

<b>Syllabus for: (name of class) English 1A: Analytical Reading and Writing</b>	
<b>Semester &amp; Year:</b>	Fall 2015
<b>Course ID and Section Number:</b>	English 1A: E7747
<b>Number of Credits/Units:</b>	4
<b>Day/Time:</b>	E7747
<b>Location:</b>	MWF: 8:30-9:45 am HU114
<b>Instructor's Name:</b>	David Holper
<b>Contact Information:</b>	Office location and hours: HU108I TBA Phone: (707) 476-4370 Email: david-holper@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>	
<ol style="list-style-type: none"> <li>1. Analyze argumentative claims.</li> <li>2. Respond to arguments with persuasive critical essays.</li> <li>3. Locate, synthesize, and document sources for use in response to arguments.</li> <li>4. Revise and edit for sentence structure and mechanics.</li> </ol>	
<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.

English 1A, Environmental

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Humanities 108I

Office Hours: TBA

Writing Center Hours: T 11:40 am-1:05 pm

## College of the Redwoods

### SYLLABUS

**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.

**PREREQUISITE:** English 150 with a C grade or better or assessment recommendation for English 1A.

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### COURSE LEARNING OBJECTIVES

Upon completion of this course, the student 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 CALENDAR

The weekly syllabus calendar will be posted on the course website on Friday afternoons.

**REQUIRED TEXTS/MATERIALS:**

- 1) *Bedford Handbook 9th Edition* (Do note that earlier editions don't work.)
- 2) *Field Notes from a Catastrophe* by Elizabeth Kolbert
- 3) A book for Paper 3 (see assignment and choices)
- 4) Class Booklet (for sale in the bookstore too)
- 5) Means of backup: flash drive, cloud storage, etc.

**Required Materials (daily):**

- 1) A binder (to hold class booklet, in-class writings and notes, and binder paper).
- 2) Pen, pencil, and hi-liter.

**Triad:**

Name: \_\_\_\_\_

Contact info: \_\_\_\_\_

Name: \_\_\_\_\_

Contact info: \_\_\_\_\_

Welcome to English 1A! I'm excited to be your teacher, and I hope that each of us will enjoy and learn a great deal during this semester. This will be an intensive course because I will ask a lot of each one of you, but in return, I hope you will find this to be one of your most memorable writing classes. The primary goals of this course are to help you in preparing for a successful college transfer in English, particularly as it applies to writing, research, reading, and thinking. In order to do this, we will review mechanics and structure in essays; read essays in our text and respond to them in journals, discussions, and essays; and learn how to analyze various modes of writing. Beyond that--and perhaps more importantly--I want you to learn to write more powerfully, passionately, and naturally.

**Your Instructor:** Aside from being an English teacher, Dave has done a little of everything, including working as a taxi driver, fire fighter, cook, soldier, house painter, and teacher. He earned his BA in English at Humboldt State University in 1983, where he also studied journalism. After his graduation, he served for four years in the Army Military Intelligence Corps and went on to earn a Masters of Fine Arts in English at the University of Massachusetts at Amherst, where he wrote a book of short stories. He has since taught at a variety of schools including College of the Redwoods.

**Dave's Office:** The office is located in Humanities 108I. Please knock before entering. (Don't arm wrestle with a rattlesnake!)

**Dave's Mailbox:** The mailbox is in behind the "fishbowl" of the Humanities Building. You can access the mailbox by entering the hallway that leads to Dave's office.

**Classroom Rules:**

- 1) Don't get up and go to the bathroom in the middle of the class, unless it is absolutely necessary.
- 2) Don't eat in class unless you're a diabetic.
- 3) Don't crinkle up paper when the writing isn't going well.
- 4) Don't come strolling in late or leave early; don't schedule appointments during class sessions.
- 5) Don't tell me you don't know what's going on in class when the syllabus calendar is already posted with the details of what we've done or what we're going to do.
- 6) Don't ask me for information that is available by reading the syllabus.
- 7) Recreational marijuana use is your own business, but if you come to class and the smell of marijuana on your person is disruptive to others, I reserve the right to ask you to leave class.

## **COURSE REQUIREMENTS**

**Required Essay Writing:** three out-of-class, formal essays of 1000-2000 words. (Note: these essays will advance in point value from 50-100-200.) Each essay must include a prewrite and at least two drafts. Please save all work that goes into papers! In addition, we will have at least two scored timed essays using the University of California Subject A Format. These, too, will advance in value from 50-100 pts.

**Draft Workshops:** **These are required.** In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. Thus, you cannot go higher than a “C” on a final draft of a paper if you have missed the Draft Workshop or come with no work at all. Absences are not acceptable on Draft Workshop days unless it is an emergency, and you have a written note from a doctor. It is not acceptable to bring handwritten drafts to draft workshops. Late paper coupons cannot be used to excuse late first drafts!

**Plagiarism:** If you copy someone else’s work, and I catch you, you automatically will fail the course.

**Turnitin.com:** On all the out-of-class papers that we do, you'll be responsible to turn in your paper to the turnitin.com website, which helps all of us in insuring that all work done at the 1A level is original. This must be done before the paper is turned in to me; otherwise, you will receive zero points for the paper (until you do turn it in to turnitin.com). Then you’ll need to return the graded paper to me (with the cover sheet signed). For your tardiness, you will receive half a grade off the final grade of the paper; however, if you revise the paper, you may void the penalty, as long as the paper is turned into turnitin.com when it’s returned for a new grade. Directions for how to use turnitin.com can be found on the class website, along with a link that will take you to turnitin.com. The class ID# and password will be posted on our website for the first paper. (Once you’ve inputted the class ID# and password, you don’t need to do it again.)

**Paper Typing Format:** All papers (and all drafts) will be typed. The format will always be the same: use MLA format as described in your Bedford Handbook in section 57a. (You'll find a sample paper in 54c.) I've also included a sample typed page behind the first paper assignment (in the class booklet), so you can see what the format looks like.

**Automatic D's:** If I ask for a four-page paper (at a minimum), and you give me three and 3/4 pages, I will give you an automatic D; in fact, I probably won’t read it. Always go beyond the minimum to be safe.

**Revisions:** On papers one and two, you may revise your paper for a higher grade, if you're not satisfied with the grade you received. However, in order to take advantage of this revision, you

must accomplish a significant revision, which means that once you receive your paper back from you, you should revise and clean up the draft. Then you are required to see a tutor and get his/her signature on the tutor sheet (you'll find this in the class booklet). Also note that a significant revision means more than simply correcting grammatical and mechanical errors: a significant revision often means rethinking, rearranging, expanding, adding, and rewording. You may not revise the last paper. Also, do note that you can void a turnitin.com penalty with a revision.

**Make-up Quizzes/Tests:** You may not make up grammar quizzes. With tests, if you're absent on the test day and you don't have a legitimate written excuse (a doctor's note, a note from the Student Health Center, a sports match for a CR team, or some other formal document), then you may make up the test, but you lose 25% of the grade for your absence. In other words, be there on test days.

**Late Work/Freebies:** You will be allowed one late **final draft** for this course; however, **you may not use this on your last paper.** There is a late paper coupon included in the course booklet, and it will serve as your cover sheet for your late paper. The freebie is good to turn in a paper one week late; that's seven days. As for excuses beyond the freebie date, unless it's an emergency, remember that I've heard better than you can imagine: quarantined for chicken pox, assault with a deadly weapon, AIDS test, etc. Papers that go beyond the deadline will lose a letter grade a day.

**Emailing Work:** Unless it's an emergency, I strongly discourage this, as it wastes my printer cartridges and encourages students to wait until the last minute to turn in work. However, if you're not able to meet with Dave for a conference, you may email the work to him as a Microsoft Word attachment, and he'll use the comment feature in Word to respond. Do note though that face-to-face conferences are superior to email comments.

**Reading Quizzes:** In order to improve our critical reading of essays this semester, occasionally we'll have reading quizzes and questions to answer on the material we've read. Reading quizzes will be open book and will typically be 5 pt. quizzes and will focus on key details, such as names, ideas, time frame, etc. Reading questions for the essays will be assigned out of the text.

**Journal Assignments:** In order to help you prepare for discussions and writing, with many of the readings we do, there will also be journal assignments. These will be graded for both content and length. The format is to put your name and journal # at the top (do not use MLA format) and then type one page double-spaced. You may go longer than a page, if you want. As for late journals, if for some reason you do miss turning in a journal at a class, it's due by the Friday of that week. If it's later than that, it will not receive points.

**Grammar Quizzes:** The grammar that we review in this class will be testable. Quizzes will be given in the first five minutes of class, so if you're late, you'll receive a zero (unless you've spoken with me about it in advance or it's an emergency.) These will be 5-10 pt. quizzes.

**Grammar Presentations:** Rather than bore you with grammar lectures, I am going to divide the class into groups of three and have each group present a 5-10 minute review of the grammatical point we'll be quizzing on. Your presentations should be interesting and/or funny. Presentations should definitely include handouts, overheads, etc. I encourage you to use Power Point, and you'll find links to two online tutorials on my website. Please do not write problems on the board, as it takes too long! Also, get together and practice your presentations so that they are interesting and fit the required time slot. Presentations are worth 20 possible pts.

The grammar presentations will be (from section #s in the Bedford Handbook):

Group 1: 32a-c

Group 2: 32d-f

Group 3: 32g-j

Group 4: 19

Group 5: 20

Group 6: 34

Group 7: 35

Group 8: 22

Group 9: 23

Group 10: 9

**Class Participation:** This class involves extensive reading, discussion, and writing. If you sit back and leave others to talk, you'll get a lot less out of the course. In the last week or two of the course, I'll ask you to do a self-evaluation on your participation. I'll use that, plus my own observations, to score you on your participation. The participation grade is worth 20 pts.

**Attendance/Promptness:** Students at the College are expected to attend all sessions of each class in which they are enrolled. For example, if a class meets three times a week, students should not exceed 6 absences for the semester. If a student exceeds the limit on absences before week 10 of the semester, an instructor will notify the student that he or she has been dropped. After week 10, excessive absences will likely result in failure.

**In addition, I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes without first clearing it with me. Such practices are disruptive for you and everyone else. If you do come late or leave early (more than 10 minutes) or unprepared that will count as ½ an absence.**

**If you miss a class, please remember, it is your responsibility to find out from another student what you missed by calling someone on the phone list.**

**Release from the Final:** If you have a straight A at the end of week 15, I will release you from the final.

**Your Portfolio:** Please save all your work this semester so that you can verify your improvement, so that you're covered in case I accidentally do not record the grade, and so that you will be able to choose one essay to rewrite at the close of the semester.

**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.

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.

**Grading/Points:**

350 pts. formal essays

150 pts. timed essays

100 pts. grammar quizzes

100 pts. miscellaneous quizzes, journals, etc.

20 pts. participation

Dave does not grade on a curve; he uses straight point tallies with 90 percent and above as a A, 80 to 89 percent as a B; 70-79 percent as a C; 60-69.5 percent as a D; work below this is usually so late or so poorly composed that is an obviously an F. In case where the grade is less than 1 percent difference between a higher or lower grade, it is the instructor's prerogative to round up or down.

**Note: This syllabus may be modified during the course of the semester, as needed. If there are corrections or additions, these will be posted on the syllabus calendar, which can be found on the course website.**

## Calendar

### Week 1

#### Monday

Introductions  
Introduce syllabus  
Find your triad partners  
Fill out student information sheets  
Discuss environmental concerns and introduce letter assignment (handout)

HW:

Buy your materials  
Read over the syllabus  
Read the letter assignment and write a two-page letter (double spaced) about your environmental concerns

#### Wednesday

Quiz on syllabus  
Share your letters with one another  
Fill out Writing Center tear offs and turn in to Dave. As in the Note above, he'll return these to you as soon as he gets them back from Leslie Leach, the Writing Center Manager.  
Learn the copy editing marks (and take notes on grammar)

HW:

Study the copy editing marks  
Read the article on annotation and active reading  
Read "Roads and Redwoods, part 1" and make sure to annotate

#### Friday

Quiz on copy editing marks  
Lottery for grammar groups (note: if you're absent, you need to check with Dave about which group you've been assigned to)  
Discuss annotation and active reading  
Discuss the "Roads and Redwoods, part 1" article  
Introduce journal format

HW:

Read and annotate “Roads and Redwoods, part 2” from the *NC Journal*.

Read and annotate “Save Richardson Grove” from the EPIC website.

Read and annotate “Humboldt Judge Supports Cal Trans Work...” from *Willits News*.

**Journal 1:** After looking at the Power Points on journals and reading about the various aspects of the Richardson Grove widening project, answer the following question: What do you see as the central issue in the conflict, and how should that issue be resolved? Do not use MLA format. Put your name and "Journal 1" up top on the left side. Skip down a line and then start with your topic sentence and underline it--and remember, the topic sentence should directly answer the question. The journal should be one paragraph (of at least a typed, double-spaced page). The upper end limit is two typed pages. If you don't follow the format correctly, I'll ask you to redo the journal.

## Week 2

Monday                      Holiday

HW:

Read and annotate: “Oregon River Basin One Step Closer...” from *Earth Island Journal*

Read and annotate: “Remove Klamath Dams for Salmon, Tribes” from *SF Gate*.

Wednesday

Review weekly calendar

Journal 1 due: share and turn in

Discuss various readings about the dam removal, two deals, algae growth, fish ladders, etc.

Go through PowerPoint on Klamath River issues

Friday

Watch part of *River of Renewal*

Go over strategies for introductions & conclusions

Go over strategies for transitions & transitions practice (in booklet)

HW:

**Journal 2:** After reading about the various aspects of the dam removal on the Klamath River, answer the following question: What do you see as the central issue in dam removal, and how should that issue be resolved? (Do not use MLA format. Put your name and "Journal 2" up top on the left side. Skip down a line and then start with your topic sentence and underline it--and remember, the topic sentence should directly answer the question. The journal should be one paragraph (of at least a typed, double-spaced page). The upper end limit is two typed pages.

**Grammar group 1 prepares for a presentation at Class 7**, and everyone reads over section 32 a-c in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website. This section of the website has practice quizzes for the various areas we'll quiz on--and they're very helpful!

Week 3

Monday

Review weekly calendar

Grammar Group 1 presents and everyone takes the quiz

Share Journal 2 and turn in

Review MLA paper format for typing

Look at Paper 1 assignment; also, look at the scoring rubric. Now choose **one** of the local environmental topics we've covered so far: the Klamath River deal or the widening of Richardson Grove. Then fill out the planning worksheet. After you're done with this, type up an introductory paragraph (using one of the QQISA strategies) for Paper 1 in MLA format. The Planning worksheet and the introductory paragraph are worth 20 point and are due at our next class.

If you feel you need to do more research on this topic, look at the paper 1 links on our website and go do more reading. Especially useful might be the *Northcoast Journal* or the *Times Standard*, both of which have search engines for archived material on their sites. Remember, however, that if you use other evidence, you are required to cite your sources, both in-text and in the bibliography.

Bring your Bedford Handbook to the next class for MLA introduction.

Wednesday

MLA documentation introduction

Check off of the planning worksheet and introductory paragraphs (20 points total)

Share some of the introductory paragraphs aloud for critique  
Reading on “Shitty First Drafts”

HW:

Read through "The Arguable Thesis" in your class booklet.  
Read through "The Arguable Topic Sentence" on p. 38 in your class booklet.  
Begin drafting Paper 1. The first draft is due next Wednesday, including the in-text citations and the bibliography.  
Bring your Bedford Handbook again for Friday.

Friday

MLA documentation continued with Bedford Handbook

HW:

Continue drafting your paper for next Wednesday’s draft workshop.  
Read Section 2 on drafting in the *Bedford Handbook*.  
In the *Bedford Handbook*, review 45c, the rules for capitalization of titles; 42, the rules for italicization; 37, the rules for quotation marks.  
**Grammar group 2 prepares for a presentation at Class 7**, and everyone reads over section 32 d-f in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook). Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the website has practice quizzes for the various areas we'll quiz on-- and they're helpful!

Week 4

Monday

Review weekly calendar  
Grammar Group 2 presents and grammar quiz given  
Guest Speaker on local environmental topics

HW:

Finish your first draft for Wednesday, including your in-text citations and bibliography. Remember to underline your thesis and topic sentences, so it’s clear what the arguments are both globally and locally.

Wednesday

**Draft workshop**

HW:

Finish your final draft of Paper 1 for Wednesday, Week 5  
Based on the feedback you received, revise your draft. This is a good time to email drafts to one another, get help from Dave, sign up and add Eng. 52 and get tutorial help in the Writing Center, and write several more drafts.

Friday

Library tour with Ruth Moon in LRC 103

HW:

**Grammar group 3 prepares for a presentation next Monday**, and everyone reads over section 32 g-j in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook) Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the website has practice quizzes for the various areas we'll quiz on-- and they're helpful!

Bring your Bedford Handbook on Monday to begin the MLA exercise

Week 5

Monday

Review weekly calendar

Work handed back

Grammar Group 3 presents and grammar quiz given

Reminders about finishing Paper 1 (checklist and turnitin.com)

MLA exercise begun with Bedford Handbook

HW:

Using the checklist in your class booklet, finish your final draft of Paper 1 for turn in on Wednesday.

Don't forget to turn in your paper to turnitin.com.

If you're ready, you can type up your MLA Bibliography Exercise and show it to Dave starting at Class 10. Remember, use the cover sheet with exercise on it and don't type an information block in the upper left hand corner (as you would on p. 1 of an essay). Rather, just use your last name and page number in the header, the words "Works Cited" centered, and then start your bibliography below.

Wednesday

Turnitin.com mailbox shown  
Readaround of final drafts of Paper 1  
Film on global warming

HW:

Begin reading and annotating *Field Notes from a Catastrophe* (Preface and Chapter 1 by Friday's class) and prepare for the following speed dating questions:

- 1) Why did Shishmaref have to be abandoned?
- 2) What else had changed for hunters in Shishmaref?
- 3) Why are the forests around Fairbanks burning?
- 4) According to Kolbert, when permafrost melts, what happens to organic matter that has frozen into the ice?
- 5) Why is the albedo effect so important in terms of sea-based ice?

Friday

More film on global warming  
Speed date the reading from *Field Notes*

HW:

Read and annotate pp. 35-121 in *Field Notes* by the end of the coming week. Bring your book to the next class for discussion.

**Grammar group 4 prepares for a presentation next Monday**, and everyone reads over section 29 in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook) Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the website has practice quizzes for the various areas we'll quiz on-- and they're helpful!

If haven't already done it, can type up your MLA Bibliography Exercise and show it to Dave at the start of a class. Remember, use the cover sheet with exercise on it and don't type an information block in the upper left hand corner (as you would on p. 1 of an essay). Rather, just use your last name and page number in the header, the words "Works Cited" centered, and then start your bibliography below.

## Week 6

### Monday

Review of weekly calendar  
Grammar group 4 presents and grammar quiz given  
Discussion of reading: how persuasive is Kolbert's argument so far?  
Where is she strongest? Where is she weakest?  
Finish film, if we haven't already  
Ethos, pathos, logos

### Wednesday

The gift that keeps on giving  
Strong Paper 1 modelled  
On-time Paper 1s handed back  
Late coupon Paper 1s collected  
Sentence variety (from booklet): started in class

HW:

If you're revising Paper 1, remember to write an interim draft, fill out your tutor sheet from your class booklet, get feedback from a tutor and have him/her fill out and sign his/her section, and write a new draft. If you return the paper to Dave without a tutor sheet, he will not re-evaluate it. The complete packet of the old packet plus all the new materials needs to be turned back to Dave in two weeks or less.

### Friday

More on sentence variety

HW:

**Journal 3** After you've gotten through the first 121 pages, what do you see as the strengths in Kolbert's argument? What are her weaknesses? Make sure to start with a topic sentence (a key claim) and then support that claim with specific evidence in a long body paragraph. Also, make sure to use transitions as you move from one subordinate point to another.

Finish *Field Notes from a Catastrophe* by the end of this week. We'll have our open book reading quiz a week from Monday. Bring your book to the next class for discussion.

**Grammar group 5 prepares for a presentation next Monday**, and everyone reads over section 20 in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook) Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the website has practice quizzes for the various areas we'll quiz on-- and they're helpful!

Type up your sentence types for turn in during Week 7 (Monday)

Week 7

Monday

Review of weekly calendar  
Grammar group 5 presents and grammar quiz given  
Discuss reading and present Paper 2 assignment  
Late paper coupon Paper 1 handed back  
On time Paper 1 revisions due

HW:

Finish *Field Notes* this week and prepare for an open book reading quiz for next Monday. Bring your book to class.

**Grammar group 6 prepares for a presentation next Monday**, and everyone reads over section 34 in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook) Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the website has practice quizzes for the various areas we'll quiz on-- and they're helpful!

Wednesday

Class cancelled

Friday

Class cancelled

Week 8

Monday

Review of weekly calendar  
Grammar group 6 presents and grammar quiz given  
Open book reading quiz on *Field Notes from a Catastrophe*

HW:

Read and annotate “The Darkening Sea” by Elizabeth Kolbert  
Write your introductory paragraph for Paper 2 and fill out your planning worksheet. These two pieces of work are due at the next class and are worth 20 pts.

Wednesday

Reading quizzes returned  
Discussion and speed dating of “The Darkening Sea”  
Dave will check off work for Paper 2  
Share introductory paragraphs for critique

HW:

Write your first draft of Paper 2 for next Wednesday

Friday

Grade conferences

HW:

**Grammar group 7 prepares for a presentation next Monday**, and everyone reads over section 35 in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook) Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the

website has practice quizzes for the various areas we'll quiz on--  
and they're helpful!

## Week 9

Monday

Weekly review of calendar  
Grammar group 7 presents and grammar quiz given

Wednesday

Draft workshop

HW:

Final draft of Paper 2 due on Wednesday of week 9

Friday

Look at "Guidelines on Responding to Other... Texts"  
Look at "Using Quotes"  
Confusing Pairs worksheet

HW:

**Grammar group 8 prepares for a presentation next Monday**, and everyone reads over section 22 in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook). Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the website has practice quizzes for the various areas we'll quiz on--and they're helpful!

## Week 10

Monday

Weekly calendar introduced  
Grammar group 8 presents and grammar quiz given  
*Food, Inc.* (first half)

HW:

Finish final draft of Paper 2 for this Wednesday

Wednesday

Final draft of Paper 2 due  
Second half of *Food, Inc.*

HW:

Read "Power Steer"

Write Journal 4: How does reading this article affect your attitude toward your dietary choices? Will you change anything about your diet or purchasing habits?

Friday

Share Journal 4 and turn in  
Paper 3 introduced  
Discovery draft introduced  
Reliability of online sources  
Review of database source

HW:

**Grammar group 9 prepares for a presentation next Monday**, and everyone reads over section 23 in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook) Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the website has practice quizzes for the various areas we'll quiz on-- and they're helpful!

Week 11

Monday

Review of weekly calendar  
Grammar group 9 presents and grammar quiz given  
Continue with reliability of online sources  
Continue with review of database source

Wednesday

Research day in order that you finish your Discovery Draft on time

Friday

Discovery Draft due (can't be late)

HW:

**Grammar group 10 prepares for a presentation next Wednesday**, and everyone reads over section 9 in the *Bedford Handbook*. If you want to do some practice problems, there are some in the book, or better yet you can check out the *Bedford* website at [www.dianahacker.com/bedhandbook](http://www.dianahacker.com/bedhandbook). Do click on the link for the Sixth Edition; otherwise, it won't let you in. You'll note that the website has practice quizzes for the various areas we'll quiz on-- and they're helpful!

Week 12

Monday Holiday: Veterans Day

Wednesday Grammar Group 10 presents and grammar quizzes given  
Discovery Drafts returned  
Discussion and modeling of various approaches to problem/solution  
Other issues to avoid in Research Papers

Friday Paraphrasing exercise  
Some technique for "How to Win Your Argument"

Week 13

Monday Film: The Corporation

Wednesday Library work day for research paper (LRC)

Friday Library work day for research paper

Week 14

Monday Weekly review of calendar  
Draft workshop for Paper 3

HW:

Finish your final draft of Paper 3 for

Wednesday Class cancelled

Friday                      Holiday: Thanksgiving

Week 15

Monday  
Weekly review of calendar  
Timed essay preparation for final

Wednesday  
Paper 3 due (readaround)  
More timed essay preparation for final

Friday  
Class participation forms due  
Finish timed essay preparation for final

Week 16 (Finals)

Monday, December 10<sup>th</sup> (10:45 am-12:45 pm)