

Syllabus for: ENGL 1A Analytical Reading & Writing	
Semester & Year:	Fall 2013
Course ID and Section Number:	Section E4025
Number of Credits/Units:	4
Day/Time: Location:	MWF 1:15-2:30pm; SS109 (main campus)
Instructor's Name:	Sara Obenauer
Contact Information:	Office location: HU113 Phone: to be determined Email: sara-obenauer@redwoods.edu
Course Description: 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.	
Student Learning Outcomes:	
<ol style="list-style-type: none"> 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments. 4. Revise and edit for sentence structure and mechanics. 	
Special accommodations: 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.	
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. The student code of conduct is available on the College of the Redwoods website at: http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	
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.	

Fall 2013/English 1A – Analytical Reading & Writing/course ID #4025
MWF 1:15-2:30pm in SS109

* **Note:** This syllabus is *subject to change*.

Ms. Sara Obenauer
 HU 113
 Phone: to be determined
 Off. Hours: by appt
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Required Texts & Course Materials:

Reading Pop Culture: A Portable Anthology, Jeff Ousborne
The Shape of Reason, John Gage
They Say, I Say, Gerald Graff & Cathy Birkenstein
Prison Writings: My Life is My Sun Dance, Leonard Peltier
The Bedford Handbook, 8th Edition, Dianna Hacker
 A good (at least 70,000 words) paperback dictionary
 A composition notebook
 Access to the Internet
 Access to word processing and printing
 Flash drive storage device

Recommended & Suggested Texts (NOT REQUIRED):

In The Spirit of Crazy Horse, Peter Matthiessen
American Holocaust: The Conquest of The New World, David Stannard
Orientalism, Edward Said
How Free Is Free? Leon Litwak
Are Prisons Obsolete? Angela Davis
The New Jim Crow, Michelle Alexander
Conquest: Sexual Violence and American Indian Genocide, Andrea Smith
Incidents in The Life of a Slave Girl, Harriet Jacobs

Course Description and Goals: English 1A Analytical Reading and Writing is 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. Throughout the semester, we will be focusing on deconstructing the American Dream, and how the American Dream has informed and continues to inform American popular culture today. We will carefully and critically examine and analyze an array of writers from diverse historical, political, social, cultural and economic backgrounds and disciplines and connect/compare/contrast their experiences and interpretations as “Others” with “mass” or mainstream American culture. We will then respond, discuss and write about these argumentative claims and issues in a critical, strategic, and logical manner. Throughout this semester we will strive to develop skills that should help you in future reading and inquiry. The skills you develop to read, think and write critically will be particularly helpful as you continue your studies at College of the Redwoods and in your future education.

Prerequisites: Satisfactory Completion of English 150 (or equivalent) with a C or better, or assessment recommendation for English 1A.

Student Learning Outcomes: By the end of the term, if you have successfully completed the class you should be able to:

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

Reading Actively: I have selected texts that I believe should stimulate your minds and give you important insights into critical thinking, communicating, researching and learning how to practice the sort of skills you will need through the rest of your college coursework. I will be asking a good deal of you in your reading--most importantly of all, I ask you to practice active reading. That means that when you read, you ask questions, you wonder about connections, and you struggle to make meaning out of complex ideas. You will need to engage our texts with a spirit of discovery *and* skepticism. You will also need to be ready to engage in useful discussions and group activities about our readings and the ideas we encounter. I recommend that each of you purchase a separate reading notebook in which you keep notes, thoughts, and ideas for the purpose of preparing for in-class writings and discussion and keeping track of material and ideas you encounter as you engage in research.

If you read actively and participate strongly in our discussions and in your individual groups, you will soon see that the selected texts complement and speak to one another. You will recognize the interconnectedness of inquiry and critical thinking and composing and presenting your own complex ideas in words. I have organized the course and selected books and essays that should lend themselves to the process of questioning assumptions and discovering the basis for our opinions. In general, the central question I will be asking each of you to answer is this: What do these writings, ideas, class discussions, and group presentations lead me to believe? There will be a host of other, more specific questions about analysis, critical thinking, rhetoric, research, and composition that arise out of our reading, listening, viewing, talking, and writing, but *as long as you are actively pursuing your own understanding of the difficult issues we take up, you should have no problem remaining engaged in our class.*

Note: the key word above is “actively.” To become a more active student you will have to understand the value of our work for yourself individually and for your community as a collective body. That means you will have to believe that deeper understanding of specific issues can have an effect on your actual life. It also means reading with an open mind, fully prepared to entertain new ideas, new images, and new concepts. It means trying to imagine the experiences of those you read about and trying to understand how they were affected by these incidents and thoughts. Reading actively also means you will have to believe that a book—and the ideas and expressions contained within it—can affect a person's life. The reading for this course will demand a great deal from you—please expect to devote a significant amount of time to your reading.

Writing Thoughtfully: It takes most people years to develop a strong personal style in their writing, so please bear this in mind and be patient with yourself as we work through the assignments during this term. Though you may not see the kind of prominent improvement you'd like in just a month or two,

many others who read your work and have more objectivity about it will likely notice changes. One of the most important things 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, plan and organize your thoughts, then execute and improve them through the process of revision. If you approach your writing in this course as the practice of trying ideas, opinions, and beliefs (the word "essay" derives from the French term for "try"), then you will almost certainly grow as a writer. As for the mechanics and grammar of your writing, since some of you will have excellent skills and others fair to good skills, those of you who have problems will need to spend extra time learning to identify and correct them. I may ask some of you to arrange for individual meetings if your errors persist, but this course is not primarily a course in grammar, punctuation, and mechanics. Throughout the term, we will focus specifically on questions of style and eloquence, but we will focus on inquiry and argument.

The Assignments: Please pay close attention to the **Course Schedule** in order to keep track of when readings should be done and when the writing is due. Note: **All reading assignments must be done before the start of the class listed. All writing assignments are due at the beginning of class on the day listed.** Be sure to come to class prepared for discussion. Brief descriptions of the graded writing assignments follow. Note: Do not expect to pass this class without handing in all of the writing assignments. Also, make sure you never give me the only copy of an assignment—it is your responsibility to keep electronic and/or paper backup copies).

The Writing: You will be working on several different kinds of writing projects this semester. I will also ask you to write in class frequently. There will also be two short **Research Interest Essays**, a **Group Issues and Inquiry Essay**, and an **Individual Research Project Essay**. A list of the due dates for these writings follows:

In-class Writing #1- Fri 9/13

Research Interest Essay #1 (4+ pages) – W 10/9

Group Issue and Inquiry Essay due to MyCR by Fri 10/25

Group Issue and Inquiry Essay Presentations M 10/28

In-class Writing #2 – Fri 11/1

In-class Writing #3- M 12/2

Research Interest Essay #2 (5+ pages) –Mon 11/18

Individual Research Project Essay-Final Version (10+ pages) Wed 12/11 1-3pm

Rewrite Policy: Class members who choose to revise essays to improve them and receive additional credit must fill out a Rewrite Contract that I will give you upon request. You must ask me for one of these contract forms within one week of my returning the writing.

Late Paper Policy: If an emergency arises and you cannot turn in the RIE #1 or RIE #2 on time, you **must** let me know within 24 hours of its due date to arrange a time when you will be permitted to submit the paper. I will not accept any late papers unless you contact me within the time specified. Depending on the circumstances, you may not receive full credit for late work. **You can only turn in ONE late RIE during the semester. In-class writing exercises will only take place on the day listed in the schedule. No make-ups, regardless of the reason for your absence.**

Extra Credit: Throughout the semester, students will have **three** opportunities to earn extra credit.

Below is a list of films that students can choose from to write a **2 page response** to the film and connect it with *any* of the readings, **The American Dream** and/or the **American Dream in pop culture today**. You must provide **2 citations from our readings** and at least **2 specific examples from the film to get full credit** for your response. Responses must be **typed and double-spaced**. The list of films is as follows:

Amreeka
The Joy Luck Club
*Roger & Me**
*Super Size Me**
Disney's Aladdin
Disney's Pocahontas
Disney's Mulan
Smoke Signals
Powwow Highway
King Kong, (1933) or Peter Jackson's King Kong (2005)
*Twilight**
Gone With The Wind
The Help
42: The Jackie Robinson Story
Tortilla Soup
Wall-E

*The films marked with an asterisk are available at the LRC on the main campus. In addition, I will information about where you can rent these films, such as Humboldt County libraries or local video stores. **Students are allowed up to, but no more than, THREE extra credit responses. The deadline to submit your extra credit responses is Friday, 12/6.**

Focusing on Problems and Questions at Issue: In this class we will spend the majority of our time trying to solve problems. We will start the problem-solving process by asking questions. In academic work, discovering what is at issue often leads into deeper understanding and is one of the first steps in actively researching ideas in order to arrive at reasoned conclusions. For us in this class, the two main problems we will deal with during the semester are:

Problem 1) How do we identify a focus within the larger topic of issues relevant to civil society and work together in groups to explore aspects of that focus, and how do we then present our materials to the larger class community in such a way that they understand both the significance of what we have discovered and the process we might use to come to a reasoned conclusion?

Problem 2) Based on what we have learned from our work on Problem 1, how do we individually identify and research a problem or question at issue within the larger topic of civil and academic discourse, and how do we then communicate or present our research and conclusions based upon it to the class community?

Group Work: The overarching issue you will deal with during the term is: How do we do this

together? Since Problem 1 culminates in a Group Presentation and Group Project Report, you will need to figure out how to work together. Problem 2, on the other hand, leads toward an individual Research Project Essay & Individual Presentation, so the group work you do during that part of the semester will be of a different nature. I have designed this course so that *you*, the individual members of the class, will decide *how* to solve these problems.

In-class Writing: You should always come to class with pen and paper or your reading notebook, and you should always be ready to write. In fact, I will usually ask you to write during class—**and you should definitely take notes** on our discussion and any lectures. Sometimes the writings will seem more like free-writes to generate ideas for the longer out-of-class inquiries and essays. At other times I will ask you to practice concepts of style and sentence construction or academic form such as quoting, citing, or paraphrasing. You will always need to be prepared to read what you write so, please, no squirming or embarrassment about your ideas or your word choice or the rest. One of the most important aspects of learning to write and reason is learning a sense of audience. Since all the members of our class will be your audience, you need to be prepared to address that audience.

Attendance & Participation: Since the main purpose of this class is to bring us all together so that we can engage one another in the process of discovering ideas, reasons, opinions and beliefs, each of you needs to be in the classroom on time, ready to think, speak, read, and write. Participating by listening and trying out one's ideas and thoughts during class time is so important to a class like ours that I have decided to set the following attendance policy: **students with more than three unexcused absences will drop one grade in the participation portion of their grades.** If there are good reasons why you need to miss class, call my office phone and let me know **before** class meets. You should know that poor attendance will certainly lower your grade and may cause you to fail.

Cell phones & Laptops: During these times of cell phones, IPODS, IPHONES and texting, it is crucial that we are respectful, attentive and aware of others. **Please turn your phone on silent or vibrate before the beginning of class.** It is disruptive to everyone when cell phones go off as someone is speaking or during movie screenings. If an urgent matter arises and an immediate response is necessary, please quietly leave the room. **“Texting” and laptop use during class are *not* allowed.** If you need to use your laptop to take or reference your notes or readings, please speak with me.

Working Online: Many of the materials for this class will be placed on the MyCR website. We will also use the site to set up group forums and communication links during the times when you all will be working together in groups. You can also access the site at the CR homepage under MyCR.

Grading: The breakdown for course grades is as follows:

- **Participation**= (group work, in-class activities and class discussion)= 20%
- **3 In-class Writings**= 20% (best two scores)
- **Group Issues and Inquiry Project:** (Group Issues and Inquiry Essay, Group Issues and Inquiry Presentation)=30%
- **Individual Research Project:** (Individual Research Interest Essay #1, Individual Research Interest Essay #2, Individual Research Project Presentation, Individual Research Project Final Essay)=30%
- **TOTAL:** 100%

Grades will be assigned on the basis of this scale: 93-100=A / 90-92=A- / 88-89=B+ / 83-87=B / 80-

82=B- / 70-77=C / 78-79=C+ / 60-69=D/59 and below=F.

Learning Disabilities: Students who have special needs due to physical or learning disabilities should let me know at the very beginning of the course (**we mean during this first week**) so that I can arrange appropriate accommodations.

An Invitation: Finally, experience tells me that people who think carefully about their education and become more reflective about it generally have the greatest success. Probably the best way to get involved in this process is to get to know your teachers and speak with them outside of the classroom. Talk to them after class. Visit them in their offices. Make appointments and let them know what's going through your mind as it relates to your work in their classes. Most importantly, let your teachers know if something in particular isn't coming across clearly for you. Sometimes your problem is just a particularly difficult concept, a complex section of reading, or a challenging assignment or series of assignments. Your teachers will, in almost every case, want to help you work through those tougher parts of the class. But you need to communicate with them. **You especially need to communicate with me—this is an intense and very involved class that requires a lot of discipline from you.** If you feel that you are falling behind, you should *let me know right away*. If you ask me, I will offer plenty of extra help and even direct you toward others who can help. If you choose to sign up for English 52, you can meet with other English instructors in the Writing Center in LRC 102. I have also kept my office hours by appointment in order to give you maximum flexibility for meetings. Even if our schedules seem to clash at first glance, come see me at the beginning or end of class—we will certainly be able to schedule a time to meet. If you have to contact me, please email me as soon as possible and I'll get back to you as soon as possible. I look forward to getting to know each of you better and to seeing all of you succeed. Welcome and good luck!

Plagiarism: The final research project essay must be posted to **Turnitin.com**. The process is simple and takes only a few minutes. I will explain the procedure during the semester. Plagiarism, which is the act of claiming another writer's words or ideas as your own without citing them as a source, is a serious breach of academic conduct and will result in failure of the assignment and possible failure for the course. We will discuss it in detail during the term. If you aren't sure whether you're about to plagiarize or not, ask me about it.

Fall 2013 Course Schedule for S. Obenauer's English 1A

(Note: Course schedule in progress and subject to change. If changes are required, you will receive sufficient notice. All readings should be completed before class on the day listed; you should be prepared to write during every class session.)

Week 1 – 8 /26, 8/28, 8/30

M – course introduction & syllabus, introductions. **For W 8/28: Reading** in Ousborne, *Reading Pop Culture: A Portable Anthology*. Introduction. On <http://ushistory.org/> go to “historical documents” and read **Give Me Liberty or Give Me Death**, Patrick Henry. Print out and bring to class on Wed.

W – CLASS CANCELLED-POWER OUTAGE.

F – Freewrite, lecture and class discussion on readings. Small group activity on Henry's speech. **For F 8/30: Reading** in Ousborne, *Reading Pop Culture: A Portable Anthology*, Chapter 1, *Overselling Capitalism with Consumerism* (Barber) and *In Praise of Chain Stores* (Postrel). Small group and class discussion on Barber and Postrel essays and Gage reading. **For W 9/4: Reading**, Gage, *The Shape of Reason*, Chapters 1& 2 (handout).

Week 2 – 9/2, 9/4, 9/6

M – No class – campus closed for Labor Day.

W – Freewrite, group presentations. Lecture and class discussion on readings. **For F 9/6 Reading:** Ousborne, *Reading Pop Culture: A Portable Anthology*, *Selling in Minnesota* (Ehrenreich), *Behind The Counter* (Schlosser).

F – Freewrite, lecture and class discussion on readings. Small group activity on Postrel & Barber. **For M 9/9: Reading**, Gage, *The Shape of Reason*, Chapter 3 (handout). On <http://ushistory.org/>, go to “historical documents” and read **The Declaration of Independence**. Print out and bring to class on Mon.

Week 3 – 9/9, 9/11, 9/13

M – Freewrite, lecture and class discussion of readings, **For W 9/11 Readings on MyCR*:** *Introduction to Orientalism* (Said), *Overview of Postcolonial Studies* (MyCR).

W – Freewrite, lecture and class discussion on class readings. Presentation on Said & American Orientalism in pop culture. Lecture and class discussion on readings. **For F 9/13:** Berman, Morris. *The Meaning of 9/11*, Amr, *Kidnapped in Pakistan* (handout).

F – Freewrite, **In-class Writing #1**. **For M 9/16 Reading:** Graff & Birkenstein, *They Say, I Say*, Introduction. Gage, *The Shape of Reason*, Chapter 4 (MyCR). On <http://ushistory.org/>, go to “historical documents” and read **The Bill of Rights (not the later amendments)**.

Week 4 – 9/16, 9/18, 9/20

M – Finish In-Class Writing #1 and freewrite. **Viewing:** *Fahrenheit 9/11*. **For W 9/18 Read: They Say, I Say, Chapters 1 & 2. At the end of Chapter 1, do Exercise #2. At the end of Chapter 2, do Exercise #1. We will continue this exercise in class on Fri 9/20.**

W – Finish viewing *Fahrenheit 9/11*. **For F 9/20:** A head start on Leonard Peltier: *Prison Writings, My Life is My Sun Dance*. **Read: the first poem, the Introduction, “A Prayer,” and the Preface. Select Individual Research Project topic.**

F – Freewrite, class discussion on film. **For M 9/23 Read: Stannard, American Holocaust, Chapter 3 ONLY pp. 57-87. (MyCR).** On <http://ushistory.org/> go to “historical documents” and read

Columbus' Letter Announcing His Discovery.

Week 5 – 9/23, 9/25, 9/27

M- Freewrite, lecture on last weeks' readings, small group activity. For **W 9/25 Read:** Graff & Birkenstein, *They Say, I Say*, Chapters 3 & 4.

W- Meet at LRC 103 for class. Individual Research Project Topics DUE. For **F 9/27**

Read: Peltier, *Prison Writings: My Life is my Sun Dance*, Author's Foreward, Chapters 1-3. "Aboriginal Sin," Chapters 4 & 5, "The Heart of The World," "In The Shadowed Night," Chapter 6, "The Knife of My Mind."

F- Freewrite, group presentations, lecture and class discussion on readings. For **M 9/30 Read:** Gage, *The Shape of Reason, Chapter 5*. Peltier, *Prison Writings: My Life is my Sun Dance*, Chapters 7 & 8, "I am Everyone." Chapters 9 & 10 AND "An Eagle's Cry."

Week 6 9/30, 10/2, 10/4

M-Freewrite, lecture and class discussion on readings. For **W 10/2 Read:** Peltier, *Prison Writings: My Life is My Sun Dance*, Chapters 11 – 15. Graff & Birkenstein, *They Say, I Say*, Chapter 5.

W-Freewrite, lecture and class discussion on readings. For **F 10/4 Read: Peltier, *Prison Writings: My Life is my Sun Dance*, Chapters 16-18.**

F- Freewrite, lecture and class discussion on readings. Small group activity. For **M 10/7 Readings on MyCR*:** Matthiessen, *In The Spirit of Crazy Horse, Chapter 1 AND The Treaty of Fort Laramie April 29, 1868*. Peltier, *Prison Writings: My Life is my Sun Dance, Part V, That Day at Oglala: June 26, 1975:* Chapter 27.

Week 7 – 10/7, 10/9, 10/11

M- Freewrite, finish group presentations. In-class work on Individual Research Project Essay #1. For **W 10/9 NO READING. Work on Individual Research Project Essay #1.**

W- Individual Research Project Essay #1 DUE. Freewrite, lecture and class discussion on last weeks' readings. For **F 10/11 Reading on MyCR*:** Matthiessen, *In The Spirit of Crazy Horse*, Chapter 2. *Part IV, Becoming Political:* Chapters 19-26.

F-Freewrite, **Viewing:** *Incident at Oglala*. For **M 10/14 Reading on MyCR*:** Matthiessen, *In The Spirit of Crazy Horse*, Chapter 3. Graff & Birkenstein, *They Say I Say*, Chapter 6.

Week 8 – 10/14, 10/16, 10/18

M-Finish *Incident at Oglala*. For **W10/16 Reading:** Peltier, *Prison Writings: My Life is My Sun Dance, Part VI, A Life in Hell*, Chapters 28 through 32. **Reading on MyCR*:** Matthiessen, *In The Spirit of Crazy Horse*, Chapter 6, pp. 128-138.

W-Freewrite, Class discussion on film, lecture and class discussion on readings. For **F 10/18:** Peltier, *Prison Writings: My Life is My Sun Dance, Part VI, A Life in Hell*, Chapters 33 & 34.

F-Freewrite, lecture and class discussion on readings. Small group activity. For **M 10/21 Reading on MyCR:** Matthiessen, *In The Spirit of Crazy Horse*, Chapter 6, pp. 138-149. **Reading:** Graff & Birkenstein, *They Say, I Say*, Chapter 7 pp. 88-97.

Week 9 – 10/21, 10/23, 10/25

M-Freewrite, finish group presentations. Class discussion and lecture on readings. For **W 10/23**

Reading on MyCR*: Mathiessen, *In The Spirit of Crazy Horse*, Chapter 7, *The Shoot -Out I*. Peltier, *Prison Writings: My Life is my Sun Dance, Part VII, A Message to Humanity to end* (pp. 200-217),

Editor's Note (pp. 218-221).

W-Freewrite, lecture and discussion on readings. In-class work on group essays. For **F 10/25 NO Reading! Work on group essays.**

F- GROUP ESSAYS DUE. Freewrite, lecture and class discussion on readings. Small group activity. For **M 10/28 Reading:** Graff & Birkenstein, *They Say I Say*, Chapters 8 & 9 (pp. 101-122). **On MyCR*:** Mathiessen, *In The Spirit of Crazy Horse*, Chapter 8, *The Shoot-Out II*.

Week 10 – 10/28, 10/30, 11/1

M-Freewrite, **group essay presentations**, lecture and class discussion on readings. For **W 10/30 Reading:** Ousborne, *Reading Pop Culture: A Portable Anthology*, *Mystical Black Characters Play Complex Cinematic Role* (Kempley) pp. 310-315. *Why Are So Many Films for Latinos Bad?* (Duralde) pp. 346-351. Graff & Birkenstein, *They Say, I Say*, Chapter 10.

W-Freewrite, **Viewing: Reel Injun.** For **F 11/1 Readings on MyCR*:** Jacobs, *Incidents in the Life of a Slave Girl*, *Preface by the Author*, *Introduction by the Editor*; I. *Childhood*, II. *The New Master and Mistress*, V. *The Trials of Girlhood*, VI. *The Jealous Mistress*. **Davis, Are Prisons Obsolete?**

Introduction ONLY – Prison Reform or Abolition?

F- Finish Reel Injun. For **M 11/4 Reading:** Gage, *The Shape of Reason*, Chapter 7. **Readings on MyCR*:** **Davis, Are Prisons Obsolete? Chapter 2 – Slavery, Civil Rights, and Abolitionist Perspectives Toward Prison.** Jacobs, *Incidents in the Life of a Slave Girl*, VII. *What Slaves are Taught to Think of the North*, IX. *Sketches of Neighboring Slaveholders*.

Week 11 – 11/4, 11/6, 11/8

M-Freewrite, lecture and class discussion of film and readings. For **W11/6 Readings on MyCR*:** Jacobs, *Incidents in the Life of a Slave Girl*, X. *A Perilous Passage in the Slave Girl's Life*, XI. *The New Tie to Life*, XIII. *The Church and Slavery*. XVII. *The Flight*, XVIII. *Months of Peril*.

W-Freewrite, **In-class Writing #2.** For **F 11/8 Readings on MyCR*:** Jacobs, *Incidents in the Life of a Slave Girl*, XX. *New Perils*, XXI. *The Loophole of Retreat*, XXIII. *Still in Prison*. **Davis, Are Prisons Obsolete? Chapter 4 – How Gender Structures the Prison System.**

F-Freewrite, lecture and class discussion on readings. Small group activity. For **W 11/13 Reading:** Gage, *The Shape of Reason*, Chapter 8. **Readings on MyCR*:** **Davis, Are Prisons Obsolete? Chapter 5 – The Prison Industrial Complex.** Jacobs, *Incidents in the Life of a Slave Girl*, XXIX. *Preparations for Escape*, XXX. *Northward Bound*.

Week 12 – 11/11, 11/13, 11/15

M-No class, campus closed for **Veteran's Day.**

W- Freewrite, lecture and class discussion on readings. For **F 11/15 Readings on MyCR*:** Jacobs, *Incidents in the Life of a Slave Girl*, XXXIII. *A Home Found*, XXXV. *Prejudice Against Color*, XXXVI. *The Hairbreadth Escape*, XL. *The Fugitive Slave Law*, XLI. *Free At Last*. **Davis, Are Prisons Obsolete? Chapter 6 – Abolitionist Alternatives.**

F-Freewrite, lecture and class discussion. Research and preparation for **Research Interest Essay #2.** For **M 11/18 Reading:** Gage, *Shape of Reason*, Chapter 9.

Week 13 – 11/18, 11/20, 11/22

M- Research Interest Essay #2 DUE. Freewrite, lecture and class discussion on readings. Small group writing activity.

W-Freewrite, finish small group presentations. Lecture class discussion on readings, Wrap-up.

Research and prepare for Individual Presentations.

F-Freewrite, research and prepare for Individual Presentations.

Week 14 -11/25, 11/27, 11/29

M-Individual Research Project Presentations.

W-Individual Project Presentations.

F- **No class. Harvest/Thanksgiving. Campus closed 11/28-11/30.**

Week 15 – 12/2, 12/4, 12/6

M- Freewrite, **In-Class Writing #3.**

W-Individual conferencing.

F-Individual conferencing.

Finals Week – 12/9 – 12/14

Final exam W 12/11 1-3PM. Final Research Essay DUE BY WEDNESDAY DECEMBER 11TH BY 3PM.