

Syllabus for English 350/350L: Integrating Reading and Writing	
Semester & Year:	Fall 2015
Course ID and Section Number:	037778 #E7778
Number of Credits/Units:	6
Day/Time:	M-TH 10:05am -11:20am
Location:	HU 106
Instructor's Name:	Nicole Bryant Lescher
Contact Information:	Office location: SCI 216J Office Hours: 11:30am-1PM Tues & Thurs and by appointment Phone: 707-476-4233 Email: nicole-bryantlescher@redwoods.edu
Course Description: A competency-based course emphasizing the integration of academic reading and writing skills. Students develop reading strategies necessary for academic reading and write extended formal paragraphs and reading-based expository essays. The lab component is scheduled in the Writing Center where students receive essential tutorial support in reading, writing, and sentence skills	
Student Learning Outcomes :	
<ol style="list-style-type: none"> 1. After a close reading of a nonfiction text, write a unified, coherent essay that develops a thesis with general and specific support. 2. Identify the main ideas and their development in academically appropriate nonfiction texts. 3. Adhere to standard English conventions in writing with special attention to sentence boundaries. 4. Employ the Writing Center to support basic academic behavior necessary to college success. 	
Special accommodations: College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.	
<p>The student code of conduct is available on the College of the Redwoods website at: http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf</p>	
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.	

Required Texts (as we'll discuss in class, a text is not limited to a paper-based item)

- *English Brushup, 6th Ed.* by Langan and Goldstein
- *Outliers*, Malcolm Gladwell
- *Course Packet*, Nicole Bryant Lescher
- Canvas course content (online course shell)

Required Materials (stuff you need to do the job of this class in addition to paper and pen)

- A spiral bound or composition notebook—dedicated to this class only
- Access to the Internet
- Access to word processing and printing (MS Office)
- Flash storage device (flash drive, memory stick)
- A stapler (yes indeed)

Necessary Internal Ingredients (stuff you bring within yourself in order to be successful)

- Collegial and respectful manner
- Willingness to try new things and to consider revising things you already do
- Commitment to communication and dedication to this course, to your class colleagues, and to your professor
- Patience, bravery, determination, vulnerability
- The willingness to value difficult processes
- The willingness to ask for assistance and advice
- The ability to recognize your own successes and champion the successes of others

Student Success Processes:**Homework:**

The general rule for college classes is that for every hour spent in class (5/wk), students should expect a minimum of 2-3 hours working outside of class: expect to spend at least 10-15 additional hours each week reading, writing, or doing other related activities. Being prepared will improve your learning experience (and your grade). Not only will coming prepared help you make the most of class time, it is also crucial to the success of the others in the classroom as I will often ask you to work in groups.

Reading:

You will be doing a significant amount of reading this semester. Successful reading in college is a skill we will work on as a part of everything we do and is a “pencil in hand” kind of homework, just like completing math equations or writing a lab report after observing an experiment. Because *how we read* is connected to *what we read*, you'll be practicing a number of different processes as a part of class. The best advantage you can give yourself is the time to go slowly and to re-read a second or third time later in the week.

Asking for Clarification: Seeking answers to your questions leads to learning. If you have a question, consider the avenues available to answer your question (the syllabus, course materials, online materials, classmates, writing center tutors, librarians, and your professor) and make the effort to ask.

Grading: Students must earn a grade of C or above (70%) in order to pass the course.

Overall Course Grading Scale:

100%	A+
99-93%	A
93-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-70%	C
69% and below	F

Evaluations & Assignments

Writing Center Participation:	10%
Progression and Participation: (Annotation and reading logs, reading tests, grammar assignments/tests, workshop documents, in-class writing, class preparation and participation)	25%
Journal Responses	10%
Formal Responses (aka paragraph responses):	10%
Essays:	20%
Competency Exam	15%
DRP Exam:	10%

Writing Center Participation:

10% of your grade is based on attendance and participation in the Writing Center. Students are required to attend a total of 45 hours during the semester. Your time in the WC will be self-directed in partnership with a tutor and documented through the goal and progress sheets you complete. These sheets are scored on a Full Credit (10pts), Partial Credit (5pts), No Credit (0 pts) basis.

Journal Responses:

Journal responses are typed, polished responses due on most Thursdays of the semester. Strong responses demonstrate comprehension of the readings and focused and organized writing. Journals are worth 10% of the course grade and scored out of 15pts. Journals are to be polished, typed, double spaced, stapled, and printed before class begins on Thursdays.

Progression and Participation:

Every day in class, students are eligible to receive up to 10 points for participation and progression. This score is awarded for the combination of completed work and in class behaviors. In most cases, you will begin the progression assignments as homework in the days before they are due and bring them to class ready to workshop and develop further. These assignments will be discussed within your packet and in class. The details and amount of these assignments will vary depending upon the needs of this class in particular. Progression and participation is scored on a Full Credit (10pts), Partial Credit (5pts), No Credit (0 pts) basis.

Daily Participation:

The first part of your P&P score is preparing assignments for class. The second part is being active in class while working on those assignments individually and in workshop. Successful participation is much more than simply being present in class; it is a collection of behaviors that will not only help you succeed at the course objectives, but prepare you for the expectations of upper-level coursework and professional workplace

environments. Students must demonstrate the following participation behaviors and assignment preparation to be eligible for Full Credit (10pts):

Demonstrate your **professionalism**

- Arrive on time or in advance so you're ready to start when class starts.
- Respect the voices of others and be gracious while others are speaking.
- Use professional, collegial language in class.
- Do not eat or engage in other activities that are distracting or disrespectful to the group.

Demonstrate your **preparedness**

- Have the assigned reading fully annotated for Monday class.
- Have reading log prepared in your notes for Monday class.
- Have vocabulary words defined and be prepared to discuss why those words are important to the passage.
- Have workshop handout completed for Tuesday class.
- Have goals set and work organized and ready to develop for Wednesday class.
- Have assignments completed, polished and turned in on time for Thursday class.
- Have progress work completed, typed, printed, and stapled (if necessary), and organized.

Demonstrate your level of **engagement**

- Listen thoughtfully to the professor and your class colleagues.
- Focus your energy and attention to the class objectives for the day.
- Put away electronic devices/close online programs/close printed material that directs your attention or eyes away from the class objectives.
- Thoughtfully contribute to class in ways that advance the learning for the group.

Sometimes, it takes a few weeks to learn the expectations and how to meet them within a college environment. If I notice you demonstrating a behavior that will result in a loss of participation credit, I will typically mention it to you after class unless it requires immediate discussion. If you receive less than an 'A' during a class *after we've discussed your actions*, consider this a good self-check moment to become more present and aware of your in-class choices. Those choices affect your grade (and your likelihood of success in all of your college classes) in a big way. If you have any questions on the participation score you receive on a given day, please contact me and I am happy to meet with you and discuss it.

Polished Written Assignments:

One of the most essential learning objectives this class will teach is to write in drafts and revise your work. In order to help you reach this learning objective, you will write two formal responses and two full essays. After your class colleagues and the WC tutors have assisted you in an initial review of your work and you've had the opportunity to revise from feedback, you'll submit your revised essays and responses to me in the online Canvas drop box for scoring and comments. I will comment on your writing, score it, and include an audio file of overall comments back to you. Formal responses are worth a total of 50 points each. Essays are worth a total of 100 points each. All polished written assignments are eligible for revision and resubmission within 7 days of receiving your score to potentially earn a higher score. Writing that is below passing in points (70% of total points) *must* be revised to be eligible for a score.

Competency Exam (timed writing exam):

15% of the course grade is determined by the timed writing competency exam. As a class, we will practice timed writing to help strengthen for this exam, which will take place during Final's week. The competency exam is worth 200 points.

DRP Exam:

Twice during the semester you will complete a competency exam focused on reading comprehension: once early during the course and then again toward the end of the semester. The second exam is worth 10% of your overall course grade and is scored out of 100 points.

Course Attendance:

Attendance is mandatory and I take roll at the beginning of class. Regular attendance is very important in college, both for your own success, as well as to create a positive learning community in the classroom. After missing more than two weeks (of a 15 week semester), students have lost their ability to master all of the skills offered by the course. Because of this, it is the policy of the English Department at College of the Redwoods that any student who misses more than 8 unexcused class sessions during weeks 1-10 will be dropped (see note below on “excused” absences.)

If you miss a class, you are still expected to come to class prepared. It is your responsibility to find out from another student and Canvas what happened in class the day that you missed. For this reason you are strongly encouraged to exchange contact information with several other students in class. If you come 10 minutes late or leave more than 10 minutes early, it will count as half an absence. These accumulate, so two instances of leaving early, arriving late, or a combination of both = 1 full unexcused absence.

Student Athletes:

Instructors are notified when student athletes will be required to miss class and those absences are automatically considered “excused.” Student athletes are still expected to come prepared and with their homework to the next scheduled class session and will not be given automatic extensions on assignment deadlines.

Excused Absences:

Medical or legal emergencies will be considered “excused” absences with documentation. Examples include a court date or a visit to the ER for the student or his or her dependents. Because I allow for excused absences only in rare circumstances, students are strongly encouraged to miss class only when they absolutely must. You don’t want to find yourself skipping a few classes at the beginning of the semester and then later have an illness or miss a bus and have that absence place you over the eight-absence limit!

Census Week:

Be aware that if you've missed three classes and have not turned in work, your name will be cleared from the class roster following Friday of Week 3 (Census Week).

Late Work and Make-Up Policies:

Assignments are due at the beginning of class on the day the assignment is listed as due in the Canvas calendar. Unless otherwise noted, progression assignments are to be typed, double spaced, printed and stapled. Formal Responses and Essays are to be typed, polished, formatted correctly, and submitted online in the correct Canvas drop box.

Essays and Formal responses: late submission with percentage reduction

Essays and formal responses may be submitted online up to 4 calendar days after the due date with a 10% grade reduction for every 24-hours period after the due date (including weekends). In other words, if your essay is 1 minute, or 20 hours late, your get a 10% grade penalty. So, for example, if you submit an essay due on Monday at 2pm at 8pm Monday evening in the online Canvas drop box, that essay will receive a 10% reduction off the total earned score. All late essays and formal responses must be submitted electronically on Canvas.

Journals: two coupons, two ½ credit reductions

Your packet includes 2 coupons to submit a journal the class period after the due date with no penalty. Additionally, you may submit 2 Journals the class period after the due date for up to ½ credit. If you have used both coupons and both 1/2 credit submission opportunities, the remaining journals for the duration of the semester are due on time to be considered for credit.

Participation: alternative assignment option for partial credit

Although participation is much more than attendance, it requires attendance to participate. **You may complete a make-up participation assignment to receive up to a partial credit participation grade on an absent day.** This assignment will include a reading passage analysis/response and vocabulary work and is due at the beginning of the next class period alongside any preparation work due the day you were absent. Make-up participation assignments will be available on Canvas.

Comprehensive exam: on time, in class

The comprehensive exam will be taken over a 2-day period during Final's week. This is a non-negotiable series of exam dates. In extenuating, documented circumstances, the exam may be scheduled at a different time. This exception is granted on a case-by-case basis and in communication with the Dean.

Quizzes: two makeup opportunities

Reading and grammar quizzes will occur periodically throughout the semester. I will always let you know at least a week in advance if you are going to have a quiz, and on which day it will occur. Students can make up two *quizzes*. If a student misses a quiz, he or she has one-week from the originally scheduled date of the quiz to schedule a **make-up** quiz in the Testing Center. It is the responsibility of the student to contact me and arrange the make-up quiz.

Miscellaneous Classroom Policies:

Food – Food is not permitted in the classroom. Beverages are allowed so long as they are in a container that will not spill (has a lid). If someone has a medical condition that requires eating during class, please contact me privately in order to make an accommodation.

Leaving the classroom – please do not leave the classroom once the class has started. If it is an emergency and you must leave, please do so discretely without disrupting the rest of the class, and re-enter class discreetly as well. Students who create distractions may be asked to leave the class and return the next day (see the policy on behavior below).

Electronics – students may use electronic devices to take notes during class or to use electronic dictionaries. All other types of technology, such as MP3 players, phones, or gaming devices, must be put away at the start of class. If you have a specific situation, such as you are expecting a call from the babysitter, please tell me in advance, and if you have to answer the phone, please go outside.

Contesting a Grade -- Students have one-week from the time an assignment has been returned to contest the grade with the instructor; after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, or think that something in your work was overlooked or misunderstood by the, please do not hesitate to contact me immediately. This is especially true if you are thinking about revising your work and resubmitting it for a higher grade.

Incomplete Grade– The professor makes the decision on whether to grant an incomplete opportunity, based on individual student information. Incompletes will be considered only in extenuating circumstances and with the approval of the Dean. Incompletes are not an option to repair a low grade caused by inconsistently completing homework or essays. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course. The student code of conduct is available on the College of the Redwoods website at: <http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

Plagiarism: Plagiarism is the use of another's words or ideas in your writing without acknowledging that they are not your own. When you use someone's direct words or even an idea unique to an individual author, you must cite your source. This includes paraphrasing and summarizing from a text. The sanctions for plagiarism in this course are as follows: any student found plagiarizing will receive a "0" for the assignment in question. A second instance of plagiarism will result in a failing grade for the semester.

Emergency Procedures:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room) and review www.redwoods.edu/safety.asp for information on campus Emergency Procedures.

During an evacuation:

- Be aware of all marked exits from your area and building. Know the routes from your work area to the nearest exits.
- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (Be aware CR's lower parking lot and 101 frontage are within the Tsunami Zone).

RAVE – College of the Redwoods has implemented an emergency alert system. Everyone is entered already to receive a message through their CR email address. In the event of an emergency on campus, you can also elect to receive an alert through your personal email, and/or phones at your home, office, and cell. This emergency alert system will be available to all students, staff, and other interested parties.

Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu."

We will test the system each semester to be sure that you are getting alerts at all of your destinations. Please contact Public Safety, 707-476-4112, security@redwoods.edu, if you have any questions.

The professor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas, as well as a verbal announcement in class.

Week 1: 8/24-8/27

Goals:

- Read, annotate, and fully understand the syllabus
- Identify topics, main ideas, and support
- Recognize and write topic sentences
- Annotate and identify topics, support, main ideas, and vocabulary
- Complete 1st 3 hours in WC with sheets
- Demonstrate goal-driven time management on Wednesday and in WC
- Successfully log on, navigate, upload, and download to Canvas

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
Welcome to class	<ul style="list-style-type: none"> ○ Syllabus contract ○ Books for class 	<ul style="list-style-type: none"> ○ Canvas assignment ○ 1WC sheet ○ Success message 	<ul style="list-style-type: none"> ○ Annotation assignment ○ Remaining WC Thurs or Mon

Week 2: 8/31-9/3

Goals:

- Identify the three topic sentence location patterns
- Complete focused first journal response (typed and formatted)
- Choose topic and practice brainstorm activities
- Create an accurate concept map
- Identify homonyms and proof journal for homonyms
- Create strong paraphrases of topic sentences & support
- Complete 2nd 3 hours in WC with sheets
- Demonstrate goal-driven time management on Wednesday and in WC

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ Roseto annotated & Topics list <p>P: beginning – 12</p> <ul style="list-style-type: none"> ○ WC from last week 	<ul style="list-style-type: none"> ○ Workshop practice assignment 	<ul style="list-style-type: none"> ○ FR 1 topic proposal ○ 1WC sheet 	<ul style="list-style-type: none"> ○ Journal 1 ○ Homonyms 143-152 EB. Chap tests 1,3,5 ○ Remaining WC Thurs or Tues

Week 3: 9/7-9/10 (No class on Monday, 9/7!)

Goals:

- Identify inductive and deductive patterns & 5 types of support
- Identify types of transitions and topic shifts
- Prepare for and successfully contribute to Wednesday workshop
- Identify paraphrases and summaries
- Build a strong outline
- Write a unified paragraph with strong TS & support
- Insert capital letters and quotes when needed
- Use reader review techniques
- Initiate a study session with a class colleague or make a new class colleague connection

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
Happy Labor Day!	<ul style="list-style-type: none"> ○ Matthew annotated & logged P: 13 – 34 <ul style="list-style-type: none"> ○ FR1 planning form 	<ul style="list-style-type: none"> ○ 1WC sheet ○ Workshop doc 	<ul style="list-style-type: none"> ○ Journal 2 ○ Remaining WC Thurs or Mon ○ Capitals & quotes 133-142 & 113-122 in EB. Chap tests 1, 3, 5.

Week 4: 9/14-9/17

Goals:

- Annotate reading with questions and relationship arrows
- Identify and practice 4 bases of writing
- Type FR1 for reader review draft
- Offer excellent support to a class colleague on RR day
- Revise FR1 based on WC and peer review feedback
- Identify Fact vs Opinion
- Identify possessive nouns, plural nouns, and use apostrophes properly

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ 10,000 annotated & logged P: 35 – 68 <ul style="list-style-type: none"> ○ WC from last week 	<ul style="list-style-type: none"> ○ Workshop doc 	<ul style="list-style-type: none"> ○ 1WC sheet ○ RR draft FR1 	<ul style="list-style-type: none"> ○ Journal 3 ○ FR 1 (polished, typed, on canvas) ○ Remaining WC Thurs or Mon ○ Apostrophes 101-112 in EB. Chap tests 1,3,5

Week 5: 9/21-24

Goals:

- Visit Prof BL in office hours or by appointment if you haven't already this semester
- Successfully revise your FR1 if you received less than 45/50 (optional)
- Successfully revise your FR1 if you received less than 35/50 (required)
- Identify topic choice and develop planning for FR2
- Identify subjects, verbs, and prepositions and write in the active tense
- Include author tags, support, and in-text citations

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ Genius 1 annotated & logged P: 69 – 90 <ul style="list-style-type: none"> ○ WC from last week ○ FR2 topic proposal 	<ul style="list-style-type: none"> ○ Workshop doc 	<ul style="list-style-type: none"> ○ 1WC sheet ○ Planning form FR2 	<ul style="list-style-type: none"> ○ Journal 4 ○ Remaining WC Thurs or Mon ○ Subjects & Verbs 17-26 in EB. Chap tests 1,3,5

Week 6: 9/28-10/01

Goals:

- Incorporate partnered ideas/commentaries
- Construct outline + zoom in for FR2
- Identify irregular verbs and audience/style awareness
- Identify bias in reading and writing
- Broaden the conversation through other sources

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ Genius 2 annotated & logged P: 91 – 115 <ul style="list-style-type: none"> ○ WC from last week 	<ul style="list-style-type: none"> ○ Workshop doc 	<ul style="list-style-type: none"> ○ 1WC sheet ○ Outline + zoom in FR2 	<ul style="list-style-type: none"> ○ Journal 5 ○ Remaining WC Thurs or Mon ○ More about verbs 27-38 in EB. Chap tests 1,3,5

Week 7: 10/5-10/8

Goals:

- Create concept maps for longer texts
- Develop accurate summaries
- Polish FR 2 with special attention to apostrophes, possessives, subjects, verbs, and prepositions
- Offer excellent support to a class colleague on RR day
- Write specifically with attention to word choice

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ WC from last week ○ Joe Flom annotated & logged P: 116 – 158	<ul style="list-style-type: none"> ○ Workshop doc 	<ul style="list-style-type: none"> ○ 1WC sheet ○ RR draft FR2 	<ul style="list-style-type: none"> ○ FR2 (polished, typed, on canvas) ○ Remaining WC Thurs or Tues ○ Word choice 153-162 in EB. ○ Chap tests 1,3,5

Week 8: 10/12-10/15 **NO Class 10/12**

Goals:

- Choose topic and plan for Essay 1
- Combine summary and citation structures within writing
- Recognize run-on sentences within your own writing
- Choose courses for Spring 16 registration and check all current course grades
- Successfully revise your FR2 if you received less than 45/50 (optional)
- Successfully revise your FR2 if you received less than 35/50 (required)

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ Harlan annotated & logged P: 159 – 176 WC from last week	<ul style="list-style-type: none"> ○ Topic proposal Essay 1 ○ Spring planning document 	<ul style="list-style-type: none"> ○ 1WC sheet ○ Planning doc Essay 1 	<ul style="list-style-type: none"> ○ Journal 6 ○ Remaining WC Thurs or Mon ○ Phrases & Clauses In packet

Week 9: 10/19-10/22

Goals:

- Distinguish between major and minor details
- Create an essay-length outline
- Blend outside text with your own writing
- Recognize inferences within a text

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ Plane Crashes 1 annotated & logged P: beginning 177 – 202 <ul style="list-style-type: none"> ○ WC from last week 	<ul style="list-style-type: none"> ○ Workshop doc 	<ul style="list-style-type: none"> ○ 1WC sheet ○ Outline + zoom in for Essay 1 	<ul style="list-style-type: none"> ○ Journal 7 ○ Remaining WC Thurs or Mon ○ Parallelism 173-182 in EB. Chap tests 1,3,5 and inferences computer exercises

Week 10: 10/26-10/29

Goals:

- Identify logos, ethos, and pathos in visual texts
- Create strong introductions and conclusions
- Identify dependent clauses and sentence fragments
- Offer excellent support to a class colleague on RR day
- Complete a strong, polished essay

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ Plane crashes 2 annotated & logged P: 202 – 223 <ul style="list-style-type: none"> ○ WC from last week 	<ul style="list-style-type: none"> ○ Workshop doc ○ Intro/conclusion for Essay 1 	<ul style="list-style-type: none"> ○ 1WC sheet ○ RR Essay 1 	<ul style="list-style-type: none"> ○ Journal 8 (1 Q only) ○ Essay 1 (polished, typed, on canvas) ○ Remaining WC Thurs or Mon ○ Fragments 59-70 in EB. Chap tests 1,3,5

Week 11: 11/2-11/5

Goals:

- Analyze visual texts
- Write a classification response
- Manage time and organization within a timed writing assessment
- Identify topic for Essay 2
- Recognize run on sentences within your own writing

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ Rice Paddies annotated & logged P: 224 – 249 <ul style="list-style-type: none"> ○ WC from last week ○ Visual text example 	<ul style="list-style-type: none"> ○ Workshop doc ○ Bring visual text to class again 	<ul style="list-style-type: none"> ○ 1WC sheet ○ Essay 2 topic proposal 	<ul style="list-style-type: none"> ○ Journal 9 (1 Q only) ○ Remaining WC Thurs or Tues <p>Timed writing practice day!</p> <ul style="list-style-type: none"> ○ Run ons 71-80 in EB. Chap tests 1,3,5

Week 12: 11/9-11/12 **No Class November 9!**

Goals:

- Incorporate reverse outlining into peer review
- Successfully revise your Essay 1 if you received less than 90/100 (optional)
- Successfully revise your Essay 1 if you received less than 70/100 (required)
- Use clause recognition to aid in comma placement and successfully add commas to various lists

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<p>No Class; Veteran's Day!</p>	<ul style="list-style-type: none"> ○ Marita annotated & logged P: 250 – 269 <ul style="list-style-type: none"> ○ WC from last week <p>Timed writing revision workshop!</p>	<ul style="list-style-type: none"> ○ Workshop doc-1 Q only ○ Essay 2 Planning sheet 	<ul style="list-style-type: none"> ○ 1WC sheet ○ Journal ○ Remaining WC Thurs or Mon ○ Commas 91-100 in EB. Chap tests 1,3,5

Week 13: 11/16-11/19

Goals:

- Recognize and write combined support paragraphs
- Complete reading comprehension assessment (practice)
- Offer excellent support to a class colleague on RR day
- Complete a strong, polished essay

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ Jamaican annotated & logged P: 270 – 286 <ul style="list-style-type: none"> ○ Outline + zoom in for Essay 2 ○ WC from last week 	<ul style="list-style-type: none"> ○ Workshop doc DRP practice workday	<ul style="list-style-type: none"> ○ 1WC sheet ○ RR Essay 2 	<ul style="list-style-type: none"> ○ Journal ○ Remaining WC Thurs or Mon ○ Essay 2 (polished, typed, on canvas)

Week 14: 11/23-11/26 (**NO class 11/25 & 11/26**)

Goals:

- Analyze essay questions and form outlines for timed writing.
- Complete practice DRP
- Successfully revise your Essay 2 by 12/1 if you received less than 90/100 (optional)
- Successfully revise your Essay 2 by 12/1 if you received less than 70/100 (required)

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ WC from last week Practice Timed Writing	Practice DRP <ul style="list-style-type: none"> ○ 1 WC sheet dated 11/23, 24, or 25 due 11/30 	<ul style="list-style-type: none"> ○ Canvas Quizzes 	NO CLASS: Happy Turkey Day!

Week 15: 11/10-12/3

Goals:

- Successfully revise your Essay 2 by 12/1 if you received less than 90/100 (optional)
- Successfully revise your Essay 2 by 12/1 if you received less than 70/100 (required)
- Make up any missing WC hours
- Successfully demonstrate reading skills within an assessment (DRP)
- Successfully organize and write a response to an essay question in a timed assessment

Homework due this week:

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ○ WC from last week 	<ul style="list-style-type: none"> ○ Gladwell interview Q's 	<ul style="list-style-type: none"> ○ 1WC sheet <p>Practice comprehensive exam</p>	<p>DRP assessment</p> <ul style="list-style-type: none"> ○ Remaining WC thurs or finals ○ Combined mastery tests 231-237 in EB

Week 16: Finals Week. This class meets on (day)_____ from _____ to _____(time)

Checklist to bring to the final:

- .
- .
- .
- .
- .

Final's week Goals:

- Complete the semester strong and prepare for next semester's success

Homework due this week:

- Attend and successfully **complete comprehensive exam (final exam)**
- All WC hours completed and sheets submitted to PBL in open office hours
- Submit EB editing tests 1, 3, 5 (243-247) to PBL in open office hours
- Email and introduce yourself to next semester's professors.
- Check required textbooks for your Spring classes.