

<b>Syllabus for English 150: Precollegiate Reading and Writing</b>		<b>10:05 AM SECTION</b>
<b>Semester &amp; Year:</b>	Fall 2015	
<b>Course ID and Section Number:</b>	English 150 E7739	
<b>Number of Credits/Units:</b>	3.5	
<b>Day/Time:</b>	Monday and Wednesday 10:05 to 11:20	
<b>Location:</b>	Student Services/Administration Building Room109	
<b>Instructor's Name:</b>	Shannon Mondor	
<b>Contact Information:</b>	Office location and hours: No campus office. Phone: Humanities Office (Lorraine Pedrotti) 707-476-4559 ***Please email me rather than call Lorraine. She is unable to relay messages to me. Email: shannon-mondor@redwoods.edu	
<b>Course Description (catalog description as described in course outline):</b> A course in the development of college-level reading, writing, and critical thinking skills, emphasizing basic argumentation. Students analyze ideas and structure in assigned readings and compose essays supporting arguable thesis statements. The lab component of the course is scheduled in the Writing Center, where students receive individualized instruction in critical reading, in the conventions of standard written English, and in all stages of the writing process.		
<b>Student Learning Outcomes (as described in course outline):</b> 1. Develop an effective, thesis-driven argument appropriate to an academic audience. 2. Critically read and respond to argumentative texts. 3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting. 4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.		
<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.		

## ENGLISH 150: PRECOLLEGIATE READING & WRITING

### Poverty and Privilege in America

“A mind that is stretched to a new idea never returns to its original dimension”  
--Oliver Wendell Holmes

#### Identifying and Contact Information:

- Course meets: (E7739) M/W 10:05 - 11:20 AM in the SS/Administration Building 109
- Instructor: Ms. Shannon Mondor
- Email: shannon-mondor@redwoods.edu
- Writing Center Hours: Monday 11:40-2:40 and 4:25-5:50 PM; Wednesday 1:15 – 4:15 PM; and Thursday 8:30-9:55 AM.
- Office Hours: I have no on campus office. I can meet with you by appointment.
- Turnitin.com Information: Class ID: 10309369 Password: kale

#### Required Texts And Materials (available at the CR bookstore):

##### Texts:

- *They Say, I Say: The Moves that Matter in Academic Writing*, 3<sup>rd</sup> edition WITHOUT readings, by Gerald Graff and Cathy Birkenstein, 2014, W.W. Norton, ISBN 978-0-393-93584-4 (around \$12 used).
- *Academic Writing Now: A Brief Guide for Busy Students* by David Starkey, 2015, Broadview Press, ISBN 978-1-55481-249-3 (around \$18. It's only available new).
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander, 2011, The New Press, ISBN 978-1-59558-643-8 (\$13 new, used is fine too).
- **Additional readings will be distributed in class and posted to Canvas.**

##### Materials:

- A functioning CR **email** account that you check daily;
- A **3-ring binder**: make sure it is large enough to keep all handouts, notes, and drafts of papers organized throughout the semester;
- An ample supply of lined **paper** and 8.5 x 11 white paper (for printing at home);
- **Money on your print card** (for making copies and printing at the WC, library, or other campus locations) and/or **lots of ink** for a home printer.
- A **folder** for turning in your Working Portfolios;
- A variety of writing implements, including two different colored **highlighters**;
- A reliable means of backing-up your documents (ex. **USB Flash drive**, Google Docs, email inbox);
- Means to access **Canvas** and post/upload documents
- A personal **stapler** and staples to fasten your assignments.

### **Course Description:**

English 150 is a course in the development of college-level reading and writing skills. This 3-unit course is not transferable to a four-year university. It is the prerequisite for taking English 1A. In this course, we will explore the process of writing and the tenets of critical thinking and academic reading. An emphasis on basic argumentation will prepare you for the rigors of academic work. Students will analyze ideas and rhetorical structures in course readings as well as engage in various writing activities and discussions. This course will be student centered, meaning active and informed participation of all students is essential to our work. Lectures will be scarce, so come prepared to engage and discuss.

**COREQUISITE:** English 150 requires students to spend a minimum of ninety minutes every week in the Writing Center (WC), where they receive the one-to-one feedback essential to succeeding in a composition course which emphasizes the writing process and multiple revisions of academic essays. In addition, students can request tutoring in grammar, punctuation, and sentence skills, freeing up class time to focus on critical reading and thinking. In the first week of classes, we'll schedule your regular weekly hours for the WC. The WC opens the second week of the semester. You will need to earn a minimum of 22.5 hours in the WC.

### **Course Outcomes & Objectives:**

My hope is that you will see this classroom as an extended writing community. This class should provide a space for you to work individually and collaboratively to discover and share ideas; give and receive critical feedback on writing; learn multiple ways to begin, develop, support, and revise your writing; read arguments carefully for their claims and evidence; and also to provide support and encouragement for yourself and your peers as you become proficient in the skills of college-level writers.

Additionally, by taking this course, you will have the opportunity to:

- 1. Develop an effective, thesis-driven argument appropriate to an academic audience.**
- 2. Critically read and respond to argumentative texts.**
- 3. In a multi-stage process, incorporate feedback (from instructors and peers) in essay planning and drafting.**
- 4. Apply basic grammar and punctuation rules, particularly those that address sentence boundaries.**

### **Course Requirements/Grading Components:**

- **Writing Center/Lab** Includes: 22.5 Hours, Required Conferences, etc. **10%**
- **Short Formal Writing** (7 Reading Responses) **20%**
- **3 Major Essays** **30%**
- **Summative Writing Assignment** **20%**
- **Informal In-class Activities & Participation** **20%**

(This involves Peer Response Groups, Attendance, Attentiveness, Preparedness, Following course policies, Contributing to the class, Positive citizenship, Freewriting, Posting to Canvas, etc...)

Course Grades:

A = 90-100 (high pass)  
B = 80-89 (pass)  
C = 70-79 (low pass)  
F = 69 or below (not yet passing)  
(not close to passing)

Essay Grades:

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 or below

**\*\*Students will not earn credit for this class or advance to English 1A if their final course grade is lower than 70%.**

**Summary of Course Requirements:**

**Minimum Workload:**

College classes designate fewer hours in class than high schools do, so more of the work needs to happen outside of class on your own time. As a general rule, expect to spend between 2-3 hours working outside of class for every hour spent in class each week. English 150 is a 3-unit class, which means you should expect at least 6-9 hours of homework each week. To earn an above average grade, you will probably need to put in even more time. Expect to read 50 to 75 pages each week and have writing assignments due regularly.

**Expectations—Stay on top of your work:**

Because details of your homework and assignments will be explained and handed out in class when they are assigned, your **regular attendance is crucial** for success in the course and for understanding the expectations of individual assignments. Extensive independent reading and writing will be necessary for each class meeting, where you will often work individually or in small groups using the materials you've been asked to prepare ahead of time. Often, you will generate or revise writing assignments during class using new techniques modeled for you.

All students are responsible for coming to class on time, being prepared, for knowing when things are due, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. By enrolling in this section of English 150, you are committing to meeting our specific course goals and must be willing to participate in the activities and techniques involved. Please understand that genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues that do not have simple answers. Expect to stretch your capabilities and examine everything with a critical lens. In this class, we will be cultivating the habits of mind that lead to success in college and in life: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition.

Members of this class are expected to show respect and tolerance for each other. We will undoubtedly hold and explore different views on many issues, especially in a class with a theme examining poverty and privilege, but that should not prevent us from listening to and learning from each other. Please conduct yourself in a respectful, professional manner appropriate for a college classroom. Students whose behavior becomes disruptive or disrespectful will be reminded of this ground rule. If the behavior continues, you will be asked to leave and will receive an absence for the day.

## **Attendance:**

- In order to succeed in this class, your regular presence and active participation is required. Respect the class, yourself, and your colleagues enough to arrive on time and fully prepared to discuss assigned homework and engage thoughtfully in class activities.
- Coming more than 15 minutes late will be counted as  $\frac{1}{2}$  an absence. Arriving late, leaving early, or disappearing for extended time during class will be noted, and this time away from class equals one absence for every three infractions. Coming a few minutes late every day will negatively impact your grade, and it will also disrupt our learning environment.
- Attendance will be taken at the beginning of class. If you are late, it is your responsibility to check in with me at the end of class to be sure I have marked you as present.
- Please contact me by email to inform me when you will be unable to attend class.
- You are responsible for finding out what you missed in class and for submitting assignments due on days you are absent. I will not be available to go over material that you have missed due to absences.
- **Missing classes does not extend deadlines: you are responsible for work that is due the day you return.**

**Any student who does not demonstrate a clear commitment to meeting the policies and requirements of the class by the census day (week 3) may be dropped from the roster.**

You may miss up to 4 classes and still earn credit for the course. **On your fifth absence, you will fail the course.** This English Department policy is not negotiable.

**\*\*Bonus:** Perfect attendance, spirited participation, and satisfactory completion of all assigned work will increase your final course grade by  $\frac{1}{2}$  a grade. (For example, a C will become a C+).

**Writing Center (WC): Located in LRC 102/476-4100 x4686-** The WC is open 8:30 AM to 7:25 PM Monday through Thursday, and 8:30 AM to 2:40 PM Friday. The WC is staffed with trained and helpful writing consultants who will gladly conference with you. It is an excellent resource to get feedback on your writing at any point in the writing process, from coming up with a topic, narrowing your thesis, providing more examples or kinds of support, or finding out how convincing your argument is to a real audience. Don't be shy about using their expertise to develop your skills.

You will have at least one meeting with tutors during each essay drafting. Please be prepared with your conference sheet, the essay assignment sheet, and a copy of your essay all organized before you sign up for a conference.

You will need to complete 22.5 hours and have at least 3 writing conferences in the WC by Friday of Final Exam week. The WC is worth 10% of your grade. It is pass/fail. When you reach 22.5 hours, this part of your grade becomes 100%. If you do not reach 22.5 hours, you fail with 0%.

**Peer Response Groups (PRGs):** You will be meeting with your classmates in small groups once per major essay. These groups will provide you with additional feedback on your writing and an opportunity to further your skills in providing helpful and constructive feedback to other writers. These are crucial class days. These groups are impossible to reproduce outside of class. You will need to bring 4 copies of your draft on these days. **If you come unprepared for a PRG or do not participate in one at all, you will also lose substantial points on your essay and participation grades.**

### **Meeting Deadlines-**

**Due dates** for all assignments are in the course calendar, which will be distributed the first week of classes. Assignments are due at the beginning of class on the designated due date. Technological difficulties, personal crises, illness, other commitments, or absences are not exceptions. **Submitting work after the deadline will result in significant grading penalties unless an extension has been requested and granted in advance.** It is your responsibility to communicate with me before due dates to request extensions or alternate due dates. For students current on course work and regularly attending class, occasional extensions without grade penalties may be granted, but such decisions will be at the instructor's discretion.

You will receive two late coupons. One may be used for a Reading Response (for the draft, for the revised, or for both), and one may be used for a Major Paper Working Portfolio. Late Coupons stapled to the assignment allow you to hand in an assignment one week after the day the assignment was originally due without penalty to your grade (For example, a RR originally due 9/10 can be turned in by 9/17).

**\*\*Late coupons cannot be used for the rough drafts due on Peer Response Group days.**

**Work will not be accepted more than one week after the original due date.** Assignments not submitted within a week of the due date will receive a zero. Instructor comments and feedback may not be provided on late work.

### **Essay Format & Guidelines:**

**Essays:** Your essays should show evidence of your professionalism, organization, and attention to requirements. Your writing will be assessed on providing evidence of going through a writing process, attention to deadlines, having a narrow argumentative thesis, developing several main supporting paragraphs that have arguable topic sentences, organization, transitions, effective evidence to substantiate your claims, and grammatical correctness.

Each part of the writing process is important, so you need to organize and **KEEP EVERY ASSIGNMENT** created as part of drafting each essay because they will all be turned in with the revised draft in the Major Paper Working Portfolio. You will be revising one Major Paper into the Summative Essay, which is worth 20% of the course grade, which makes it all the more important to save all of your work until the semester is finished.

**Format:** All assignments should be typed using a standard 12-point font (Calibri, Ariel or Times New Roman). Please use 1" margins and double-space. For drafts, it is fine (and encouraged) to use paper that already has writing on one side; however, final drafts should be on clean paper.

**Headings:** All work should have a heading that includes: your name, class name and the time of your section (i.e. English 150 3PM or 6PM), assignment title, the due date, and a word count. The Word Count is under the Tools bar in the word processing program. The heading should be single-spaced and appear in the upper **left** hand corner of your paper's first page.

Example Heading:                   Your name  
  Shannon Mondor  
  English 150 3PM section  
  Essay #1, PRG Draft  
  10/17/15  
  Word Count: 1,123

**Working Portfolios:** For each paper, you are responsible for submitting a Working Portfolio that contains all stages of your writing process. These will have Cover Sheets, which detail all required assignments, and which you will need to complete **before** coming to class. Each Major Paper folder will contain some kind of freewriting, the working thesis, ideas for arguable topic sentences, evidence of your plans for organization (an outline), a WC draft conference form, peer response forms or letters, the first draft, any additional drafts, postwrites, and the revised essay draft that you want me to read and grade.

These shorter assignments provide evidence of your writing process and help you build a strong, interesting argument. They also protect you against charges of plagiarism by providing a record of your work. Essays submitted without the required assignments will not earn passing grades, making it unlikely you will pass the class. Revised drafts of essays must be uploaded to Canvas, where they will be automatically submitted to Turnitin.com.

### **Extra, Extra:**

- **GET CONNECTED!** Activate your school email account and become familiar with Canvas. I will send emails and post announcements through that system. Check your email and our Canvas site at least once every two days. This course, while face to face, will feature Canvas as a significant element of what we do—materials, information, links, and assignments will be available and explained in detail online. Many homework assignments will need to be posted to Canvas Discussion threads as well as being submitted in paper form during class. I am happy to help you learn how to post documents. The WC staff can also help with that.
- **UNPLUG!** Please turn off your cell phones, mp3 players, etc... before you come to class so that there are no disturbances during our class session. In the case of an emergency, please make an announcement at the beginning of class concerning the potential interruption. Take your headphones off and **leave mp3s and phones in your bags**, not in your laps or on the desktop. Disturbance from electronic devices, including texting during class, will reduce your final course grade by one point for each offense.

- **MAINTAIN INTEGRITY!** Academic Dishonesty/Plagiarism is not permitted at the college level, and it can have serious consequences. Students are responsible for knowing the policies at this college. Please familiarize yourself with these policies, which are available in detail in the College of the Redwoods catalog. If you plagiarize, you will not only embarrass yourself and waste our time, at minimum you will not only fail the assignment, but could possibly fail the course. You could even be expelled from college.
- **WRITE FOR A PUBLIC AUDIENCE:** All writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers. You are not only writing to the teacher or for a grade, but to communicate and persuade authentic audiences.
- **OUR SYLLABUS IS OUR CONTRACT: You are responsible for adhering to the guidelines and understanding the information presented in this syllabus. Please ask questions about any information that is unclear.**

\*\*Policies, procedures, and assignment due dates (in the course calendar) may be changed due to extenuating circumstances. All changes will be announced in class. It is your responsibility to stay informed of these changes.

### **Available Support Services:**

#### **Academic Support Center (ASC)-**

The ASC helps students reach their educational goals by developing their academic skills and encouraging them to become independent learners. The ASC is located in the back part of the LRC (library). They are open Monday-Thursday 8 AM to 9PM and Friday 8 AM to 4 PM.

**DSPS/Special Needs-** If you have a documented disability and would like to discuss academic accommodations, contact me as soon as possible (Ideally, no later than the second week of class). If you suspect you have a disability, be aware that it takes a long time for these needs to be formally documented by the college, so initiate the process soon. Documented special needs can make you eligible for a variety of support services, such as extra time on exams, personal tutoring, and other DSPS accommodations to help ensure your success.

Exchange contact information with other students in case you miss class:

1. Name: \_\_\_\_\_ email: \_\_\_\_\_ phone: \_\_\_\_\_

2. Name: \_\_\_\_\_ email: \_\_\_\_\_ phone: \_\_\_\_\_

3. Name: \_\_\_\_\_ email: \_\_\_\_\_ phone: \_\_\_\_\_

### Semester At A Glance—Daily Assignment and Activities

Week	Monday	TU	Wednesday	TH	Friday
1	8/24 <ul style="list-style-type: none"> <li>Course Overview</li> <li>Interviews &amp; Introductions</li> <li>Freewriting</li> </ul>		8/26 <ul style="list-style-type: none"> <li>Syllabus Q &amp; A</li> <li>Writing Center Orientation</li> <li>Brief Introduction to Reading Responses</li> <li>Course Calendar handout</li> </ul>		Read Adler, Rawlins, & AW Intro & Ch. 1 (15-30)
2	8/31 <ul style="list-style-type: none"> <li><b>RR #1 draft DUE (Adler)</b></li> <li>Reading Responses Overview</li> <li>Formatting/Tech Troubleshooting</li> <li>Discuss Adler; Rawlins; AW Ch. 1 "Overview of Academic Writing"</li> <li>Writing Process Freewriting</li> </ul>		9/2 <ul style="list-style-type: none"> <li><b>RR #1 revised DUE (Adler)</b></li> <li>Discuss "Brainology"</li> <li>View Duckworth's "Grit" TED talk</li> <li>Mindsets—freewriting and discussion</li> <li>How Gritty Are You? (scale)</li> <li>Introduce MP #1: Educational Autobiography</li> </ul>		Read Ehrenreich, Haveman, AW Ch. 2 (31-50)
3	9/7 <b>Labor Day—No School</b>		9/9 <ul style="list-style-type: none"> <li><b>Educational Autobiography Due (MP #1)</b></li> <li>RR #2 draft DUE (Ehrenreich or Haveman)</li> <li>Discuss Ehrenreich; Haveman</li> <li>Discuss AW Ch. 2 "Academic Reading" (31-50)</li> </ul>		Read TSIS xvi-54, AW Ch. 3 (51-68)
4	9/14 <ul style="list-style-type: none"> <li>TSIS "They Say" (xvi-54)</li> <li><b>RR #2 revised DUE</b></li> <li>Introduce MP #2: Argue a Position</li> </ul>		9/16 <ul style="list-style-type: none"> <li><b>RR #3 draft DUE (Haskins &amp; Sawhill)</b></li> <li>Discuss Tirado; Haskins &amp; Sawhill</li> <li>Discuss AW Ch. 3 "Ideas into Text" (51-68)</li> </ul>		Read TSIS 55-104, AW Ch. 4 (69-78)
5	9/21 <ul style="list-style-type: none"> <li>TSIS "I Say" (55-104)</li> <li><b>RR #3 revised DUE (Haskins &amp; Sawhill)</b></li> <li>View <i>Inequality for All</i> (30)</li> </ul>		9/23 <ul style="list-style-type: none"> <li>Discuss AW Ch. 4 "Arguments &amp; Organization" (69-78)</li> <li>Finish viewing <i>Inequality for All</i> (60)</li> <li>MP #2 Topic Development</li> </ul>		Read AW 103-135 & 142-150; Read <i>Jim Crow</i> (ix-19). Journal for 20-30 minutes.
6	9/28 <ul style="list-style-type: none"> <li><b>RR #4 Draft due (film)</b></li> <li>Discuss <i>Inequality for All</i></li> <li>Questions about <i>Jim Crow</i></li> <li>MP #2 Development</li> </ul>		9/30 <ul style="list-style-type: none"> <li><b>RR #4 revised DUE (<i>Inequality For All</i>)</b></li> <li><b>MP #2 3 Freewrites DUE (150 words each)</b></li> <li>Discuss AW Ch. 6, 7, &amp; 8 (103-135; 142-150)</li> <li>In class work with MP #2</li> </ul>		Read <i>Jim Crow</i> Ch. 1 (20-58). Journal for 20-30 minutes.
7	10/5 <ul style="list-style-type: none"> <li><b>MP #2 Draft DUE/PRG (Bring 4 copies)</b></li> <li><b>Post your working thesis, topic sentences, and any questions to Canvas by 5 PM today.</b></li> </ul>		10/7 <ul style="list-style-type: none"> <li><b>RR #5 draft DUE: Jim Crow Ch. 1 (20-58)</b></li> <li>Discussion: Jigsaw Jim Crow Foreword, Preface, Introduction, Ch. 1</li> <li>Democracy Now! clip (3/11/2010)</li> <li>In-class writing on Jim Crow</li> </ul>		Read <i>Jim Crow</i> Ch. 2 (59-96). Journal for 20-30 minutes.

8	10/12 <ul style="list-style-type: none"> <li>• <b>RR #5 Revised DUE</b></li> <li>• TSIS CH 8, 9, 10 (105-38)</li> <li>• Video: Systemic Racism for Dummies</li> </ul>		10/14 <ul style="list-style-type: none"> <li>• <b>MP #2 Working Portfolio DUE</b></li> <li>• Introduce MP #3: Argue a Position</li> <li>• MP #3 Brainstorming/ invention</li> </ul>		Read <i>Jim Crow</i> Ch. 3 (97-139). Journal for 20-30 minutes
9	10/19 <ul style="list-style-type: none"> <li>• MP #3 Development</li> <li>• Discuss AW Ch. 9 &amp; 10 (151-190)</li> <li>• Democracy Now! clip (3/12/2010)</li> <li>• <b>MP #3 Freewrites DUE</b></li> </ul>		10/21 <ul style="list-style-type: none"> <li>• <b>RR #6 draft DUE: <i>Jim Crow</i> Ch. 2 or Ch. 3</b></li> <li>• Discussion: <i>Jim Crow</i> Ch. 2 and 3</li> <li>• In-class writing</li> </ul>		Read <i>Jim Crow</i> Ch. 4 (140-177). Journal for 20-30 minutes.
10	10/26 <ul style="list-style-type: none"> <li>• <b>RR #6 Revised DUE</b></li> <li>• Democracy Now! clip (3/4/2015)</li> <li>• Developing MP #3</li> </ul>		10/28 <ul style="list-style-type: none"> <li>• <b>RR #7 draft DUE: <i>Jim Crow</i> Ch. 4</b></li> <li>• Discussion: <i>Jim Crow</i> Ch. 4</li> </ul>		Read <i>Jim Crow</i> Ch. 5 (178-220). Journal for 20-30 minutes.
11	11/2 <ul style="list-style-type: none"> <li>• <b>RR #7 Revised DUE</b></li> <li>• Discuss <i>Jim Crow</i> Ch. 5</li> <li>• In class work on MP #3</li> </ul>		11/4 <ul style="list-style-type: none"> <li>• <b>MP #3 draft DUE/PRG (Bring 4 copies)</b></li> <li>• <b>Post your working thesis, topic sentences, and any questions to Canvas by 5 PM today.</b></li> </ul>		Read <i>Jim Crow</i> Ch. 6 (221-261). Journal for 20-30 minutes.
12	11/9 <b>Veteran's Day—No School</b>		11/11 <ul style="list-style-type: none"> <li>• <b>MP #3 Working Portfolio DUE</b></li> <li>• postwrites</li> <li>• Discuss <i>Jim Crow</i> Ch. 6</li> </ul>		
13	11/16 <ul style="list-style-type: none"> <li>• Introduce Summative Writing: Revise an Essay to Propose a Solution</li> <li>• Discussion of Inequality</li> <li>• Solutions Brainstorming/ invention</li> </ul>		11/18 <ul style="list-style-type: none"> <li>• Discuss Bornstein et al. "Solutions Journalism Network: Questions and Checklist" (422-424)</li> </ul>		
14	11/23 <ul style="list-style-type: none"> <li>• Discuss TSIS Ch. 11 (139-144)</li> <li>• Bring printouts of MP #1, 2, &amp; 3 with Shannon's comments on them</li> </ul>		11/25 <b>PERSONAL DAY—No Class</b>		
15	11/30 <ul style="list-style-type: none"> <li>• <b>Summative Essay draft DUE/PRG (bring 4 copies)</b></li> </ul>		12/2 <ul style="list-style-type: none"> <li>• Reflecting on what we've learned</li> <li>• In-text citation review</li> <li>• Quote sandwiches</li> <li>• Evaluating your participation</li> </ul>		
Final Week	12/7 Final Exam 8:30 Section: <b>Summative Essays DUE between 8:30 AM and 10:30 AM in SS/Admin 109.</b>		12/9 Final Exam 10:05 Section: <b>Summative Essays DUE between 10:45 AM and 12:45 PM in SS/Admin 109.</b>		