Welcome to the Instructor’s Resource Guide for *MindTap: English Handbook*

The course you are about to experience is a Cengage Learning digital by design product. Wondering how this is different from a traditional print text?

Cengage Learning’s digital by design products integrate teaching pedagogy, assessment, evaluation, and communication tools on an interactive platform that keeps instructors and students on the same page.

Ready to get started? This guide is designed to provide you with the knowledge and tools you will need to facilitate planning, streamline course management, and engage your students in a rewarding and successful learning experience.

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**Navigate MindTap**

Want to know more about the “story,” or intent, that drove the creation of this course? Wondering how will you find what you need in a digital text?

In this section, you’ll learn more about the instructional aims of *MindTap: English Handbook* and master the basics of navigating the MindTap platform.

See pages 2–6.

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**Manage Workflow**

No one knows your students or their needs like you do. So why shouldn’t you personalize your course with the proven content you already use with success?

MindTap’s customization tools allow you to curate and deliver course content in one seamless platform.

See pages 7–21.

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**Customize a Course**

Need help with planning? Facilitating learning? Evaluating assessments? Communicating with students?

*MindTap: English Handbook* is designed to support your workflow during each of the crucial phases of a course. Visit this section to learn more!

See pages 22–34.
The “Story” behind *MindTap: English Handbook*

It’s just another Tuesday in English Composition class, and … Jill needs help formatting an MLA citation, Hassan requires a quick review of parallel structure so he can revise, and Marisol is struggling to determine the credibility of a last-minute source addition. Oh, and you have six emails from students in other course sections requesting immediate advice on everything from writing thesis statements to choosing appropriate transitions. No pressure there, professor!

If scenarios like this leave you daydreaming about cloning yourself to form your own Writing Instructor SWAT team, rest assured: Cengage Learning’s *MindTap: English Handbook* has your back. Designed to provide students with accurate and concise information on common stumbling blocks, *MindTap: English Handbook* is accessible through both a traditional digital platform and a mobile browser.

You heard that right! With *MindTap: English Handbook*, you can put a personal writing tutor in every student’s pocket, offering in-class and beyond access to:

- Help students understand how audience and purpose affect composing choices
- Guide students through the finer points of research and writing with sources
- Model MLA and APA documentation styles
- Guide students on elements of style
- Demonstrate how to edit for grammar and punctuation
- Provide students who need extra help with foundational skills a collection of auto-graded activities

See the complete table of contents on pages 35–48.
Meet Your MindTap Course Home Page

The MindApp Toolbar is located on the right-hand side of the Course Home page.

Three views of the course materials are available. From left to right, these are: calendar view (currently pictured), unit view, and date manager view. To learn more about how to use these views to optimize your course, visit the “Workflow” section of this guide.

The class average is displayed here.

A list of recent activity scores keeps you informed about how your students are progressing.

The arrow by the instructor’s name provides links to customer service, FAQs, and course settings.
### A Quick Guide to MindApps

<table>
<thead>
<tr>
<th>App</th>
<th>Icon</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress App</td>
<td>📊</td>
<td>In-course gradebook</td>
</tr>
<tr>
<td>InSite</td>
<td>🌼</td>
<td>A paper submission and grading tool that contains an originality checker and the ability for students to peer review papers. Instructors can add marks to student papers with helpful comments that link back to the text.</td>
</tr>
<tr>
<td>CNOW Homework</td>
<td>📜</td>
<td>A tool that contains auto-graded assessment items that can be assigned for homework, classwork, or quizzes.</td>
</tr>
<tr>
<td>Personal Tutor</td>
<td>📚</td>
<td>A tool that enables students to submit a paper to an online tutor, free of charge.</td>
</tr>
<tr>
<td>Questia</td>
<td>📚</td>
<td>An extensive library of books and periodical articles. Students can highlight and annotate readings, save their work in project folders, and consult Topics pages for starting points for their research.</td>
</tr>
<tr>
<td>Aplia</td>
<td>📚</td>
<td>A tool that contains auto-graded assessment items that can be assigned for homework, classwork, or quizzes.</td>
</tr>
<tr>
<td>ConnectYard</td>
<td>📩</td>
<td>A communication tool that integrates student and instructor email, text, Facebook, Twitter, LinkedIn, etc., and can be used as a Discussion Forum.</td>
</tr>
<tr>
<td>Notebook</td>
<td>📓</td>
<td>A notetaking space for students.</td>
</tr>
<tr>
<td>Glossary</td>
<td>📙</td>
<td>A glossary of key terms relevant to the course.</td>
</tr>
<tr>
<td>Search</td>
<td>🔍</td>
<td>A basic search function that facilitates easy content discovery.</td>
</tr>
<tr>
<td>My Content</td>
<td>📦</td>
<td>An application that allows you to integrate outside content into your MindTap course via Google Drive and Kaltura.</td>
</tr>
</tbody>
</table>

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**Get Everyone on the Same Page**

Wondering how using a digital course platform can benefit you?

MindTap integrates many of the tools used in a traditional course onto a single, seamless platform. Known as MindApps, these tools are intended to facilitate your role as the instructor. The quick guide on the left provides a preview of the MindApps you will find in MindTap: English Handbook.
The MindTap Progress App offers four ways of viewing the assignments, scores, and reports for a given class. See the annotated image below to learn more.

**Analytics Tab**
A visual dashboard fueled by powerful analytics allows you to track learner engagement and class progress, while empowering students with information on where they stand and where they need to focus.

**Overview (All Activities) Tab**
This view provides a summary of all student activities in this course with class averages and progress.

**Gradebook Tab**
The Progress App also includes a traditional gradebook, which provides a view of all students and assignments allowing instructors to edit grades, toggle between points to percentages, filter, and add scores that are from activities outside of MindTap.

**Categorize Tab**
Under this view, you can organize and weight assignments by categories to save time and efficiently manage the class grading system.
The MindTap Mobile Handbook App

There is a mobile version of the *MindTap Handbook* available to both you and your students.

To download the *MindTap Mobile Handbook App*, follow these instructions:

1. Create an account or sign in to www.cengage.com/sso.
2. Create your MindTap Handbook Course.
3. Open the course you’ve created. Click through the End User License Agreement.
4. Proceed to the Apple App Store or Google Play from your mobile phone.
5. Search for “MindTap Handbook”.
6. Download the “MindTap Handbook” app.
7. Launch the app and select “Login” to enter your CengageBrain user name and password.

Students who wish to download the *MindTap Mobile Handbook App* will do the following:

1. Visit your instructor-provided registration link.
2. Create an account or sign in to CengageBrain.
3. When prompted, enter the access code. Note: You must first create a CengageBrain account and enter your access code before you can download the *MindTap Handbook* mobile version.
4. Proceed to the Apple App Store or Google Play from your mobile phone.
5. Search for “MindTap Handbook”.
6. Download the “MindTap Handbook” app.
7. Launch the app and select “Login” to enter your CengageBrain user name and password.
Manage Workflow

Manage Your Workflow Using Multiple Views

The MindTap Home Page offers multiple views designed to help you manage your workflow. View the graphic below to learn more!

<table>
<thead>
<tr>
<th>Calendar View</th>
<th>Unit View</th>
<th>Date Manager View</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Calendar View" /></td>
<td><img src="image2.png" alt="Unit View" /></td>
<td><img src="image3.png" alt="Date Manager View" /></td>
</tr>
</tbody>
</table>

**Features:**
- A weekly view of **only** the course readings and assignments that you have selected for use in your course section
- Hyperlinked access to individual assignments for easy viewing
- A unit-by-unit view of **all** of the assets available to you in the MindTap
- The ability to assign units and activities that you select, and hide those that you choose not to use
- The date manager view allows you to assign multiple assets at one time

**Best For:**
- Moments when you need to quickly access **only** the course materials that are relevant at a given time
- Managing your workflow **during** the semester
- Browsing **all** of the assets available in *MindTap: English Handbook*
- Planning your course and curating its contents **before** the semester begins
- Managing, assigning, and/or changing the due dates for multiple assignments at one time
Preview the Course MindTap

The all-digital *MindTap: English Handbook* offers students a concise reference and guide to writing, research, style, and grammar and punctuation. Divided into just six parts, *MindTap: English Handbook* makes it easy for students to figure out where to find the information they need:

- Part 1 Writing
- Part 2 Research
- Part 3 Citations (MLA/APA)
- Part 4 Style
- Part 5 Grammar
- Part 6 Punctuation

**Every part** of *MindTap: English Handbook* opens with two features to help students understand the reasons for and relevance of the information they will learn about in that part:

- Learning Objectives to help students understand the goals they can accomplish by consulting that part
- A Getting Started activity that helps students connect a major objective to their own experiences and interests. For instance, the Part 1 activity asks students to find an image that represents an issue that concerns them and share a comment about it with classmates.

**Every chapter** of *MindTap: English Handbook* includes helpful navigational aids as well as streamlined instruction and opportunities for practice:

- A linked table of contents that students can use to go directly to the topic they are searching for
- A Quick Reference guide in the first section of each chapter that suggests approaches or actions students can take regarding their current writing or research task, again with links to relevant sections
- Concise instruction and helpful strategies students can consult as they write and do research
- Activities with immediate feedback that allow students to check their comprehension and ability to apply the chapter instruction. These can be graded or not, depending on your preferences.
Select topics are addressed in video as well as textual form:

- Important stages of the research process that students often have trouble with—such as selecting a topic, using periodical databases, and evaluating sources—are covered in short videos that keep students focused on the most critical aspects of that stage.
- Introductory videos on MLA style and APA style outline the major elements of a citation and provide examples.
- The Professional Writers Series videos on select topics throughout the handbook include “Professional Writers on Building a Convincing Argument,” “Professional Writers on Revision,” and “Professional Writers on Peer Revision and the Other Point of View.”

The MindTap Mobile Handbook App is available direct to students at the App Store and at Google Play.

JUST IN TIME: Get Extra Help and Practice Your Skills! This module of additional auto-graded practice is especially designed for students placed in the composition course through course redesign changes.

- Problem sets on twenty-one different topics focus on skills that students who need extra help often find troublesome.
- Activities cover a full range of topics that composition students need to understand: the writing process, essay structure, critical thinking, integrating sources, style, grammar, and word usage.
- Problem sets include additional instruction, questions in a variety of formats, and visuals to keep students engaged and active.
Preview the Learning Paths and Activities

**Instructional Learning Paths** give students an interactive reference that includes all the tools necessary for students to succeed in the course; these include auto-graded assessment activities in critical areas (grammar, punctuation, documentation, and research), writing tools, and an online library database with student-centered tools (Questia).

- **Part 1: Writing**
- **Part 2: Research**
- **Part 3: Citations (MLA/APA)**
- **Part 4: Style**
- **Part 5: Grammar**
- **Part 6: Punctuation**
Instructional Learning Paths are organized at the part level. Students can read the Learning Objectives and complete a Getting Started activity before they read and practice concepts at the chapter level.

**Part 1: Writing**

| Learning Objectives | • Answers the question *What am I going to learn?*  
|                     | • Students read a list of learning objectives and consider what they can achieve by completing the learning path.  
| Getting Started: Why We Write | • Answers the question *Why should I care?*  
|                           | • Getting Started activities engage students and connect to the real world. These activities are highly visual, interactive, and relatable. |

- Chapter 1: Planning
- Chapter 2: Drafting
- Chapter 3: Revising
- Chapter 4: Paragraphs
- Chapter 5: Critical Thinking and Argumentation
- Chapter 6: Essay Exams
- Chapter 7: Business Writing
- Chapter 8: Writing about Literature
- Chapter 9: Document Design and Manuscript Preparation
Part 2: Research

Learning Objectives
- Answers the question "What am I going to learn?"
- Students read a list of learning objectives and consider what they can achieve by completing the learning path.

Getting Started: Engage with Everyday Research
- Answers the question "Why should I care?"
- Getting Started activities engage students and connect to the real world. These activities are highly visual, interactive, and relatable.

Chapter 10: Developing a Subject into a Thesis
Chapter 11: Finding and Evaluating Sources
Chapter 12: Taking Notes and Avoiding Plagiarism
Chapter 13: Organizing and Writing Research Projects
Chapter 14: Sample Research Papers
Chapter 15: Disciplines: Links and Resources
# Part 3: Citations (MLA/APA)

## Learning Objectives
- Answers the question *What am I going to learn?*
- Students read a list of learning objectives and consider what they can achieve by completing the learning path.

## Getting Started: How Common Is Your Knowledge?
- Answers the question *Why should I care?*
- Getting Started activities engage students and connect to the real world. These activities are highly visual, interactive, and relatable.

## Chapter 16: MLA Style

## Chapter 17: APA Style
Part 4: Style

Learning Objectives
• Answers the question "What am I going to learn?"
• Students read a list of learning objectives and consider what they can achieve by completing the learning path.

Getting Started: Style and Substance
• Answers the question "Why should I care?"
• Getting Started activities engage students and connect to the real world. These activities are highly visual, interactive, and relatable.

Chapter 18: Sentence Variety
Chapter 19: Emphasis
Chapter 20: Diction
Chapter 21: Word Usage
Part 5: Grammar

Learning Objectives

- Answers the question "What am I going to learn?"
- Students read a list of learning objectives and consider what they can achieve by completing the learning path.

Getting Started: Late for the Conference!

- Answers the question "Why should I care?"
- Getting Started activities engage students and connect to the real world. These activities are highly visual, interactive, and relatable.

Chapter 22: Parts of Speech
Chapter 23: Sentences
Chapter 24: Fragments
Chapter 25: Comma Splices and Fused Sentences
Chapter 26: Agreement
Chapter 27: Parallelism
Chapter 28: Pronoun Reference
Chapter 29: Pronoun Case
Chapter 30: Positioning Modifiers
Chapter 31: Verb Tenses
Chapter 32: Adjectives and Adverbs
Chapter 33: ESL Writers: Working beyond Mechanics
Chapter 34: Glossary of Grammatical Terms
Part 6: Punctuation

Learning Objectives

- Answers the question *What am I going to learn?*
- Students read a list of learning objectives and consider what they can achieve by completing the learning path.

Getting Started: Sign of Trouble

- Answers the question *Why should I care?*
- Getting Started activities engage students and connect to the real world. These activities are highly visual, interactive, and relatable.

Chapter 35: End Punctuation
Chapter 36: Commas
Chapter 37: Semicolons and Colons
Chapter 38: Apostrophes
Chapter 39: Other Marks of Punctuation
Chapter 40: Capitals
Chapter 41: Italics
Chapter 42: Quotation Marks
Chapter 43: Numbers and Abbreviations
Chapter 44: Spelling
Chapter 45: Glossary of Grammatical Terms
Chapter 1: Planning

Reading
- Answers the question "What is the background information?"
- Readings introduce concepts and provide context and depth.
- Can include instructional inline videos covering the writing and research process

Homework
- Answers the question "Am I getting this?"
- Homework activities ask students to apply concepts and demonstrate understanding.
Examine a Sample Course Schedule

UNIT 1: PERSONAL NARRATIVE

**Major Assignment:** In this unit, students write and revise personal narratives in which they attempt to articulate the meaning of personal experiences.

**Topics Covered:** The writing process, personal narratives, basic stylistic issues, rhetorical situations, peer review

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>What It Is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Course syllabus</td>
<td>1</td>
<td>The syllabus for your course</td>
</tr>
<tr>
<td>Getting Started Discussion Forum: “Why We Write”</td>
<td>1</td>
<td>A forum in which students upload an image that represents an issue that is important to them, then discuss their reason for choosing it</td>
</tr>
<tr>
<td>Web Link Activity: Reading selected personal narratives</td>
<td>1</td>
<td>Personal narratives by professional authors (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>Reading: MindTap: English Handbook Chapter 1 (“Planning”)</td>
<td>1</td>
<td>Chapter 1 (“Planning”) of the MindTap: English Handbook</td>
</tr>
<tr>
<td>Aplia Homework: Chapter 1 (“Planning”)</td>
<td>1</td>
<td>Automatically graded activities that help students review the basic concepts of planning</td>
</tr>
<tr>
<td>Web Link Activity: Reading selected personal narratives</td>
<td>2</td>
<td>Personal narratives by professional authors (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>Aplia Homework: Problem set entitled “The Writing Process—An Overview”</td>
<td>2</td>
<td>Automatically graded activities that help students learn about the writing process (added to learning path by instructor selecting “Add Activity” option)</td>
</tr>
<tr>
<td>InSite MindApp Paper Assignment: First draft of personal narrative</td>
<td>2</td>
<td>A writing assignment directing students to complete and submit the first draft of a personal narrative (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
<tr>
<td>Reading: MindTap: English Handbook Chapter 18 (“Sentence Variety”) and Chapter 20 (“Diction”)</td>
<td>3</td>
<td>Chapters 18 and 20 (“Sentence Variety” and “Diction,” respectively) of the MindTap: English Handbook</td>
</tr>
<tr>
<td>Aplia Homework: Chapter 18 (“Sentence Variety”) and Chapter 20 (“Diction”)</td>
<td>3</td>
<td>Automatically graded activities that help students review key concepts related to sentence variety and diction</td>
</tr>
<tr>
<td>InSite Peermark Assignment: Peer review first draft of personal narrative</td>
<td>3</td>
<td>A peer review activity in which each student responds to an essay by a peer (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
<tr>
<td>[Optional: Reading from MindTap: English Handbook and/or Aplia homework]</td>
<td>4</td>
<td>Handbook chapters or automatically graded activities that help students learn about relevant writing-related topics (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>InSite MindApp Paper Assignment: Second (and final) draft of personal narrative</td>
<td>4</td>
<td>An assignment directing students to revise and submit a second draft of their personal narratives (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
</tbody>
</table>
UNIT 2: COMPARISON AND CONTRAST ESSAY

**Major Assignment:** In this unit, students write and revise compositions that compare the arguments made by essays that are part of the course reading.

**Topics Covered:** Conventions of academic writing, critical thinking, argumentation, thesis statements, topic sentences, comparing and contrasting, quotations, peer review, the writing process

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>What It Is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aplia Homework: Chapter 5 (“Critical Thinking and Argumentation”)</td>
<td>5</td>
<td>Automatically graded activities that help students hone their critical thinking and argumentation skills</td>
</tr>
<tr>
<td>Aplia Homework: Problem set entitled “Thesis Statements and Topic Sentences”</td>
<td>5</td>
<td>Automatically graded activities that help students learn about the thesis statement and topic sentences (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>Web Link Activity: Reading selected professional essays</td>
<td>5</td>
<td>Essays by professional authors (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>Web Link Activity: Reading selected professional essays</td>
<td>6</td>
<td>Essays by professional authors (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>Reading: MindTap: English Handbook Chapter 2 (“Drafting”)</td>
<td>6</td>
<td>Chapter 2 (“Drafting”) of the MindTap: English Handbook</td>
</tr>
<tr>
<td>Aplia Homework: Chapter 2 (“Drafting”)</td>
<td>6</td>
<td>Automatically graded activities that help students review key concepts about drafting</td>
</tr>
<tr>
<td>InSite MindApp Paper Assignment: First draft of comparison and contrast essay</td>
<td>6</td>
<td>A writing assignment directing students to complete and submit the first draft of a comparison and contrast essay (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
<tr>
<td>Reading: MindTap: English Handbook Chapter 3 (“Revising”) and Chapter 16 (“MLA Style”)</td>
<td>7</td>
<td>Chapters 3 (“Revising”) and 16 (“MLA Style”) of the MindTap: English Handbook</td>
</tr>
<tr>
<td>Aplia Homework: Chapter 3</td>
<td>7</td>
<td>Automatically graded activities that help students learn about revising academic essays</td>
</tr>
<tr>
<td>InSite MindApp Peermark Assignment: Peer review first draft of personal narrative</td>
<td>7</td>
<td>A peer review activity in which each student responds to an essay by a peer (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
<tr>
<td>[Optional: Reading from MindTap: English Handbook and/or Aplia homework]</td>
<td>8</td>
<td>Textbook chapters or automatically graded activities that help students learn about relevant writing-related topics (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>InSite Paper Assignment: Second (and final) draft of comparison and contrast essay</td>
<td>8</td>
<td>An assignment directing students to revise and submit a second draft of their comparison and contrast essays (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
</tbody>
</table>
UNIT 3: PERSUASIVE ESSAY

**Major Assignment:** In this unit, students write an essay that attempts to persuade an audience to agree with a specific point of view. (Note: This composition requires some research, but not an extensive amount.)

**Topics Covered:** Persuasive appeals, selecting a topic for a composition, basic research concepts, basic quotation format, peer review, the writing process

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>What It is</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebVideo Search: Logos, ethos, and pathos</td>
<td>9</td>
<td>Link to video outside of MindTap that reviews rhetorical appeals (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>Web Link Activity: Reading selected persuasive essays by professional authors</td>
<td>9</td>
<td>Persuasive essays by professional authors (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>Getting Started Discussion Forum: “Engage with Everyday Research”</td>
<td>9</td>
<td>A forum in which students briefly discuss how they might go about researching and proposing a speaker for their college graduation ceremony. This forum is broken into three parts, one for “Speaker,” one for “Nature of Research,” and one for “Research Plan.”</td>
</tr>
<tr>
<td>Aplia Homework: Chapter 10 (“Developing a Subject into a Thesis”) and Chapter 11 (“Finding and Evaluating Sources”)</td>
<td>9</td>
<td>Automatically graded activities that help students learn to identify subjects for academic writing assignments, conduct research, and craft thesis statements based on that research</td>
</tr>
<tr>
<td>Aplia Homework: MindTap: English Handbook Chapter 12 (“Taking Notes and Avoiding Plagiarism”) and Chapter 13 (“Organizing and Writing Research Projects”)</td>
<td>10</td>
<td>Automatically graded activities that help students learn to take effective notes and organize their research projects</td>
</tr>
<tr>
<td>InSite Paper Assignment: First draft of persuasive essay</td>
<td>10</td>
<td>A writing assignment directing students to complete and submit the first draft of a persuasive essay (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
<tr>
<td>Reading: MindTap: English Handbook Chapter 16 (“MLA Style”)</td>
<td>11</td>
<td>Chapter 16 (“MLA Style”) of the MindTap: English Handbook</td>
</tr>
<tr>
<td>Aplia Homework: Chapter 16 (“MLA Style”)</td>
<td>11</td>
<td>Automatically graded activities that help students learn to properly format citations</td>
</tr>
<tr>
<td>InSite Peermark Assignment: Peer review first draft of personal narrative</td>
<td>11</td>
<td>A peer review activity in which each student responds to an essay by a peer (added to the learning path by selecting the “Add Activity” option)</td>
</tr>
<tr>
<td>[Optional: Reading from MindTap: English Handbook and/or Aplia homework]</td>
<td>12</td>
<td>Textbook chapters or automatically graded activities that help students learn about relevant writing-related topics (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>InSite Paper Assignment: Second (and final) draft of persuasive essay</td>
<td>12</td>
<td>An assignment directing students to revise and submit a second draft of their persuasive essays (added to the learning path by instructor selecting the “Add Activity” option)</td>
</tr>
</tbody>
</table>
UNIT 4: RESEARCH-BASED ESSAY

**Major Assignment:** In this unit, students compose research-based essays that present arguments about specific topics.

**Topics Covered:** Advanced research concepts, researched-based academic essays, peer review, the writing process

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>What It is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aplia Homework: Problem set entitled “Research”</td>
<td>13</td>
<td>Automatically graded activities that help students review effective research strategies (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
<tr>
<td>Reading: MindTap: English Handbook Chapter 14 (“Sample Research Papers”)</td>
<td>13</td>
<td>Samples of research-based essays written by real students</td>
</tr>
<tr>
<td>Questia or Non-MindTap Activity: Students conduct extensive research for their research-based compositions</td>
<td>13</td>
<td>An assignment directing students to conduct research for their research-based essays</td>
</tr>
<tr>
<td><strong>InSite Paper Assignment: First draft of persuasive essay</strong></td>
<td>14</td>
<td>A writing assignment directing students to complete and submit the first draft of a research-based essay (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
<tr>
<td><strong>InSite Peermark Assignment: Peer review first draft of personal narrative</strong></td>
<td>15</td>
<td>A peer review activity in which each student responds to an essay by a peer (added to the learning path by instructor by selecting the “Add Activity” option)</td>
</tr>
<tr>
<td>[Optional: Reading from MindTap: English Handbook and/or Aplia homework]</td>
<td>16</td>
<td>Textbook chapters or automatically graded activities that help students learn about relevant writing-related topics (added to learning path by instructor selecting “Add Activity” option)</td>
</tr>
<tr>
<td><strong>InSite Paper Assignment: Second (and final) draft of persuasive essay</strong></td>
<td>16</td>
<td>An assignment directing students to revise and submit a second draft of their persuasive essays (added to the learning path by instructor selecting the “Add Activity” option)</td>
</tr>
<tr>
<td><strong>InSite Paper Assignment: Course reflection</strong></td>
<td>16</td>
<td>An assignment directing students to reflect on their time in this course (added to learning path by instructor by selecting “Add Activity” option)</td>
</tr>
</tbody>
</table>

Once a course is customized, the assignments given due dates by the instructor will appear in the calendar view in MindTap, providing a customized course view for students and instructors.
Customize a Course

Now that you’ve had a chance to preview how a customized course section of *MindTap: English Handbook* might look, you may be wondering how you can tailor your own course section. This portion of the Instructor’s Resource Guide covers a few advanced tools that you can use to curate the materials for your course, add outside content, and manage assignments and due dates.

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<td>Change the Point Value on an Assignment in an App?</td>
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</table>
How Do I Add a New Activity to My Course?

In the Learning Path:

1. Click the plus icon at the top of the learning path.

2. Select Add Activity.
In the Reading:

1. Click the edit icon at the top left of the reading.
2. Click the add icon + in the appropriate place.

Click the add icon + in the appropriate place.

3. Select the content to add.

Select the content to add.
How Do I Add External Content to My Course?

1. Select the icon from the App dock.
2. **Click the Kaltura or Google Drive icon.**

3. **If this is your first time using Google Drive or Kaltura in MindTap, activate your account.**

4. **Upload media, documents, spreadsheets, or pdfs.**

5. **Assign your content as Activities in the Learning Path or inline in Readings.** See [How Do I Add a New Activity to My Course?](#) for instructions on how to add these activities.
How Do I Move or Change the Order of Existing Activities?

1. From the learning path, click the edit icon near the right-hand corner of the activity.
2. Change the order in which the activity appears in its section by clicking the dropdown **Order** menu.

**Title**

*Chapter 3 Revising*

**Description**

In this problem set for the MindTap Handbook 1e, you will review the basic concepts of the paragraphs.

**Dates**

- **Available**: [Blank]
- **Due**: [Blank]

**Location**

- **Order**: 1: At end (current position)

**Add to Location**

- 0: before Revising
- 1: At end (current position)
3. Change the section in which the activity appears by clicking on the dropdown menu Add to Location.

4. Click Save.
### How Do I Hide an Activity so That Students Cannot See It?

1. From the learning path, click the Hide icon near the right-hand corner of the activity.

![Chapter 3 Revising](image)

   *In this problem set for the MindTap Handbook 1e, you will review the basic concepts of the paragraphs.*

![Hide icon](image)

2. The activity will turn gray.

![Chapter 3 Revising](image)

   *In this problem set for the MindTap Handbook 1e, you will review the basic concepts of the paragraphs.*

   ![Hidden From Students](image)

3. To unhide the activity, click the Show icon near the right-hand corner of the activity.
How Do I Change the Due Date on an Assignment?

1. From the learning path, click the edit icon near the right-hand corner of the activity.

2. Underneath Dates, set the date and time the activity will open (Available) and the date the activity is due (Due).

3. Hit Save.
How Do I Change the Point Value on an Assignment in an App?

1. Click on the app from the app dock.
2. Find the name of the assignment, then click on the + sign to the left of it. Click on the pencil icon next to the problem name.

3. Type in the desired point value, then click save.
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    1e-1 Your Role as a Writer
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    1f-2 Ways to Improve Thesis Statements

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  2a Quick Reference: Drafting

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  3a Quick Reference: Revising
  3b Content Revision
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  3d Technical Revision
  3e Peer Editing
    3e-1 Approaches to Peer Editing
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8b Analyzing Literature: Preparing to Write
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8c Choosing an Approach
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8d Structuring the Paper
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  8d-3 The Conclusion

8e Following Style and Documentation Guidelines
  8e-1 Verb Tense
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  8e-3 Documentation

8f A Glossary of Literary Terms

8g A Sample Literary Paper

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  9b-2 Research Papers
  9b-3 Handouts
  9b-4 Digital Presentation (PowerPoint, Video, or Similar)
  9b-5 Posters, Notices
  9b-6 Brochures or Pamphlets
  9b-7 Advertisements
  9b-8 Résumés
  9b-9 Websites, Blogs

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  9c-2 Line Spacing and Readability
  9c-3 Justification
  9c-4 Font Selection
  9c-5 Font Size
  9c-6 Boldface
  9c-7 Italics
  9c-8 Special Print Modifications
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    13b-3 Organize Your Ideas and Notes
    13b-4 Prepare a Formal Outline
13c A Rough Draft
   13c-1 General Drafting Strategies
   13c-2 Drafting Strategies for Research Papers
13d Incorporating Source Material and Avoiding Plagiarism
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   16b In-Text Citations
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      16b-2 Exceptions: Special Forms of In-Text Citations
      16b-3 Positioning Parenthetical Notes
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      16d-8 A Multivolume Work
      16d-9 A Work in a Collection
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      16d-11 Multiple Selections from the Same Collection
      16d-12 An Article in an Encyclopedia or Other Reference Work
      16d-13 An Article in an Online Encyclopedia or Reference Source
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16d-16 An Imprint
16d-17 A Translation
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JUST IN TIME: Get Extra Help & Practice Your Skills!

The Writing Process
Coherence and Organization
Thesis Statement and Topic Sentences
Supporting Ideas
Quoting, Paraphrasing and Summarizing
Logical and Critical Thinking
Consistency
Word Usage
Style
Common Sentence Errors
Possession
Subject Verb Agreement
The Subject
The Verb
Foundations of Writing Basic Sentence Structure
Modifier Use
Conjunctions and Sentence Structure
Punctuation
Comma Usage
Capitalization
Sound Alikes and Look Alikes