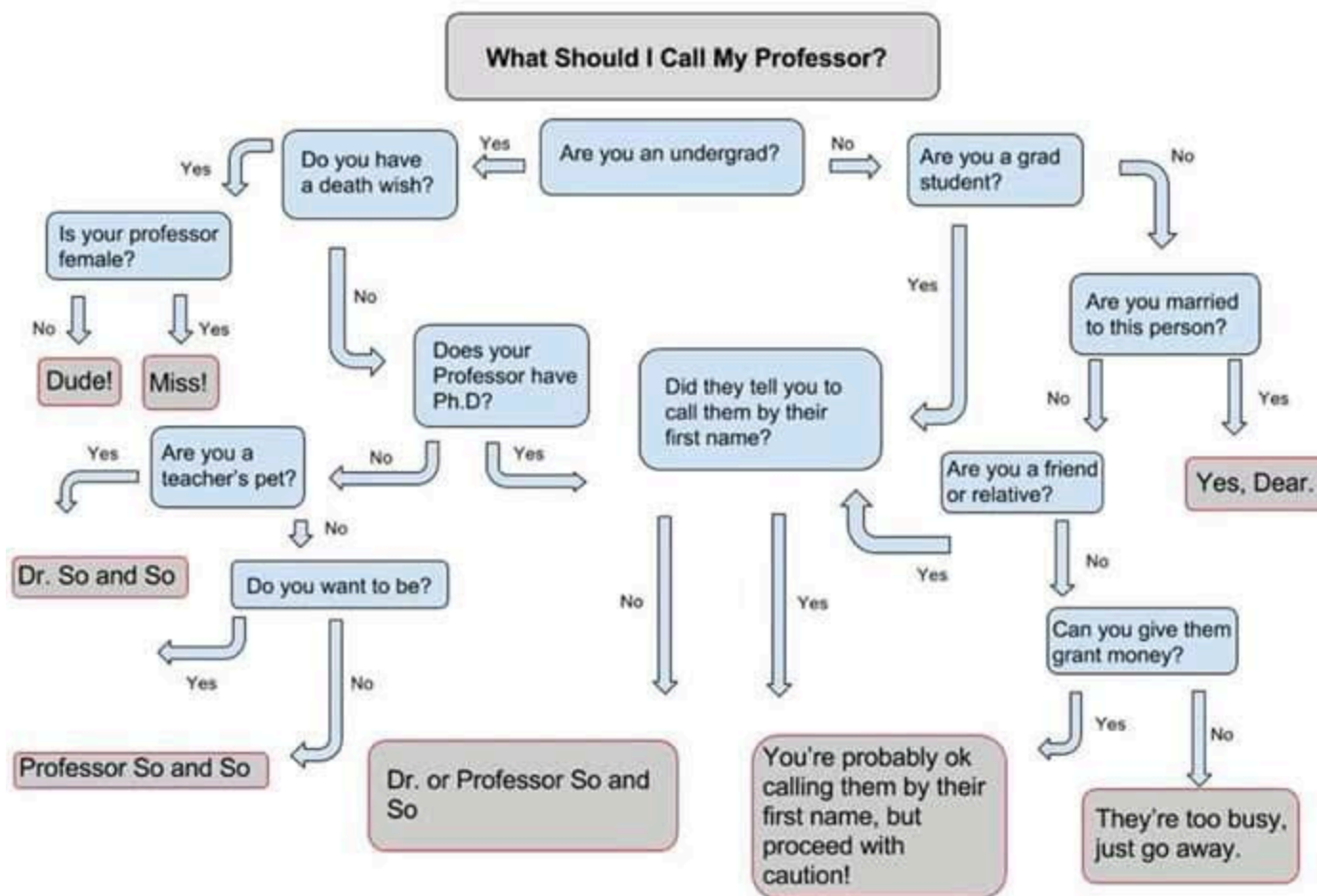
http://www.palmbeachstate.edu/learningoutcomes/Documents/Gordon_Rule_Statement_Student.pdf

(this section must be deleted if the course is not a Gordon Rule writing class).

Professor's Information

Palm Beach State College
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Name: Ms. M Carr	Office Location: N/A
Telephone: N/A	Email: carrm@palmbeachstate.edu
Faculty Web Page: http://www.palmbeachstate.edu/faculty/index.asp?id=carrm	



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Information on REQUIRED Textbooks:

Title	Edition	Author	Publisher	ISBN
<i>Patterns for College Writing</i> Please be sure that your copy has the orange sticker that says 2016 MLA update on the cover	13th	Laurie G Kirsznner; Stephen R. Mandell	Bedford/ St Martin's	ISBN: 978-1-319-08806-4
<i>The Little Seagull Handbook with Exercises</i>	3rd			ISBN 978-0-393-64639-9



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Other Information on Textbooks and Materials needed for class:

Computer and internet access as this is an online course

Course Learning Outcomes: As a result of taking this course, the student will be able to:

Copy and paste in the Course Learning Outcomes section found in the online course outline available at

<http://www.palmbeachstate.edu/academicservices/curriculum-and-programs/course-outlines.aspx>

Full Course Outline - Click on the following link: [Course Outlines](#) and enter the course number (no space between the prefix and the number).

Class Policies

Attendance: Professors are required to take attendance.

Online meetings-

1. Using the link provided, log on “as a guest” with your Last Name and class number as your Sign-in/ Login Name.
<https://connect.palmbeachschools.org/helpspring16/>
2. I will take attendance per the Participants List
3. You will be asked to have WORKING earphones/speakers in order to hear my lecture/ explanations/ introduction.
4. You will be able to ask questions via text on the online class. I will NOT activate any camera use.
5. The online sessions will be limited to 30-45 minutes each.

- The First Session, Midterm Session, and Final Exam Sessions are MANDATORY for all students.
- The Help sessions are every two weeks. They are MANDATORY for students with an average below a C. I will send an email to you the week before if you are required to attend.

Please, be aware of the contracted repercussions of failure to attend!

Attendance: Professors are required to take attendance.

You must do work in Blackboard within the first week of the class to be considered “attending”. Please, recognize that regular logins are required. There are scattered due dates to which you must be adhere.

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Class Information

Student Acknowledgement and Adherence to Student Retention Action Plan Steps

(PRINT, READ, INITIAL if you agree, SIGNATURE and PHONE NUMBER, SUBMIT ON BLACKBOARD)

1. **Failure to Login-** Student acknowledges that he/ she must log-in and upload a signed copy of the Student Acknowledgement by the semester's Add/Drop day. Student acknowledges that failure to do so results in a *non-retractable* "WN".
_____ **Student Initials**

2. **Failure to hand in 2 consecutive assignments-** Student acknowledges that he/she must hand in work on time and consistently. Failure to hand in two consecutive assignments will result in an *non-retractable* "WX".
_____ **Student Initials**

3. **Plagiarism-** Student acknowledges that any and all assignments (excludes final drafts that match *original author's* previously submitted rough drafts) submitted with a 20% or higher matched rating on Safeassign will result in an *immediate* "F" in the class.
_____ **Student Initials**

4. **Online Meeting Sessions-** <https://connect.palmbeachschools.org/helpspring16/>
 - a. Student acknowledges that failure to attend the first Session will result in a *non-retractable* "WN".
_____ **Student Initials**

 - b. Student Acknowledges that failure to attend the "Help" sessions will result in a *non-retractable* "WX". ("Help" sessions are *MANDATORY* for any student with a grade below a "C")
_____ **Student Initials**

_____ **Student Signature**

_____ **Printed Name**

_____ **Phone Number**

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Academic Dishonesty Policy and Penalty for Violation:

Plagiarism- Student acknowledges that any and all assignments (excludes final drafts that match *original author's* previously submitted rough drafts) submitted with a 20% or higher matched rating on Safeassign will result in an *immediate* "F" in the class.

Assignments, Tests, Quizzes and Final Exam Schedule, with percentage/points of grade:

Discussions (30%)

Papers (60%)

Miscellaneous HW/Reading assignments/Attendance (10%)

Grading:

Letter Grade	Percentage (if applicable)
A	90-100%
B	80-90%
C	70-80%
D	60-70%
F	>60%

Class Policies

Attendance: Professors are required to take attendance.

You must do work in Blackboard within the first week of the class to be considered "attending". Please, recognize that regular logins are required. There are scattered due dates to which you must adhere.

Electronic Device Use and Email Policy:

Obviously, you need access to WiFi/Internet and a functioning computer.

Email- use the Blackboard email for information/ questions. If you have an urgent matter, use carr.pbsc@gmail.com

Late Assignment Policy:

Late work will NOT be accepted! You will receive a 0% and no feedback. The assignment is not eligible for revision.



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College Policies and Web Information

Academic Dishonesty

Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to the student's academic performance:

(1) Cheating on an exam, (2) Collaborating with others on work to be presented, if contrary to the stated rules of the course, (3) Submitting, if contrary to the rules of the course, work previously submitted in another course, (4) Knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed, (5) Plagiarism.

Please refer to the **Palm Beach State College Student Handbook** (www.palmbeachstate.edu/current for link to the student handbook).

Classroom Etiquette and Student Behavior Guidelines

Students will demonstrate respect for professors and fellow students. Behavior that is disruptive to a positive learning environment reported by the professor will result in a warning on the first instance; the second instance might result in expulsion from the course or campus.

Computer Competency Component

Each student will, to the satisfaction of the professor, demonstrate a fundamental understanding of basic computer operations through various professor-determined exercises and/or assignments.

Disability Support Services

Students with disabilities are advised, in compliance with federal and state laws, that accommodations and services are available through the office of Disability Support Services (DSS). It is the student's responsibility to contact Disabled Student Services Advisors and to submit appropriate documentation prior to receiving services. Please see the website at www.palmbeachstate.edu/current for web address for Disability Support Services.

Eating, Drinking and Smoking

Eating and drinking are confined to areas designated on the campus. Smoking is not permitted in any College building and only in areas designated at each campus.

Final Course Grade Appeal

The evaluation of academic work is the responsibility of the faculty member/instructor. The method for assigning the final course grade is established by the faculty member/instructor. Per Board Rule 6Hx-18-3.191, faculty/instructors shall communicate the grading policy of the course to their students in writing. If this policy changes during the term, students should be notified of any changes in writing. The method to determine final course grades must be given to students in a course syllabus at the beginning of the class. Should a student have a question about a final course grade, please follow the procedures as outlined in the student handbook: www.palmbeachstate.edu/current.

Mid-Term Grade Reporting

Within one week after the close of the mid-term grading period, mid-term grades will be made available to all students for each class by either written notification or individual conference.

Student Responsibility Policy

When a student attends the College, s/he becomes subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner, in all areas of campus life. By enrolling, they pledge to obey the rules and regulations of the College and are responsible for observing all College policies and procedures as published in the student handbook, the College catalog and other College publications. The student will be responsible for preparing for class, participating in class, and completing assignments on time.

Palm Beach State Websites of Interest

Please see this web page (www.palmbeachstate.edu/current) for a list of web addresses for students.

Withdrawal Policy for Individual Courses

The last day to withdraw from a College course with a "W" grade in this course is (Click here and type the withdrawal date for your course from the online class roster). It is the responsibility of the student to use the PantherWeb system or visit a campus Registrar's office to withdraw. An official withdrawal entitles the student to a grade of "W" in the class.



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Distance Learning Requirements

Computer Systems

Your computer system resources must be compatible with the Learning Management System (LMS) used to deliver/manage course content. System Check (analysis) is provided on the course login page at <https://palmbeachstate.blackboard.com>. Your computer needs to be configured per recommended settings. Failure to do so generally results in test submission and other participative action errors. These types of errors are generally not accepted as an excuse for missed submissions.

SLC Computer Lab

If students do not have access to a computer at home, the SLC Computer Lab at a Palm Beach State campus can be used to complete course assignments. Visit the SLC Computer Lab webpage at <http://www.palmbeachstate.edu/slc> for location and hours.

Student Computer & Learning Management System Skills

Students need to possess basic web-browsing skills and need to learn the functions of the Learning Management System (LMS). Online video tutorials are provided for all major LMS functions and can be accessed from the online classroom or directly at <http://www.palmbeachstate.edu/elearning/resources>

Course Login

Courses become accessible on the first day of class and tuition must be fully paid to obtain access. If this is your first PBSC online course, review the Course Access Facts & Information at <http://www.palmbeachstate.edu/elearning/online> before attempting to login to your course -- information on how to change your password and solving other login related issues is provided on this page.

Login Page: <https://palmbeachstate.blackboard.com>

Username: Your PBSC Student ID

Password: Your PBSC Password (must be 6 characters)

Online Textbook Purchase

The textbook(s) can be purchased at the PBSC Campus Bookstore or online at <http://www.efollett.com>.

Online Course Assistance

For assistance, contact your:

- o Professor -- with Course Instructional Content (assignment/test availability dates, course instructions, etc.) issues.
- o Student Helpdesk -- with Username/Password & General Access issues. Call 561-868-4000.
- o Blackboard Administrator -- for Course Availability issues. Email BbAdmin@palmbeachstate.edu.

Department Contact Information

Palm Beach Gardens

Name: Misi Stonecipher	Office Location: AA 101
Telephone: (561) 207-5033	Email: stonecipherm@palmbeachstate.edu
Job Title: English Department Chair	

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Due to the nature of this class- reflection and revision- ALL work MUST be submitted ON TIME! Missed due dates result in no instructor comments and feedback, no student feedback, and you WILL NOT pass the class. You will not pass the class, not because I don't love you, or want you to pass, but because you will fail in completing items as many of your assignments depend on others' responses.

Again, if you want to pass, DO THE WORK ON TIME!!!

Timeline Breakdown-

Week One- 5/15-5/20= Get used to BB; familiarize yourself with MLA formatting, the writing process, paragraph/ essay organization and thesis identification; read Narrative Writing; learn the elements of Narratives.

Week Two- 5/21-5/27= Paper One (brainstorm and final draft); understand and KNOW what Narrative Writing is; start thinking about your belief/ perspective on language.

Week Three- 5/28-6/03 = Annotated Bibliography; research and read information about your topic; learn about research and secondary/primary sources.

Week Four 6/04-6/10= Paper Two (brainstorm and final draft); understand and KNOW what Process Writing is; demonstrate understanding and knowledge about 1 type of primary research.

Week Five 6/11-6/17= Paper Three (brainstorm and final draft); understand and KNOW what Compare/ Contrast Writing is; demonstrate in-depth understanding and synthesis of argument.

Last Push 6/18-6/24= Revision Submission (any ON-TIME papers that scored a 40/50 or below are eligible for revision)

6/25- Grades in---

<u>Assignment</u>	<u>Due Midnight of the date given</u> <u>(NO EXCEPTIONS)</u>
<p style="text-align: center;">Want Reminders 24 in advance of the due date? SIGN UP!! https://www.remind.com/join/fall1601</p> <p>Discussions (30%) Papers (60%) Miscellaneous HW/Reading assignments/Attendance (10%)</p>	
1st Online Class Session (MANDATORY FOR ALL): failure to attend the first Session will result in a <i>non-retractable</i> "WN".	5/21 @ 8:15pm
Week One Get used to BB; familiarize yourself with MLA formatting, the writing process, paragraph/ essay organization and thesis identification; read Narrative Writing; learn the elements of Narratives.	5/15-5/20
Lesson 1 & Lesson 2	5/18
Narrative Writing- Readings and Discussions	5/20
Week Two Paper One (Brainstorm and Final Draft); understand and KNOW what Narrative Writing is; start thinking about your belief/ perspective on language.	5/21-5/27
Paper 1 Brainstorm completed on Discussion Board	5/21

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Paper 1 FINAL DRAFT submitted in Assignments	5/27
WARNING! I will be reviewing the grade book and fulfilling this part of the acknowledgement today: Failure to hand in 2 consecutive assignments- Student acknowledges that he/she must hand in work on time and consistently. Failure to hand in two consecutive assignments will result in a <i>non-retractable</i> "WX".	5/27
Week Three Annotated Bibliography; research and read information about your topic; learn about research and secondary/primary sources.	5/28-6/03
Annotated Bibliography Submitted on Discussion Board (peer reference) and Assignments (Ms. Carr reference)	6/03
Week Four Paper Two (Brainstorm and Final Draft); understand and KNOW what Process Writing is; demonstrate understanding and knowledge about 1 type of primary research.	6/04-6/10
Process Writing Readings and Discussions	6/04
Paper 2 Brainstorm completed on Discussion Board	6/07
Help Online Class Session (MANDATORY FOR STUDENTS BELOW A C): failure to attend the "Help" sessions will result in a <i>non-retractable</i> "WX". ("Help" sessions are <i>MANDATORY</i> for any student with a grade below a "C")	6/04 @ 8:15pm
Paper 2 FINAL DRAFT in Assignments	6/10
Week Five Paper Three (Brainstorm and Final Draft); understand and KNOW what Compare/ Contrast Writing is; demonstrate in-depth understanding and synthesis of argument.	6/11-6/17
Compare and Contrast Writing Readings and Discussions	6/11
WARNING! I will be reviewing the grade book and fulfilling this part of the acknowledgement today: Failure to hand in 2 consecutive assignments- Student acknowledges that he/she must hand in work on time and consistently. Failure to hand in two consecutive assignments will result in a <i>non-retractable</i> "WX".	6/12
Paper 3 Brainstorm completed on Discussion Board	6/15
Paper 3 FINAL DRAFT Submitted on Assignments (Ms. Carr reference)	6/18
Last Push 6/18-6/24 = Revision Submission- Applicable only for Paper 1 and/ or 2 (any ON-TIME papers that scored a 40/50 or below are eligible for revision)	

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Revisions Submitted	6/23
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Paper One-

As you learn about Narrative writing and structure, I want you to start thinking about your interactions with language (2nd language speaking or learning, certain words or phrases that annoy you or you love, swear words, religion and how words / language intersects with it, your family's sayings or inside jokes); pretty much anything that has to do with language. Your prompt will be a sort of Literacy Autobiography. You will be asked to prove a perspective / belief about language using your own experiences (narrative) as evidence: why do you feel a certain way about language? Now, prove it through describing/ telling the stories of your experiences. Remember, the experiences have to help PROVE why you believe a certain way about language.

Research and Annotated Bibliographies.

As you continue to think about your belief/ perspective about language, I want you to keep a sharp eye out online and in the media for things (articles, youtube videos, TEDtalks, blogs, etc) about your topic. Learn as much as you can about others' perspectives on that particular topic/ belief/ perspective. Review the Primary / Secondary Sources information and videos. Practice with the worksheets. As you watch, read, or interact online, keep a Bibliography in Word or Google Docs. Write a quick summary of the argument of the source; make sure to point out the Rhetorical Star (audience, topic, purpose, primary/ secondary source, etc). Then, apply to your own perspective/ belief about the topic. How does this source influence/ affect your perspective/ belief? What questions did it raise? Talk about how it helps your understanding of the topic. Once you have a minimum of 5 sources cited and annotate, hand in the annotated bibliography to Blackboard.

Paper Two

As you learn about Process writing and structure, I want you to start connecting your research process to the idea of writing about it... in a process paper. If you were to conduct your own PRIMARY research (interview, survey, data collection, etc), how would you go about it? Your prompt will be a Process Paper telling the audience, me, how you would go about collecting primary research about your topic (perspective/ belief about language). You have collected a minimum of 5 sources for the annotated bibliography, most of which are probably secondary sources. In order to write a well-researched paper, you have learned from the Primary/Secondary sources videos, that you should have varied sources. So, you need to prove to me, the audience, that you know how to go about producing / creating primary source material for your topic. You may need to learn how to conduct an interview, or create a survey (very google-able problems). Write a process paper explaining the process of producing/ creating a primary source (Be sure to make it clear in the intro if your process paper is an explanation or How-To paper as this does make a difference on how the paper is written and graded).

Paper Three

As you learn about Compare and Contrast writing and structure, I want you to think about your bibliography sources. Think about the different arguments/ perspectives presented in the sources. Pick 2 sources. Now, write a compare/ contrast paper in which you CLEARLY display the similarities and differences of the 2 sources' arguments. In this paper, you MUST understand the intricacies of the arguments of the sources as you will have to CLEARLY prove the similarities and differences using evidence from the two articles. You are NOT taking a stance or arguing a side. You are simply showing how they are similar and different.

Extra Credit?!

- 1.1. Multimodal Presentations of Research Method (Additional Grade to be added to the Papers 60%)
 - 1.1.1. VIDEO
 - 1.1.1.1. [TED video "How to conduct a Focus Group?"](#)
 - 1.1.1.2. Example- ["Good Hair"](#)
 - 1.1.2. [The Case for PSA Billboards](#)
 - 1.1.3. [What is a PSA? Video](#)
 - 1.1.3.1. [#Likeagirl](#)
 - 1.1.3.2. [Slapher](#)
 - 1.1.3.3. ["That's So Gay" Wanda Sykes](#)
 - 1.1.3.4. [Determining Your PSA](#)
 - 1.1.4. [Infographic definition](#)

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- 1.1.4.1. Infographic Examples
- 1.1.5. Create your own video with Powtoons
- 1.1.5.1. Example of Research Results Powtoon
- 1.1.6. Multimodal Presentation Student Samples
- 1.1.7. Presentation Day Rubric

1.2. Class/ Teacher Evaluations (+10 on the last paper per emailed evaluation confirmation page)

Teacher/ course evaluations: A little spiel. On-line classes are hard to determine what is going right and what is going wrong. I *need* these evaluations to know what to keep and what to revise. Please, evaluate me honestly and reflectively. Tell me what not to change! I would hate to revise the class and get rid of something that was good. Tell me what to change! I would hate to keep doing something poorly- Please, be reflective. If you tell me to change something, tell me why, and if possible, tell me how to change it or make it better.

1.3. Revision Requirements

Student Name
Ms. Carr
Class Name
Date

Narrative Outline

- Chronological Order
- Teaches a Lesson
and/ or
- Proves a point



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- Appeals to your emotions

- I. Introduction:
 - a. Attention-Getter
 - b. Background Info
 - c. Thesis Statement:

- II. Topic One- Event One
 - a. Topic Sentence EVENT ONE
 - b. REMEMBER TO TELL YOUR STORY as evidence to prove your perspective or belief
- III. Topic Two- Event Two
 - a. Topic Sentence
 - b. REMEMBER TO TELL YOUR STORY as evidence to prove your perspective or belief
- IV. Topic Three -Event Three
 - a. Topic Sentence
 - b. REMEMBER TO TELL YOUR STORY as evidence to prove your perspective or belief

- V. Conclusion - Finalize Story
 - a. Restate Thesis
 - b. Apply to Outside World/ What was learned? Make your point clear....

- VI. WORKS CITED PAGE

Textbook Help- 345-380

***Process Prompt- Using what you have learned about Process Writing,
write about the process of conducting a primary source***

- *Brainstorm Different Steps to conducting a primary source*



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- *Now, place numbers next to them (1,2,3, etc) to show chronological order.*
- *Place Steps in chronological order; add sub-steps*
 - *Step*
 - *Sub-Step*
 - *Sub-Step*
 - *Step*
 - *Sub-Step*
 - *Sub-Step*
 - *Step*
 - *Sub-Step*
 - *Sub-Step*
 - *Step*
 - *Sub-Step*
 - *Sub-Step*
- *Conclusion- state what goal will be achieved?*



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- *Remember- Step DOES NOT EQUAL paragraph; you may combine or split steps according to what you feel is logical.*
- *Paper should be 2-3 pages long.*

Student Name

Ms. Carr

Class Name

Date

Process Outline

(REMEMBER TO INCLUDE ALL THE STEPS)

- *Gives Directions on how to do something*

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- *Reader should be able to do something new after reading the essay*

I. *Introduction:*

a. *Attention-Getter*

b. *Introduce- Process about which you are writing'; reason for completing the process; level of difficulty; overall approach to the process.*

c. *Thesis Statement- Clearly state goal of the process; what should the reader be able to do?:*

II. *Paragraph 1 -specify the materials your readers will need so that they can have them ready before beginning the process; specify size of the materials and quantities.*

i. *Transition Sentence/ Phrase/ Word*

III. *Body Paragraphs:*

- *Arrange the steps in chronological order.*
- *You do not necessarily need a paragraph for each step. Some steps are related enough that they can be combined into one paragraph.*
- *help the readers visualize the process.*
- *Add specific details that include sizes, times, shapes, etc.*
- *Give reasons for steps so that readers not only know what to do, but why they are completing the step.*
- *Include comments on what not to do. Some procedures are so simple that they don't have any prohibitions or the prohibitions are obvious.*
- *If readers must be cautioned, do so.*

i. *Transition Sentence/ Phrase/ Word*

V. *Conclusion -*

- *comment on the completed process.*
- *Perhaps comment on what can be done next.*
- *Comment on the satisfaction that the readers might have over completion of the process.*

VI. *WORKS CITED PAGE*

Bedford Handbook Help- Page 68-69

Student Name

Ms. Carr

Class Name

Date

Compare/ Contrast Paper Outline

Prompt- Using what you have learned about Comparison/Contrast, compare/ contrast two sources' arguments.

I. *Introduction:*

a. *Attention-Getter*

b. *Review the Problem or Situation*



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- c. Background Info
 - d. Thesis Statement (What are you trying to prove?):
- II. Topic One (Compare / Contrast)
- III. Topic Two (Compare / Contrast)
- IV. Topic Three (Compare / Contrast)
- V. Conclusion
- a. Restate Thesis
 - b. Apply to Outside World
- VI. WORKS CITED PAGE