

<b>Syllabus for: (name of class)</b> English 1A: Analytical Reading and Writing	
<b>Semester &amp; Year:</b>	Spring 2013
<b>Course ID and Section Number:</b>	CRN#E1785
<b>Number of Credits/Units:</b>	4
<b>Day/Time:</b>	T/R 10:45am-12:50pm
<b>Location:</b>	
<b>Instructor's Name:</b>	Cyndy Phillips
<b>Contact Information:</b>	Office location and hours: FM 200G T 1:15-2:40pm Phone: 707-502-0523 Email: cyndy-phillips@redwoods.edu
<b>Course Description (catalog description as described in course outline):</b> A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required.	
<b>Student Learning Outcomes (as described in course outline) :</b> Students who successfully complete English 1A should be able to: <ul style="list-style-type: none"> <li>• Analyze argumentative claims.</li> <li>• Respond to arguments with persuasive critical essays.</li> <li>• Locate, synthesize, and document sources for use in response to arguments.</li> <li>• Revise and edit for sentence structure and mechanics.</li> </ul>	
<b>Special accommodations:</b> College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
<b>Academic Misconduct:</b> Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
The student code of conduct is available on the College of the Redwoods website at: <a href="http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf">http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</a>	
Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.	
College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.	

*College of the Redwoods—Main Campus*

*English 1A: Analytical Reading and Writing—Spring 2013*

*Theme: Service Writing*

*CRN#E1785—T/R 10:45am-12:50pm in FM 206*



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**Instructor:** Cyndy Phillips    **Email:** [cyndy-phillips@redwoods.edu](mailto:cyndy-phillips@redwoods.edu)  
**Home(cell) Phone:** 707-502-0523    (*preferred method of contact*)  
**Office Hours:** R 1:00-2:30 pm FM 200G and by appointment  
(*for Eng 52 folks, I'm also available T 1:15-2:40 pm and R from 2:50-4:15pm in the WC*)

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**Required Materials:**

*Textbooks:*

- Hacker, Diana and Nancy Sommers. *The Bedford Handbook*. 8<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2010. Print.
- Course Packet (to be downloaded and/or printed individually)
- Current on-line or hardbound college-level dictionary and thesaurus
- Texts and readings as assigned (located on MyCR)

*Supplies:*

- Consistent M-F daily access to a computer with internet access, your MyCR email account, a word processor, and a printer
- A three ring/punch binder with pockets or an accordion folder with sections to keep your work organized
- A reading journal/composition book for use in this class exclusively
- Approximately \$20 for print you will need to do individually throughout the semester
- Paper, pens, pencils, highlighters (5 different colors), post-it notes, stapler and staples
- **(Optional)** Digital or tape recorder for recording conferences

*Welcome to English 1A*

**Course Description:**

English 1A is a 4 unit transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required.

[Prereq=English 150 (or equivalent) with grade of "C" or better or appropriate reading and writing scores on the placement exam.]

This course relies heavily on group work, community involvement, peer critiques, class discussion and computer use to help us focus on the elements of analysis and argument. Working with the whole class and/or in small groups will help us seize the opportunity to be adventurous and take risks with our reading, thinking, and writing in a supportive, creative environment. Occasionally our class time might also be used for conferences (individual or group), research opportunities, small group collaborations, or other activities.

**Learning Outcomes:** Students who successfully complete English 1A should be able to:

- Analyze argumentative claims.
- Respond to arguments with persuasive critical essays.
- Locate, synthesize, and document sources for use in response to arguments.
- Revise and edit for sentence structure and mechanics.

## Theme: Service Writing—

In most college courses today, one is exposed to a large degree of information in a very short amount of time. Although some of that information stays with us, most of us are caught in a web where we learn information for the class, pass, then forget the information the moment we move on to the next class. Yet education can be more valid and real than this.

Indeed, one of the fundamental purposes of the first American universities was to prepare individuals to become good citizens. Although one can argue that knowledge for knowledge's sake is worthy enough, that argument lends little if any opposition to the ancient cliché “just because you know it, doesn't mean you do it.” However, in this crucial juncture of our day—this crossroads of increased violence, economic disparity, environmental impact, and family system breakdown, this time commingled with vast decreases in our economy, our faith in the government, and the quality of our public schools—now is the time to return to the principle of higher education that emphasizes the role that schools can play in preparing students to “*know and do*” in order to make a difference.

Our course theme has just that goal. It encourages us to become involved in our communities, becoming active rather than passive learners. In this course we'll use our readings, assignments, and activities to focus on local, national and global community issues that affect us all in order to learn about our increasingly varied and changing world; to connect with people, places, and situations foreign to us; and to develop both compassion and resourcefulness in making positive changes. This course will encourage us to think critically about what we value, what other individuals in our community value, and how we can work together to merge our values and contribute to a better world. Thus, you will be urged to find an area within this giant umbrella that speaks to you, and—once found—**actively** work within that area to make a difference with your writing. The key word here is **actively**. Indeed, for our last two formal writing assignments, you will draw on your writing abilities and your passions in order to write arguments aimed at specific, real-world audiences for possible publication.

### **With this in mind, in our class you will have the choice to either:**

**(Option 1)** Volunteer for 15 hours **face-to-face** OR **virtually** with a non-profit organization that will shape your second and third papers into “real word audience” projects that will help your chosen organization in some way ...OR...

**(Option 2)** Write a FOURTH paper (research)—research areas/organizations you want to help and use that as a springboard to write your second, third and FOURTH papers for real world audiences to help that area/organization rather than volunteering time or working directly with an organization.

**Course Requirements:** Keep in mind that college is designed to challenge you, to test your intellectual, personal, and perhaps even psychological boundaries. *It isn't supposed to be easy, nor is it supposed to be thoughtless.* With this in mind, over the course of the semester, the class load will begin on the heavier side, plateau mid-to-late semester, and gradually decrease the last few weeks of classes. Students from past classes have helped me to design this system, and most students who have successfully completed this course report that even if they felt disgruntled with the workload at first, as the course continued –and energies for school decreased, other class loads began to pick up, and life uncannily followed “Murphy's Law”—they were exceedingly relieved the last month or so of this course that this class' workload was lighter. Should you begin to feel overwhelmed and disgruntled as to the amount of course work for this class, don't forget this!! Keep it as your mantra that you can say to yourself during deep inhales and exhailes. ☺ In particular, ***keeping an eye on the syllabus due dates, writing down homework assignments given in class, and regularly checking your email to confirm assignments added during class will help you to keep up with the workload.***

In this class, you are expected to keep up with all the requirements as outlined below AND show up to each class ready and willing to share in discussions and work together through some challenging issues... You should also count on ~4-8 hours of homework per week for this class. The breakdown of this course consists of the following components:



✦ **Writing**—Most people take years to develop a strong personal style in their writing, yet one of the most important tools you will get from this class, if you participate and strive to write better, will be a greater consciousness of what happens as you generate ideas, organize your thoughts, and improve upon them through the process of revision. You will become more conscious of how you say, what you say— how you build bridges to cover the gap in knowledge between you and your reader, how you “show” your readers your side, how you react to theirs, how you embellish and support your arguments, how you organize for effect, and on and on.



To accomplish this purpose, 3-4 formal analytical/argument papers (*depending on option 1 or 2*) will be compiled, each complete with a minimum of 3 distinct drafts, peer responses, and instructor conferences/critiques, and 1-2 query letters. For Option 1, one research paper with MLA documentation will be required; for Option 2, two will be required. Your second and third papers will be sent out for possible publications. Late formal paper assignments will follow the policies agreed upon and outlined in our class grading contract.

You will also be responsible for completing shorter writing assignments such as Reading Logs (RLS), Peer-response Reading Logs (PERLS), Participation Logs, Service Analysis Journal (option 1), peer feedback letters, annotations, and in-class writing exercises. All in all, you should count on writing ~1000 words a week.

✦ **Service Learning**—For this course you will either need to work with an organization to gather material for your writing assignments or you will need to do a fourth (researched) paper on your own. The possible choices are outlined below:

- ✦ **Option 1 (Face-to-Face):** Within this aim, you will be asked to select from a host of local non-profit/service organizations that are looking for both volunteer and writing help. This organization should be one that you think you’ll enjoy, as you will need to devote some of your *unpaid* time (15+ hours=~1.25 hours a week for 12 weeks) to working with that group:
  - To understand them better and to be of service,
  - To think critically about and research areas where you might help/make a difference either directly or indirectly,
  - And—in an effort to make that difference a reality—to complete tangible writing projects for that organization which draw on your writing ability *and* your individual interests to reach specific, real-world audiences.

✦ **Option 1 (Virtual):** If “face-to-face” work commitments are too tough for your schedule, you can work “virtually” with a non-profit/service organization to do an extended research/advocate writing project instead of logging face-to-face time at their center, still using your writer’s voice to persuade specific, real-world audiences (and still 15+ hours + writing time). This option requires you to be diligent about researching the needs of your chosen organization and deciding what you can do locally, under the framework of their organization, to make a difference.

✦ **Option 2:** Alternatively, if the above two categories still don’t fit your time needs/interests, we can work together, one-on-one, to create three individual writing assignments that reflect your interests, our class reading/writing requirements, and the opportunity for specific, real-world audiences. This option will require you to research which areas of need you would like to focus on in order to be benefit. It will also require you to write an added FOURTH (research) paper that is geared towards helping your chosen area in some way. Your second and third papers will need to be focused on one area; however, for the fourth paper (research) you may chose another if you like. This will result in a comparable time commitment to the above options.

✦ **Reading and critical thinking homework assignments**— We will be using our class packet (on MyCR), current books, articles in periodicals, on-line news/articles, and other media forms as a springboard to discovering what one person can do to make a difference in the world. In these texts, we will practice *active, critical thinking*. We will ask questions, explore connections, and struggle to make meaning out of complex ideas. We will seek to understand the value of these works for ourselves individually and for our community as a collective body. This type of reading also urges us to try to understand “the other side” before we make our assertions.



In order for this to happen, each of us will also need to be ready to engage in useful, penetrating discussions and group activities about our readings and the ideas we encounter. As long as you keep up with the assignments and are actively pursuing your own understanding of the difficult issues we take up, you should have no problem here. {*Note*: Again, the key word above is "*actively*."}

*With this in mind you will need to:*

- ☞ Read the required texts/articles.
- ☞ Maintain analytical reading logs (RLS) on assigned readings as well as peer-response reading logs (PERLS) on MyCR (See “RLS and PERLS” on MyCR for details)
- ☞ Find, share, and lead discussions on various areas of interest with the rest of the class throughout the course through discussion forums/class presentations
- ☞ Complete other critical thinking/writing classwork and homework as assigned.

✦ **Grammar & Mechanics**—We’ll spend some time working through MLA citation and proper documentation. Plus although this course’s focus is not on teaching grammar and mechanics, we will spend some class time in review of these parameters as well. Beyond this, you will learn how to use a college handbook for self-study. Extra exercises will be assigned according to your individual weaknesses (if any). In addition, you may use writing center conferences and/or handbook exercises to prevent and correct errors in your writing.

✦ **Conferences**—I will be scheduling conferences inside of class time, sometimes even in lieu of class time, for your formal papers. Each of you will be expected to meet with me at least once this semester to discuss your progress in the course. It’s the law.

✦ **Attendance**—Since the main purpose of this class is to bring us all together so that we can engage one another in the process of discovery, each of us needs to be in the classroom on time, prepared, ready to think, read, write, and share. To encourage this behavior, the following attendance policies will be strictly enforced:

- Students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.
- Outside of emergencies that are documented legally or medically, no distinction will be made between excused and un-excused absences. Extracurricular-activity participants, working parents, the sick, the healthy, etc, are all held to the same standard. Student athletes are required to be given leeway on game/practice mandated absences—however athletes are still responsible for all their work being done on time—the same as the rest of the class. *Use your absences well.*

- Students who miss any class during the first week will be dropped so students who are on the wait list (and present) will be given their seats.
- **University Drop Policy:** Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. *For more information, please see CR's website.*
- Arriving late or leaving early more than 15 minutes will count as one absence. Excessive tardies under this time limit may also be counted as an absence, per the instructor's discretion (and warning to the student) .
- Absences and tardies should be used to accommodate special circumstances only. If you must miss a class meeting completely or if you need to leave 15 minutes or more early, check MyCR for possible emails from me, get assignments from another student before the next class meeting, complete your work by the class due dates, and pick up any missed handouts from me at the start of the next class.
- If you arrive late for a class, please come in quietly, and wait for group time to conference with me about what you missed and to ascertain I have noted your attendance correctly for the day.



✦ **Late Assignment Policy**— *If you have any assignment that is due on a date you are out, it is still your responsibility to make sure that you get it to me by THE START of the class when it is due for it to be considered “on time.” All late assignments must be submitted with the “What’s My Grade” signature sheet. Late assignments submitted after one week of the homework’s original due date or submitted without this form will receive a zero and will count as a missing assignment. {Note: As Paper #3 counts as your final exam, its third draft cannot be submitted late; if it is, it will count as a zero.}*

✦ **Participation**—Participation and preparedness are essential in a collaborative writing community operating in a workshop environment. Everyone has the opportunity to earn 100% participation grade by fully engaging in the required class activities, peer responses, and discussions, and by exhibiting respectful and ethical behavior at all times. You will document and reflect on your class contribution in a series of participation logs. To avoid the reduction of your participation grade:

- Be fully present and fully prepared with all required texts, materials and assignments
- Turn off and store cell phones, iPods, and other electronic devices not necessary for instruction
- Refrain from browsing personal email and social networking sites and playing computer games
- Maintain tolerance, respect and appropriate classroom behavior as outlined below

### *Other Notable Class Policies*

**Classroom Behavior:** You are expected to treat other members of the class with respect, courtesy and cooperation and do all that you can to avoid disrupting learning and to encourage others in their writing process. If you violate this policy, you will be asked to leave, and that class will count as an absence. You are free to leave the room at any time, but do so quietly. Turn off your cell phones, iPods, and other electronic devices before class begins—if you have multiple infractions of this technology policy, you will be asked to leave and that class will count as an absence.

**Study Groups:** You are encouraged to exchange contact information with at least 4 other people in this class as a means to help you keep up with assignments. [We’ll have sign-ups in week 2]. If at any time you miss a class, please contact someone in your study group first to find out what you missed and what is due the next class. If you have tried, yet failed, to reach any of your study group members in sufficient time for class, you are welcome to contact me for the same. You can also use your study group members to “compare notes” about what is due & when, how to best complete assignments, how to better write/read/study, etc...the sky is the limit according to your groups’ particular interest.

**Computer Skills:** This course requires adequate computer skills. You should be able to navigate websites, open and download files, use a word processor and be able to convert files, if necessary, into .doc/x (Microsoft office) or .rtf (Rich Text Format), and submit to MyCR and turnitin. Anticipate problems with your computer and internet access (including power outages and printer problems) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines; I will not accept yee 'ol “my computer crashed...the printers in the library weren't working...I ran out of money for printing...turnitin crashed” excuses. Ultimately it is up to you to meet the technological demands of this course. **Also note 24/7 on-line English tutoring is available through MyCR, and there is also a DE class orientation for students who have little to no experience in the on-line environment. See me for details if interested in the later.**



**Academic Misconduct:** Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an “F” in the course. To help keep all of us on the path of the tried and true, each of your final papers is required to be submitted to [www.turnitin.com](http://www.turnitin.com) before being accepted for grading.

For more information on academic misconduct, the student code of conduct is available onCR's website at: <http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf> Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

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**Grades:** Oh yes—these. ☺ Your grades throughout English 1A will be computed according to what we collectively decide for our class grading contract.

For this course, we will use the following scale:

A=100-93%	A-=92-90%	} A LEVELS=EXEMPLARY WORK
B+= 89-87%	B=86-83%	B-=82-80% } B LEVELS=GOOD, COMPLETE WORK
C+=79-77%	C=76-70%	} C LEVELS=SATISFACTORY WORK
D=69-60%	F=59% & below	} THESE LEVELS=BELOW SATISFACTORY WORK

**{Note: English Department Policy Mandates No Extra Credit is Allowed}**

### **An Invitation:**

Together we'll be nurturing an environment of continued growth as writers and as active community members. I am here to coach you through this process and help you achieve success in every way that I can. I am more than willing to help you work through those tougher parts of the class, but you need to communicate openly with me as this is an intense, involved class that expects a lot of self-discipline from you. If you feel that you are falling behind, you should let me know as soon as possible. If you ask, I will offer extra help and even direct you toward others who can also help. Talk to me before or after class. Call or drop by during my office hours, or set up a scheduled conference appointment, email me or, for matters of dire importance that need help immediately, call my cell phone directly and leave a clear, specific message, including your telephone number. I will get back to you as soon as possible. *And remember, you can always turn to the Writing Center for help as well.* I look forward to sharing this journey with you and discovering what we can do together to make a positive difference in our world, right here and now. ~Cyndy

## Tentative Class Daily Plan (Spring 2013)

**CAUTION: AS WE CO-CREATE THIS CLASS' ENVIRONMENT TOGETHER, OUR DAILY PLAN MAY SHIFT INTO NEW DIRECTIONS THIS SEMESTER; CHANGES MAY BE MADE BASED ON TEACHER DISCRETION AND/OR ON COLLECTIVE AGREEMENT...**



<b>Week 1</b>	<b>Class Activities</b>	<b>Homework</b> <i>{always to be completed before our next class meeting, unless otherwise stated}</i>
	<b>1/18=Last day to add a class (4PM)</b>	
Tuesday- Jan 15	Course Introduction and in-class activity	<ul style="list-style-type: none"> <li>• Explore our class site on MyCR</li> <li>• Read and bring printed questions, if any, on your syllabus to our next class.</li> <li>• Consider our class grading contract—come prepared to our next class ready to discuss/debate your ideas on our contract.</li> <li>• Read King's Essay under "Assignments" on MyCR.</li> <li>• Purchase all required materials.</li> <li>• Bring your journal notebook to our next class {Note: from this point on, please always bring your journal notebook to class with you}.</li> </ul>
Thursday- Jan 17	Syllabus questions Class grading contract discussion King analysis Review issues, claims, supporting points in relation to King Class writing exercise (practice ERLS)	<ul style="list-style-type: none"> <li>• Print out 2 copies of your contract—bring a signed contract to our next class, keep the other one for your records.</li> <li>• Review "Issues, Claims, Ideas" under "Lessons" on MyCR</li> <li>• Complete ERLS #1—instructions &amp; due dates posted on MyCR</li> <li>• Read Course Packet (pages TBA) and begin to think about which option you will choose for the semester.</li> </ul>
<b>Week 2</b>	<b>1/25=Last day to drop with a refund</b>	
Tuesday- Jan 22	<b>GRADING CONTRACTS DUE.</b> Class writing ex. Discussion of ERLS #1 (collect) Study group sign-ups Why analyze/argue? Thesis introduction Discussion on Class packet & service possibilities	<ul style="list-style-type: none"> <li>• Read "Thesis Overview" on MyCR (Lesson)</li> <li>• Complete ERLS #2—instructions and due dates posted on MyCR (Assignments)</li> <li>• Read Course Packet (pages TBA)—firm up your commitment to option #1 or #2.</li> <li>• Print out your daily plan (under MyCR "Syllabus" tab, far left)—show it to me next class for credit. Refer to it often ☺</li> </ul>
Thursday- Jan 24	Class Writing ex. Collect ERLS #2 In class movie— <i>I AM</i> Movie discussion	<ul style="list-style-type: none"> <li>• 1 page, single-spaced, analysis of movie—See I AM Assignment on MyCR for instructions (Assignments)</li> <li>• Read Course Packet (pages TBA) and be prepared to commit to option #1 or #2 on our next class together. Option #1 folks, contact your organizations to get started.</li> </ul>



<b>Week 3</b>	<b>1/27=Last day to drop w/o a “W”</b>	<b>1/28=Census Date</b>
Tuesday Jan 29	Class Writing Ex. Article discussion (ERLS 1&2) Option commitments Writing workshop	<ul style="list-style-type: none"> <li>• Complete ERLS #3—instructions and due dates posted on MyCR (Assignments)</li> <li>• Read “MOP” and “Development” on MyCR (Lessons)</li> <li>• Read Class Packet (pgs TBA)</li> <li>• <b><i>{Option #1 Folks—Contact your service organizations and get started, if you haven’t already}</i></b></li> <li>• <b><i>{Option #2 Folks—Begin to think about what you’d like to research for Paper #4—watch due dates per the assignment sheet} ☺</i></b></li> </ul>
Thursday- Jan 31	Class Writing Ex MOP & Development discussion Discuss MyCR articles in relation Writing Process & Prewriting overview Paper #1-4 introduced	<ul style="list-style-type: none"> <li>• Read “Writing Process,” “Pre-writing Strategies” and “Introductions” on MyCR (Lessons)</li> <li>• Review Paper #1 Assignment sheet (Hand out)</li> <li>• Complete ERLS #4 (introductions)—check MyCR (Assignments) for instructions &amp; due dates—bring print out to our next class for peer review</li> </ul>
<b>Week 4</b>	<b>2/08=Last day to file P/NP option</b>	
Tuesday- Feb 5	<b>PAPER #1 INTRODUCTIONS DUE.</b> Class Writing Ex. Models + peer response group writing workshop on introductions	<ul style="list-style-type: none"> <li>• Readings on MyCR</li> <li>• Prepare Paper #1’s first draft per the paper guidelines for peer review in our next class</li> <li>• <b><i>{Option #1—You should be started with your service hours by the end of this week—if you haven’t, now is the time!}</i></b></li> </ul>
Thursday- Feb 7	<b>PAPER #1 FIRST DRAFT DUE.</b> Class Writing Ex. Model + peer response group writing workshop Option Commitments	<ul style="list-style-type: none"> <li>• Bring first draft back to our next class for peer review</li> <li>• Readings on MyCR</li> </ul>
<b>Week 5</b>		
Tuesday- Feb 12	Class Writing Ex Model + more response group time if needed Q & A/Thesis Exam if time	<ul style="list-style-type: none"> <li>• Readings on MyCR</li> <li>• Bring your first draft back to our next class</li> </ul>
Thursday- Feb 14	Class Writing Ex Organization Workshop	<ul style="list-style-type: none"> <li>• Prepare Paper #1’s second draft per the paper guidelines for peer review in our next class—please leave your name off the paper</li> </ul>
<b>Week 6</b>		
Tuesday- Feb 19	<b>PAPER #1 SECOND DRAFT DUE.</b> Class Writing Ex Stacked fishbowl responses writing workshop	<ul style="list-style-type: none"> <li>• ERLS Assigned (Opposition)—check MyCR (Assignments) for info &amp; due dates—print out and bring to our next class for peer review</li> <li>• TBA</li> <li>• <b><i>Option #1—Begin exploring ideas, if you haven’t already, with your organizations as to what areas of writing you might be able to do for them for your second and third writing projects—“Writing Project</i></b></li> </ul>

		<i>Plans” due to be completed, signed, and turned in by _____ }</i>
Thursday- Feb 21	Class Writing Ex Conclusions, grammar, and citation basics Opposition workshop	<ul style="list-style-type: none"> <li>• Read “Conclusions,” “Basic Grammar” and” MLA Citation Basics” on MyCR(Lessons)</li> <li>• Prepare Paper #1’s third draft per the paper guidelines for our next class</li> </ul>
<b>Week 7</b>	<b>3/1=Last day to petition to graduate</b>	
Tuesday- Feb 26	<b>PAPER #1 THIRD DRAFT DUE.</b> Class Writing Ex Paper #2-3 & QL introduced Magazine article workshop	<ul style="list-style-type: none"> <li>• Complete ERLS —check MyCR (Assignments) for instructions &amp; due dates</li> <li>• TBA</li> </ul>
Thursday- Feb 28	Class Writing Ex Writing Workshop + Citation Basics	<ul style="list-style-type: none"> <li>• Complete ERLS—check MyCR (Assignments) for instructions &amp; due dates</li> <li>• Read “Citation Basics” on MyCR</li> <li>• <b>{Option #2—Prewrite for Paper #4 due next class}</b></li> <li>• <b><u>Remember our next class is in the library</u></b></li> </ul>
<b>Week 8</b>		
Tuesday- March 5	<b>Class is in the Library</b> <b>{Option #2— Prewrite for Paper #4 Due}.</b> Library Workshop (In Library) ERLS class workshop	<ul style="list-style-type: none"> <li>• Complete “Explore the Audience” –check MyCR (Assignments) for instructions—due next class</li> </ul>
Thursday- March 7	Class Writing Ex Peer response group writing workshop on EA (collect) Review of Annotation Assignment In-depth look at MLA Class Conferences	<ul style="list-style-type: none"> <li>• Prepare Paper #2’s first draft per the paper guidelines for peer review for our first class back from spring break.</li> <li>• Scan Class Packet (Local sources for publication)</li> <li>• <i>Source annotation assignment due Thursday after Spring break(submitted on MyCR).</i></li> </ul>
<b>Week 9</b> <b>Mar 12-14</b>	<b>Spring Break –no classes—Go Enjoy Yourself!!</b>	
<b>Week 10</b>		
<b>Tuesday- March 19</b>	<b>PAPER #2 FIRST DRAFT DUE WITH YOUR GROUPS AS YOU HAVE ARRANGED.</b> Peer response writing workshop	<ul style="list-style-type: none"> <li>• <b><i>{Option #2—First Draft of Paper #4 due next class (submitted to me via email) for credit check.}</i></b></li> <li>• <i>Source annotation assignment due Thursday by 5pm(submitted on MyCR).</i></li> </ul>
Thursday- March 21	<b>{OPTION #2—PAPER #4 FIRST DRAFT DUE}—SUBMITTED TO ME VIA EMAIL.</b>  <b>SOURCE ANNOTATION ASSIGNMENT DUE (ON MYCR BY 5PM).</b> Class writing workshop and research time	<ul style="list-style-type: none"> <li>• Read “In-depth citations,” “signal phrases,” and “MLA works cited page” lessons on MyCR (Lessons), take good notes, and bring your notes with you next class for our in class citation test.</li> <li>• <b><i>{Option #1—“Writing Project Plans” completed, signed, and turned in next class}</i></b></li> </ul>
<b>Week 11</b>	<b>3/29=Last day for both student initiated &amp; faculty initiated withdrawals</b>	

Tuesday- March 26	<b><i>{Option #1—“Writing Project Plans” due}.</i></b> <b>Citation Test</b>	<ul style="list-style-type: none"> <li>Prepare Paper #2’s second draft per the paper guidelines for peer review in our next class</li> </ul>
Thursday- March 28	<b>PAPER #2 SECOND DRAFT DUE</b> Class Writing Ex Peer Response Writing Workshop	<ul style="list-style-type: none"> <li>TBA</li> </ul>
<b>Week 12</b>		
Tuesday- April 2	Class Writing Ex Continue peer response writing workshop as needed Intro to query letters QL writing workshop Intro	<ul style="list-style-type: none"> <li>Read Query Letter Clinic (under MyCR (Lessons)) &amp; revise your query letter to further reflect the points covered there.</li> <li>Prepare Paper #2’s third draft for our next class</li> </ul>
Thursday- April 4	<b>PAPER #2 THIRD DRAFT DUE</b> <b>QUERY LETTER SECOND DRAFT DUE.</b> Class Writing Ex. Final paper assignment (Paper #3) Class/small group brainstorming session Writing Workshop (Query Letter Analysis)	<ul style="list-style-type: none"> <li>Complete ERLS—see MyCR(Assignments) for instructions &amp; due dates</li> <li><b><i>{Option #1—Have your organization read your Paper #2 and sign off on the “Permission to Publish” sheet by _____}</i></b></li> <li><b><i>{Option #2—Peer Responses on First Draft of Paper #4 &amp; Revised Second Draft of Paper #4 due next class for credit check.}</i></b></li> </ul>
<b>Week 13</b>		
Tuesday- April 9	<b><i>{OPTION #2—PAPER #4 –PR ON FIRST DRAFT &amp; REVISED SECOND DRAFT DUE}.</i></b> Class Writing Ex Writing workshop + Conferences	<ul style="list-style-type: none"> <li>Complete ERLS—check MyCR (Assignments) for instructions &amp; due dates</li> <li><b><i>{Option #1—“Permission to Publish” form due next class}</i></b></li> </ul>
Thursday- April 11	<b><i>{OPTION #1—PERMISSION TO PUBLISH FORM DUE}.</i></b> Writing workshop + Conferences	<ul style="list-style-type: none"> <li>Prepare Paper #3’s first draft per the paper guidelines for peer review next class.</li> </ul>
<b>Week 14</b>		
Tuesday- April 16	<b>PAPER #3 FIRST DRAFT DUE.</b> Class Writing Ex Peer response writing workshop	<ul style="list-style-type: none"> <li>TBA</li> <li><b><i>{Option #2—Peer Responses on Second Draft of Paper #4 due next class.}</i></b></li> </ul>
Thursday- April 18	<b><i>{OPTION #2—PAPER #4 –PR ON SECOND DRAFT DUE}</i></b> Class Writing Workshop + conferences	<ul style="list-style-type: none"> <li>Prepare Paper #3’s second draft per the paper guidelines for peer review in our next class</li> </ul>
<b>Week 15</b>		
Tuesday- April 23	<b>PAPER #3 SECOND DRAFT DUE.</b> Class Writing Ex	<ul style="list-style-type: none"> <li><b><i>{Option #1—Have your organization read your Paper #3 and sign off on the “Permission to Publish” sheet by _____}</i></b></li> </ul>

	Peer responses + QL writing workshop	
Thursday April 25	Class Writing Ex Writing Workshop + Conferences	TBA
<b>Week 16</b>		
Tuesday- April 30	Class Writing Ex Writing Workshop & Conferences	<ul style="list-style-type: none"> <li>• <b>{Option #1}</b>—“Permission to Publish” sheet due next class and... Service journals &amp; “Service Hours Form” due next class}</li> <li>• <b>{Option #2}</b>—Revised Third Draft of Paper #4 due next class—prepared per the paper #4 assignment sheet.}</li> <li>• Make final revisions of essay #3 &amp; query letter (if applicable) and prepare paper #3 portfolio per the paper’s guidelines--due next class <b>(NO LATES ACCEPTED)</b></li> <li>• Final RLS—see instructions &amp; due date on MyCR (Assignments)</li> </ul>
Wednesday- May 2	<p><b>PAPER #3 FINAL DRAFT DUE</b></p> <p><b><i>OPTION #1</i></b>—“<b><i>PERMISSION TO PUBLISH</i></b>” <b><i>FORM DUE, SERVICE JOURNALS DUE, AND “SERVICE HOURS” FORM DUE.</i></b></p> <p><b><i>OPTION #2</i></b>—<b><i>PAPER #4 – REVISED THIRD DRAFT (COMPLETE PORTFOLIO DUE).</i></b></p> <p>Class Writing Ex Class Discussion &amp; Collection of Final Materials</p>	<ul style="list-style-type: none"> <li>• <i>Final Fishbowl Assignment</i></li> <li>• Congratulations! You are sooooo done 😊 Take the night off, go to a yoga class, or spend some time at the beach. You deserve it.</li> </ul>
<b>Week 17 Finals week</b>		
Thursday May 9	<b>10:45-12:45pm = Class Final Assessments &amp; Potluck</b>	