

<b>Syllabus for: (name of class)</b> English 1A – Analytical Reading & Writing	
<b>Semester &amp; Year:</b>	Fall semester 2014
<b>Course ID and Section Number:</b>	E61511 (036151)
<b>Number of Credits/Units:</b>	4
<b>Day/Time:</b>	MWF 11:40 AM – 12.55 PM
<b>Location:</b>	HU114
<b>Instructor's Name:</b>	MS Prangley
<b>Contact Information:</b>	Office location and hours: Phone: Email: marysue-prangley@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> 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.	
<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 accommodations document to me as promptly as possible so that necessary arrangements can 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.	
<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.	

Fall 2014

College of the Redwoods

## English 1A: Analytical Reading & Writing Humans & the Environment Theme

Classroom: HU114  
MWF 11:40 am – 12:55 pm  
#036151

**Instructor:** *Mary Sue Prangley*

**E-Mail:** *marysue-prangley@redwoods.edu*

### Required Texts & Materials:

- Christopher Hallowell & Walter Levy, *Listening to Earth*, Pearson Education, Inc., 2005.
- John T. Gage, *The Shape of Reason*, Pearson Education, Inc., 2006.
- Diane Hacker, *The Bedford Handbook*, 9<sup>th</sup> edition.
- Regular access to a computer and the Internet
- An email account (that you check daily)
- Plenty of writing utensils (pens/pencils) and an ample supply of lined 8 ½ x 11 paper (expect to need writing materials *every* class)
- 3 pocket folders (for working portfolios)
- 1 green book (available in CR Bookstore)
- A college-level dictionary
- A flash drive or some other means of backing-up your work

### Course Overview:

- **Course Description:** English 1A 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.
- **Prerequisite:** English 150 (or equivalent) with grade of “C” or better or appropriate reading and writing scores on the placement exam.
- **Student Learning Outcomes**  
Students successfully completing this course will 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.

- **Course Description/Goals:** Welcome to English 1A! This course will require much from you, yet it offers much in return. English 1A is a rigorous, comprehensive course designed to increase your critical thinking, reading, and writing skills. You'll be doing an extensive amount of reading, writing, and discussing for this class. The potential benefits, though, are worth your efforts. Engaging in activities such as reading and analyzing complex texts, developing extended written analytical arguments—as well as participating in intellectual class discussions and peer group activities—sharpens the critical thinking skills that will serve you well both in college and in your life beyond the classroom.

Over the course of the semester, you will learn different strategies to help you engage in intellectual conversations (both oral and written discourses). Upon successful completion of this course, you will have a deeper understanding of how to use language effectively in different situations and for different audiences and purposes. Additionally, you will have learned something of how place, language, and culture interact to shape our understanding of ourselves and the world we inhabit.

English 1A is primarily a workshop course. In this class, we will endeavor to create a supportive community environment. In whole class and small group settings, we will work together to develop the abilities to give appropriate, productive feedback, present ideas in a well-thought-out manner, and listen and respond to the ideas of others with interest and respect. In developing these abilities, you will be sharpening your critical thinking skills as well.

### Course Requirements:

- ❖ **Major Papers:** You will write three major essays (each ranging from 1000 to 2000 words). MLA formatting and documentation are required for all essays. At least two of these papers will require research in the library and on the internet. All essays are to be typed using a standard 12-point font and double-spaced. I accept hard copies only. You may e-mail me a copy of an assignment if you're absent on the day it's due (to show you've completed it), but you will not receive credit for it until you've turned in a hard copy version when you come back to class. (See Deadline & Make-up Policy section for more details.)

You will need to maintain a working portfolio (in a pocket folder) for each major essay. The working portfolio is comprised of *all* writing pertaining to this paper, including a final, polished draft, all notes, prewriting, earlier drafts, peer feedback, conference notes, & so forth. In other words, *save everything*. In order to receive full credit for a major essay, you must submit it on the due date in a working portfolio containing all the required documents. **Note: I do not accept essays without a working portfolio.**

### Major Paper Due Dates

Essay #1 (Revised, Polished Draft in working portfolio)	Sep 26 <sup>th</sup>
Essay #2 (Revised, Polished Draft in working portfolio)	Oct 24 <sup>th</sup>
Essay #3 (Revised, Polished Draft)	Finals Week Class

**All due dates are subject to change if necessary and with appropriate notice.**

- ❖ **www.turnitin.com:** In addition to the stapled, hard copies of each of your essays that you submit, you will also submit electronically each of your essays to [www.turnitin.com](http://www.turnitin.com) via MyCR. (If you're unsure about how to perform this activity, don't worry; we will be discussing in class how to submit essays when the time is appropriate.) At the end of the semester, the recorded grades for any essays that have not been submitted to [turnitin.com](http://turnitin.com) will be deleted from the gradebook and you will receive a "zero" for the essay.
  
- ❖ **Course Readings & Responses:** You will be assigned many readings over the course of the semester. You can expect upwards of 50 pages of readings per week. All readings must be completed on the date due. Skimming readings will not be sufficient for English 1A. We will work together to develop your ability to engage in "active" reading, but you must do your part. You will need to read and reread the assigned texts, making note of the ideas presented and questioning and testing these ideas against your own.

You will need to complete all assigned readings in order to: 1) actively participate in class discussions, and 2) write meaningful responses to the texts. You will be writing a number of responses to readings. These responses will take a variety of forms, including daily quick writes (QWs), out-of-class reading responses (RRs), and formal in-class writes.

These different writing assignments allow you to reflect on our readings, to formulate questions and ideas and connect these readings to your own experiences, knowledge-bases, and/or a particular aspect of the world. They are also a means of developing and displaying your critical thinking and writing skills and, therefore, will require a certain amount of time and effort on your part. You can expect to spend, on average, 8 hours per week (outside class) in completing the reading and writing assignments for this course.

Note: You have the option of developing a reading response into a major essay. Keep this in mind as you read and write responses, and if you feel inspired to delve deeper into some idea, question, or issue, by all means, do so!

- ❖ **Grammar Review & Practice (as needed)**
  
- ❖ **Engaged Participation in Class Activities, Peer Groups Exercises, and Whole Class Discussions:** (see Attendance & Participation section for more details)
  
- ❖ **Regular Class Attendance:** (see Attendance & Participation section for details)

- ❖ **Formatting Assignments:** All writing (other than in-class) must be typed using a standard 12-point font and double-spaced, the pages formatted with one inch margins. Staple pages together.
  
- ❖ **Deadline & Make-Up Policies:** As a general rule, I do not accept late work. Any exception to this rule will be determined on a case-by-case basis. All assignments must be turned in on the date they are due to receive credit. As noted in other sections, though, if you are absent, you may email me a copy of your homework by 3 pm on the day it is due (**followed by a hard copy turned in to me when you return to class**) to receive credit.

### **Grading Policy:**

- ❖ **Attendance & Participation (40 points possible):** English 1A is a workshop course. Both your presence and your engaged participation in class are vital not only for your individual success but for the success of the class as a whole. The attendance points I assign you (following every class meeting) will be based just as much on your preparedness and participation as your presence in that day's session. For specific attendance requirements see attendance section below.
  
- ❖ **3 Major Essays Submitted with Prewriting and Earlier Drafts on Required Due Date (50+75+100 = 225 points possible):** All drafts are to be included in the working folder. Each essay will have been read and responded to in (at least) one peer group session (all peer responses are to be included in the working portfolio).
  
- ❖ **2 Discovery Drafts (15 pts each = 30 pts possible):**
  
- ❖ **2 Reading Responses (15 pts each = 30 pts possible):** I will assign two (2) out-of-class reading responses over the course of the semester. See Course Readings & Responses section for more details.
  
- ❖ **3 Formal In-Class Writings (15 pts each = 45 pts possible):** I will administer four (4) formal in-class writings over the course of the semester. The best three (3) scores will be calculated for a grade.
  
- ❖ **Final Reading Exam (50 pts.)**

- ❖ **In-Class & Online Writing, Quizzes, Homework Assignments, & Group Presentations (80 points possible):** There will be many opportunities to accumulate points through activities such as informal in-class writing (quick writes (QWs), freewrites, pre-reading questions, etc.), quizzes, group activities, and homework assignments. In addition, you may be participating in one (or more) small group presentations (time permitting).
- ❖ **Final Course Grade:** There are a total of 500 points available for this course. Final grades will be based on the following scale: A (470-500), A- (450-469), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (300-349).
- ❖ **Extra Credit:** The official CR policy stipulates that extra credit is NOT available in English 1A.

### **Attendance and Participation Policies:**

Since much of this class revolves around our discussions, you will need to be in class every day, on time, and prepared to engage in the day's activities. Please note that I will be taking attendance (in one form or another) *every* class period. I will also be keeping track of individual participation in group discussions and activities. (Grades are influenced by the level of participation in class.) Being late to class also affects your grade.

It is imperative that you come to class on time and prepared to actively participate. Lateness, lack of preparation, and inattentiveness will not only affect *your* ability to succeed in this course, it will also have an effect on the functioning of the class *as a whole*. Please keep this in mind.

#### **The English Department Attendance Policy:**

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.

**So what does this mean for our class? Since this English 1A class meets *three* times a week, students should not exceed *six* absences for the semester.**

**Before Census (Week 3): Be aware that if you've missed multiple classes and/or have not been turning in work, your name may be cleared from the class roster following Friday of Week 3 (Census Week). If you find yourself in this boat, come and talk to me about your situation as soon as possible.**

## Academic Dishonesty Policy:

Plagiarism is a serious offence which can result in failing English 1A. We will be discussing in class about acceptable ways of including the words of others in your writing, but if you ever have any questions about whether or not you may be plagiarizing something in your writing, please come see me *before* you turn in your paper, so we can avoid any potential misunderstandings about what your intentions may have been.

**Academic Misconduct:** 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>

## Outside Assistance for English 1A:

- ❖ **Instructor Conferences:** Studies show that students who meet often with their instructors are more successful in their classes. I encourage you to make an appointment with me to discuss any questions or concerns you may have at any stage of the writing process. If you would like a conference, please speak with me (in person or via email) and we will arrange a mutually convenient time to meet.
  
- ❖ **The Writing Center:** All students can benefit from the feedback of interested readers of their writing. The CR Writing Center is staffed with trained, knowledgeable instructors and peer tutors who can help you with your essays or other writing projects. In order to take advantage of this opportunity, however, you need to enroll in English 52 (a half unit).  
  
**Note: My Writing Center hours are Monday 6:00-7:25 pm & Wed 1:15 - 2:40 pm.**
  
- ❖ **The Academic Support Center:** The Academic Support Center also offers tutoring service (free to students).
  
- ❖ **Special Accommodations:** Persons who wish to request disability-related accommodations should contact Disabled Student Programs and Services. Some accommodations may take up to several weeks to arrange. **Please see me as soon as possible if you would like help arranging accommodations. Your success in this class is my main consideration. I will be pleased to help in whatever way I can.**

**The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced in class.**

**English 1A**  
**Humans & the Environment Theme**  
 Prangley/Fall 2014

**Schedule of Assignments**  
 (The following schedule is subject to change.)

- ❖ Assigned Readings: Readings are to be *completed* by the date given on the schedule.
- ❖ Homework Assignments: Homework assignments are to be *completed* by the date given on the schedule.
- ❖ Essay Assignments: You will receive a hard copy of essay assignments on the date they are introduced in class. I will also post each essay assignment on My CR.
- ❖ *The Bedford Handbook* is referred to as "*Bedford*."
- ❖ *Listening to Earth* is referred to as "*Listening*."
- ❖ *The Shape of Reason* is referred to as "*Reason*."
- ❖ Additional readings will be posted on MyCR under "Resources."  
**Note: You are responsible for printing these additional readings & bringing them to class.**
- ❖ Reading Responses are referred to as **RR#1, RR#2, RR#3, RR#4, & RR#5**
- ❖ Formal In-Class Writings are referred to as **In-class Writing #1, In-class Writing #2, In-class Writing #3, & In-class Writing #4**

**Reading, Writing, & Discussion Themes:**

**Week 2**

Civil Disobedience & Nonviolent Action

**Weeks 3-5**

Responsibility toward the Land/Value & Perception of "Place"

**Weeks 6-8**

Environmental Issues & the Human Price

**Weeks 9-11**

Food & Animal Ethics

**Weeks 12-14**

Environmental Futures

### Week One:

Mon 8/25 Introduction to the course & in-class writing & activities.

Wed 8/27 Purchase textbooks from the bookstore.  
Read syllabus & jot down questions (to discuss in class).  
In *Reason*, read Ch 1 “Writing & the College Community.”

In-class writing & activities based on readings.

Group discussion of readings. We will develop together the rules for participation in group discussions in today’s class.

*Notes: Listen with interest and respect. Everyone takes notes. Everyone has opportunity to participate.*

Fri 8/29 In *Reason*, read Ch 2 “Critical Reading.”

### Week Two:

#### Civil Disobedience & Nonviolent Action

Mon 9/01 No Class

Wed 9/03 Read & annotate Martin Luther King Jr.’s “Letter from Birmingham Jail” (located on MyCR under “Resources”). Be sure to employ “active” reading strategies.

Remember, you don't have to use all the strategies. Focus mainly on adding comments & questions in the margins, defining key terms, & highlighting (or underlining) main ideas in paragraphs. Try to write something in the margins for EACH paragraph.

In-class writing & activities based on the reading.  
“Six Moves of Argument” handout

*Quote for first QW: “How do I know what I think until I see what I say” (189)  
EM Forster quoted in Rhetoric for Writing Teachers*

Fri 9/05 In *Reason*, read Ch 3 “The Deep Structure of Reasoning.”  
Read & annotate Judi Bari’s “The Feminization of Earth First” (located on MyCR under “Resources”).

In-class writing on the reading.  
 Group discussion of the reading. Discussion topic: What are “dialectical oppositions”?

### Week Three:

#### Responsibility toward the Land Value & Perception of “Place”

Mon 9/08 Read & annotate Judi Bari’s “The Secret History of Tree Spiking” (located on MyCR under “Resources”).

#### Introduction to Essay #1: Recognizing Dialectical Oppositions in Argument.

Wed 9/10 In *Listening*, read & annotate Abbey’s “The First Morning” (165-171) & Lopez’s “Caring for the Woods” (35-42).

*DEVELOP QW FOR THESE ABBEY & LOPEZ READINGS (see QW #7 & #8) TO INCLUDE DIALECTICAL OPPOSITIONS*

#### **RR #1 on King & Bari readings (more than one full page) due.**

In-class writing (based on both readings) & group discussion of readings.

Fri 9/12 In *Listening*, read & annotate Solnit’s “The Orbits of Earthly Bodies” (105-8) and Silko’s “Landscape, History, and the Pueblo Imagination” (171-183).

In-class writing on both readings.  
 Group discussion of readings.

### Week Four:

Mon 9/15 **RR #2 on Solnit’s or Silko’s reading (more than one full page) due**  
 In *Reason*, read Ch. 5 “Asking Questions, Generating Ideas” (pp 56-74).  
 In *Bedford*, read section 1c “Draft a Working Thesis” (pp. 19-21).

In-class writing on readings.

Wed 9/17 In *Listening*, read & annotate Aldo Leopold's "The Land Ethic" (pp. 18-31).

**DEVELOP QW FOR LEOPOLD READING (Find group discussion questions**

**and/or adapt this** RR #4: For this response, consider a question-at-issue that you see as connected to Leopold's "The Land Ethic." You may respond to the whole reading or only some part of it that seems to spark a question-at-issue for you (as long as you can connect this issue directly to the reading). Identify and discuss the dialectical oppositions you see as important to your argument. As always, include questions, quotes, and ideas from the reading.

Discussion & activities based on reading.

**Fri 9/19** Read & annotate Michael Pollan's "Why Mow?; The Case Against Lawns" (located on MyCR under "Resources").

**Peer Review: Bring 2 copies of current draft Essay #1 (3 full pages)**

*Elbow Quotes:*

*"Eat like an owl; take in everything and trust your innards to digest what's useful and discard what's not." (Writing with Power 264) Peter Elbow talking about conflicting feedback.*

*"Nothing is so powerful as a chance to see your words through the eyes of others" (145). Read page 145 to class before peer review.*

*"You need to get people to be cooperative readers" (246).*

*Criterion-Based Questions (252)*

*Reader-Based Questions (255)*

*What kinds of feedback are you looking for? Specifically where to add/take out, what kinds of things to add—more description? Add/take out? Details? Analysis? Why? How? Point to sentences/passages you like. Why? Or ones you didn't understand or that made you stumble or resist. What do you expect next?*

**Week Five:**

Mon 9/22 **In-class Writing #1:** Pollan's "Why Mow?; The Case Against Lawns"

Wed 9/24 In *Reason*, read Ch 4 "Ethical Argument" (pp. 42-52).

Read & annotate Leopold's "Thinking Like a Mountain" (located on MyCR under "Resources").

Fri 9/26 Read & annotate handout: "Philosophical and Unphilosophical Minds: Philosophy as a Mode of Thinking and a Framework for Thinking."  
**Final Draft of Essay #1 (in working portfolio) due** at the beginning of class.

**Introduction to Essay #2: A Process of Reasonable Inquiry**

**Week Six:**

**Environmental Issues & The Human Price**

Mon 9/29 **Library Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103. Chris Cooper will present on the research process and recommended sources for college level research papers.**

**Wed 10/01** In *Listening*, read & annotate Carson's "The Human Price" (pp. 113-122).  
**DEVELOP QW FOR THIS READING (name some "parts"? How do they function in the reading? Why important?)**  
 Read Chapter 1: "They Say" from *They Say/I Say* (located on MyCR under "Resources").

**Fri 10/03** In *Listening*, read & annotate Terry Tempest Williams' "The Clan of One-Breasted Women" (pp. 122-30).

Bring Bedford to today's class.

**Week Seven:**

Mon 10/06 **Research & Writing Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103. You will need access to an electronic copy of your essay notes, etc. for today's class.**

**Assignment #1 Due today (see below for details)**

**Compose a series of questions you'll use to focus your research inquiry. One question should be the central guiding question (the question-at-issue) that you'll try to answer in the essay itself; the rest should be smaller, more focused questions that you will need to answer in order to make a judgment about the central issue.**

Wed 10/08 In *Reason*, read Ch. 6 "Giving Reasons" (79-98).

Read & annotate Joy Williams' "Save the Whales, Screw the Shrimp" (located on MyCR under "Resources").

Bring *Bedford* to today's class.

Fri 10/10 In *Reason*, read Ch. 7 "Developing Structures" (101-115).

Read Nelson's "Oil & Ethics: Adrift on Troubled Waters" (located on MyCR Under "Resources").

Bring *Bedford* to today's class.

**Discovery Draft Due (one copy)**

**Week Eight:  
Food & Animal Ethics**

*Food Inc notes: What's your food lifestyle? (What do you eat? How do you eat? What connections do you see between your lifestyle and the different topics/issues covered in the film? How do you eat? What food choices do you have? See more on yellow pad.*

Mon 10/13 In *Listening*, read & annotate Michael Pollan's "Behind the Organic-Industrial Complex" (pp. 130-149).

Wed 10/15 Read & annotate pp. 1-8 (at least) of Michael Pollan's "An Animal's Place" (located on MyCR under "Resources").

Fri 10/17 Read & annotate the rest of Michael Pollan's "An Animal's Place" (pp. 9-15).

### Week Nine:

Mon 10/20

**Revisions of Essay #1 due.**

**Revision materials: Revised Final Draft**

**Earlier Final Draft (with my comments)**

**Assignment #2: Due today (see below for details)**

Using one of the questions you posed for Assignment #1, find an answer to that question in a source (article, database, etc.) you find on your own. Write a paragraph in which you summarize the information from that source in a page or less. Include both an in-text citation in the paragraph itself AND the separate full citation on a separate “Works Cited” page.

**Bring current draft of Essay #2 (one copy) to class.**

**Bring copies of two sources to class (one source can be the same one you used in assignment #2 if you like).**

**Bring *Bedford* to today’s class.**

**Read & annotate “The Pleasures of Eating” by Wendell Berry (located on MyCR under “Resources”).**

Wed 10/22 **Peer Review & Conferences**

**Bring complete draft of Essay #2 (2 copies) to class.**

*Notes: discuss quotation “sandwiches” using Effective Quote Integration handout. Students can then address these ideas in peer review or individual workshop. Students are also responsible for understanding and using quotation sandwiches in Formal In-Class Write #2 (Wed, 10/29). What about focused paragraphs? Should they also be responsible for this element of writing as well?*

Fri 10/24 **Final Draft Essay #2 Due (in working portfolio)**

Read & annotate David Quammen’s “The Face of a Spider” (located on MyCR under “Resources”).

**Introduction to Essay #3: Inquiring Across Disciplines**

*Quammen quote: "We are all weeds." (Being in the World 651) What does Quammen mean by this statement?*

### **Week Ten:**

Mon 10/27 **Research Presentation #2: Library Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103. Chris Cooper will present on the research process and recommended sources for college level research papers.**

Wed 10/29 **In-class Writing #2:** Quammen's "The Face of a Spider"  
Bring your annotated copy of Quammen's "The Face of a Spider" to today's class.

**Fri 10/31** Read & annotate "No Rms. Jungle Vu" by Melissa Greene (located on MyCR under "Resources").

### **Introduction to Discovery Draft**

### **Week Eleven: Environmental Futures**

Mon 11/03 No Class: Students conduct research in the library.

Wed 11/05

In *Listening*, read & annotate Edward O. Wilson's "The Environmental Ethic" (pp. 198-207).

Fri 11/07 Read & annotate Quammen's "The White Tigers of Cincinnati: A Strabismic View of Zookeeping" (located on MyCR under "Resources").

**Week Twelve:**

Mon 11/10 **No Class: Veteran's Day**

Wed 11/12 Bring your annotated copy of Quammen's "The White Tigers of Cincinnati: A Strabismic View of Zookeeping" to today's class. **In-class Writing #3:** Quammen's "The White Tigers of Cincinnati: A Strabismic View of Zookeeping"

**Discovery Draft for Essay #3 due.**

Bring 2 copies of your Discovery Draft to today's class.

**Bring *Shape of Reason* to today's class.**

Fri 11/14 **Assignment #1 due (see below for directions).**  
**Assignment #1: Due today**

Compose a series of questions you'll use to focus your research inquiry. One question should be the central guiding question (the question-at-issue) that you'll try to answer in the essay itself; the rest should be smaller, more focused questions that you will need to answer in order to make a judgment about the central issue.

**Week Thirteen:**

Mon 11/17 In *Listening*, read & annotate Hallowell's "Coming to Terms" (224-237).

**Current Draft of Essay #3 due (bring the "parts" you're working on—at least two pages) (2 copies).**

Bring *Shape of Reason* to today's class

Wed 11/19 **Research & Writing Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103. Access to electronic copy of essay materials needed.**

Fri 11/21 Read & annotate "The Human Relation with Nature & Technological Nature" (available on MyCR under "Resources").

**Current Draft of Essay #3 due (at least 3 pgs.) (2 copies).**

Introduce Final Reading Exam

**Week Fourteen:**

Mon 11/24 Bring annotated copy of "The Human Relation with Nature & Technological Nature." **In-class writing #4:** "The Human Relation with Nature & Technological Nature."

Wed 11/26 **Research & Writing Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103. Access to electronic copy of essay needed.**

Fri 11/28 **No Class: Day after Thanksgiving**

**Week Fifteen**

**Mon 12/01 Peer Review & Writing Conferences**

**Wed 12/03 Research & Writing Workshop in LRC 103. Do not come to our classroom today. We will meet at the beginning of class in LRC 103. Access to electronic copy of essay needed.**

**Fri 12/05 Editing Workshop & Writing Conferences**

**Week Sixteen:**

**Mon 12/08 Final Exam Time: 10:45 am – 12:45 pm  
Final Draft of Essay #3 due (6-10 pgs.).  
Final Reading Exam**