

Syllabus for ENGL-1A-E9004-2016S: Analytical Reading and Writing – Eureka Campus		
Semester & Year	Spring 2016	
Course ID and Section #	ENGL-1A-E9004-2016S: Analytical Reading and Writing	
Instructor's Name	Erin Sullivan	
Day/Time	Wednesdays 3:15-5:20 PM / online	
Location	Humanities 207	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	TBD
	<i>Office hours</i>	2:45-3:15 PM
	<i>Phone number</i>	707-826-3128
	<i>Email address</i>	erin-sullivan@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>Writing Spaces: Readings on Writing</i> Volume 1 and 2 (free online textbook)
	<i>Author</i>	Edited by Charles Lowe and Pavel Zemliansky
	<i>ISBN</i>	978-1-60235-184-4 and 978-1-60235-196-7
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; minimum 6,000 words formal writing.		
Student Learning Outcomes		
<ol style="list-style-type: none"> 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments. 		
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 at 707-476-4280.		
Academic Support		
Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services , for eligible students, with advising, assistance, tutoring, and more.		
Academic Honesty		
<p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:</p> <p>www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedure_srev1.pdf 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 website.</p>		

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProcedure_srev1.pdf

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 website.

Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on

Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- 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. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. 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.” Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

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.

ENGL-1A-E9004: Analytical Reading and Writing Course Syllabus

Erin Sullivan	College of the Redwoods	Eureka Campus	Section 039004	Spring 2016
Classroom Hours	Wednesday 3:15-5:20 PM	Humanities 207		
Online Hours	6-10 hours on <i>Canvas</i>	https://redwoods.instructure.com/login/canvas		

Contact Information

Questions: *Canvas Q and A Forum*
Phone: 707.826.3128 (HSU)
Email: erin-sullivan@redwoods.edu

Office Location: TBD
Office Hours: Wed 2:45-3:15 & by appt.
Mailbox Location: HU 113

Course Materials

Writing Spaces: Readings on Writing, Vols. 1 & 2 (free online textbook <http://writingspaces.org/>)

Other required readings are located online

Reliable access to internet, printer, and computer with software to open .pdf files and produce/upload .doc, .docx, .odt, or .rtf files. (*Mac .pages documents are not accepted.*)

Functioning CR email account (*Canvas* connects to this email account, so forward your CR account to your personal email account if you prefer to check only one inbox.)

Writers Archive (maintained electronically on your own hard drive/flash drive/Google docs)

Bound composition book with lined pages (for class notes and in-class writing activities)

Loose lined paper, pens, pencils, highlighters (5 colors), post-it notes, stapler, and staples

Adequate funds for printing assignments, readings, and essays as required on course schedule

All assigned readings and essays must be printed in hard copy for class activities

Course Description

English 1A is a transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing. Prerequisite: English 150 or 102.

Hybrid Course Description: This section of English 1A combines on-campus community based learning with off-campus technology-based learning. The course includes face-to-face classroom instruction and activities; face-to-face individual conferences with the instructor; and online workshops, assignments, and discussion forums using the web-based instructional program *Canvas*. To be successful in this course, students must be comfortable working in an online environment, organized and self-motivated enough to complete coursework on their own time and by deadline, and committed to attending and participating in face-to-face class sessions and individual conferences.

Course Learning Outcomes

Students successfully completing English 1A should demonstrate the following competencies:

Analyze argumentative claims.

Respond to arguments with persuasive critical essays.

Locate, synthesize, and document sources for use in response to arguments.

Course Learning Objectives

Students successfully completing English 1A should demonstrate the following competencies:

Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.

Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.

Develop varied and flexible strategies for generating, drafting, and revising essays.

Analyze stylistic choices in their own writing and the writing of others.

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

COURSE REQUIREMENTS AND GRADES

Presence: F2F (15%)

Everyone has the opportunity to earn 100% in this grading category by complying with all attendance, participation, preparedness, and behavior policies during class and library sessions as well as individual conferences. These policies are summarized in the list below. See also the Course Policies section of the Course Syllabus.

Arriving to class and conferences on time and remaining for the entire session

Missing no more than 2 class sessions during the semester

Avoiding disruptive and disrespectful behavior, especially toward fellow students and instructor

Refraining from unnecessary laptop, tablet, and cell phone use as determined by instructor

Printing hard copies before class of all required assignments, materials, and texts

Actively and appropriately engaging in all class workshops, discussions, and activities.

Completing MUGS workshops (mechanics, usage, grammar, and sentences) as directed

Failure to observe each policy detailed in this Course Syllabus will negatively affect the Face-to-Face Grade (F2F) each week. *Missed class sessions, missed conferences, and missing in-class work may not be made-up.*

Virtual and Class Requirements (65%)

To be successful, college students should expect to spend approximately two to three times as many hours outside of class as they spend in class session. Because our class follows a hybrid model and meets only once per week, that calculation is not an accurate estimate. I recommend you set aside at least two hours for each course unit per week. *In our 4-unit English 1A course, that translates to at least eight hours of time spent reading, writing, researching, and responding each week.*

Reflection (5%): Students will engage in a variety of reflective and metacognitive writing assignments and exercises posted online or completed in class in a composition book. Most prompts ask students to reflect on reading, writing, research, and critical thinking skills; address academic challenges and struggles; celebrate progress and success; and explore “knowing what we know” in English 1A. Some assignments will require students to reply to classmates’ posts as well to earn credit.

Readings/Responses (20%): Each week students will read and annotate selected texts posted online. A minimum 500-word reading response (RR) associated with each text must be posted to *Canvas* by the published deadline. Some RRs require students to respond to classmates’ postings as well to earn credit.

Essay and Research Units (40%): Students will complete three writing/research units consisting of a series of assignments called “The Writing Process.” These assignments may include prewriting, drafts, revisions, workshops, activities, exercises, research, conferences, as well as feedback from instructors, peers, and consultants.

- Unit 1: Literacy Narrative and Analysis (LN) (10%)
- Unit 2: Discourse Community Ethnography (DCE) (15%)
- Unit 3: Rhetorical Analysis (RA) (15%)

Assessment Portfolio Requirements (20%)

In lieu of a final exam, students will create an **Assessment Portfolio (AP)** of *extensively revised* final draft essays and a portfolio cover letter (PCL) that will be graded holistically by me at the end of the semester. This portfolio, worth a significant portion of the course grade, is the culminating assignment of the semester. Students must be earning at least a C- (70%) in the course to submit an Assessment Portfolio.

Course Letter Grades

Course letter grades will be computed according to the weighted percentages for each grading category listed above and according to the total point percentage equivalents listed below. Students with a D+ (69.99 percent) or lower will receive a grade of “F” for the class and must reenroll in English 1A another semester in order to meet their Area A Written Communication requirement. Incompletes are never issued for this course.

Letter Grade	Equivalent Percentages	Grade Description
A	94 - 100	Excellent
A-	90 - 93.99	
B+	87 - 89.99	Good
B	83 - 86.99	
B-	80 - 82.99	
C+	77 - 79.99	Satisfactory
C	70 - 76.99	
D	60 - 69.99	Failure without Credit
F or NC	0 - 59.99	

Extra Credit: As per CR English Department policy, there is NO extra credit available in this course. Course grades are earned by attending class and conferences and completing required assignments.

COURSE POLICIES

Attendance and Promptness

Attendance is essential in a collaborative writing community operating in a hybrid environment. Because this class meets face-to-face only once per week, arriving late or leaving early is disruptive and interferes with my instruction and other classmates’ learning and participation. If work, extracurricular activities, or personal schedules overlap or interfere with scheduled course dates and times, please take another section of English 1A.

Please visit the restroom, make phone calls, and print assignments before class. If students arrive late, it is their responsibility to see me after class that day to verify attendance. See me immediately for a consultation if attendance and missing assignments become a problem.

Since regular attendance is a critical factor in student success, students at College of the Redwoods are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. For instance, our course meets one day per week for two hours; **any more than two absences for the semester is considered “excessive” and will result in no credit for this course.** Faculty may drop students for excessive absences through the end of the 10th week of the semester.

First Week Attendance Policy: Students who have been absent from a class session within the first week of instruction, without notifying the instructor before the absence, will be dropped from the course.

Conference Attendance Policy: All students are required to attend several face-to-face individual conferences with the instructor to receive verbal feedback and assistance with essays. I devote considerable time to conferencing with all of my students; consequently, making up a missed conference is impossible. Students who do not contact me 48 hours in advance to reschedule a conference will incur significant grade deductions. Conferencing privileges may be suspended after a missed conference, and students will be asked to seek feedback from the Writing Center and the Academic Support Center during the remainder of the semester.

Participation and Preparedness

Participation and preparedness are essential in a hybrid course that requires both workshop-style class activities and significant online class participation. Please strictly observe the following course policies:

Attend class and conferences regularly; arrive on time and remain for the entire session.

Come to class / conference prepared with required texts, assignments, and materials in hand.

Fully and thoughtfully engage in class and online workshops, responses, and discussions.

Log on to *Canvas* regularly and complete assignments per instructions and by deadline.

Print readings and essays before class and submit them in class by deadline.

Classroom Behavior

Please adhere to the class and online behavior policies listed below. Students who disregard these policies will be asked to leave the classroom and may be dis-enrolled from English 1A and assigned a grade of “F” if behavior is deemed egregious.

Always maintain tolerance, respect, and appropriate social behavior in class and on-line.

Be fully present, free of drugs and alcohol. (Impaired students will be asked to leave class)

Turn off and store cell phones, MP3 players, and laptops unless approved for class use.

Refrain from texting or accessing personal email and social networking sites during class.

Deadline and Submission Policy

Required assignments, evaluation criteria, and deadlines will be distributed weekly through *Canvas*.

Students are responsible for accessing *Canvas* frequently to view, print, complete, and upload assignments, readings, quizzes, and post forums. Documents uploaded to *Canvas* must be in

.doc, .docx, .odt, .rtf, or .txt file formats only. *I will not accept Mac .pages or other file formats, and inaccessible assignments will not receive credit.*

Students must print hard copies of drafts, readings, and other assignments as directed in preparation for class. All essay drafts must be formatted and submitted according to MLA guidelines. Reading and writing homework, as well as class activities, build on one another and emphasize cumulative learning; therefore, late assignments are rarely accepted and will negatively affect course grades. I do not accept assignments via email, and I will not print assignments for students. Carefully read our weekly course schedule and *Canvas* to access, complete, and submit all assignments as directed. Developing and maintaining good time management and organizational skills are critical to successful completion of this course.

Please see me as soon as possible if you are experiencing difficulty completing coursework, or if extenuating circumstances are affecting your attendance or academic performance. I want you to be successful in this course.

Academic Honesty

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>

To discourage plagiarism, the CR English Department requires English 1A students to post all essays to **Turnitin.com** before they can receive credit. The process is simple and can be completed through our *Canvas* site. If tempted to plagiarize or cheat, or if confused about properly citing sources, please see me immediately so that we can work together to address these issues.

CAMPUS AND ONLINE RESOURCES

****HIGHLY RECOMMENDED****

ENGL 53A English Lab for English 1A: This variable unit class, held in the Writing Center, will help students improve reading, writing, research, and critical thinking skills. Tutoring and other resources for academic reading, analytical and source-based writing, standard written English conventions, and all stages of the writing process are provided. *English 53A focuses entirely on providing individualized instruction to improve students' persistence and success in ENGL 1A.*

<http://www.redwoods.edu/departments/english/writingcenter/enroll.asp>

Academic Support Center (ASC): The ASC, located in the Learning Resource Center (library), provides test proctoring and tutoring along with computers, printers, and quiet study rooms.

Individualized writing consultations may be available to CR students as funding permits

<http://www.redwoods.edu/eureka/asc/tutoring.asp>.

Canvas Tutorials: The Distance Education division offers video tutorials to assist students unfamiliar with *Canvas*: <https://redwoods.instructure.com/courses/739>.

Disabled Students Programs and Services (DSPS): College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present written accommodation requests 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. Students, who have a disability or believe they might benefit from disability related services and may need accommodations, should contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS. They are located on the Eureka campus in Student Services Building 113 and can be reached by calling 476-4280

<http://www.redwoods.edu/district/dsps/>).

Learning Resource Center (LRC): CR librarians are available for face-to-face consultation and assistance during regular library hours. Students may also seek assistance from a librarian online

<http://www.redwoods.edu/webmaster/mail/askalibrarian.aspx>).

Technological Access and Assistance: Computers, printers, scanners, and internet access are available in the Academic Support Center and other locations within the Learning Resource Center,

Writing Center, and several labs on the Eureka campus. For assistance with *Canvas* or *WebAdvisor*, contact the Informational Technology Services (ITS) Help Desk at 476-4160 or email its@redwoods.edu.

Writing Center (WC): All students may access individualized tutoring at the Writing Center on the Eureka campus by signing up for **English 53A** (variable 0.5 - 2 units, 1.5 - 6 hours per week). Computers, printers, and quiet study rooms are also available. The WC is always staffed by an instructor from the English Department and by trained writing tutors.
(<http://www.redwoods.edu/departments/english/writingcenter/>)

FINAL EXAM

Attendance and participation at the scheduled final exam period is mandatory. Students who fail to attend the final exam period and submit an Assessment Portfolio in person will receive a course grade of "F". Due to the hybrid format of our class, the official final exam schedule does not include a specified day/time for a Wednesday class. We will meet on our normal day and time (see below). *This time slot has been assigned to a Monday class that meets from 4:30-5:55 PM. Please let me know immediately, if you have a Monday class at this time.*

Wednesday, May 11, 2016 | **3:15 – 5:15 PM** | **HU 207**

STUDENT-INSTRUCTOR AGREEMENT

Please sign this agreement to acknowledge awareness and agreement regarding all course policies and requirements and to continue enrollment in English 1A.

ENGL-1A-E9004: Analytical Reading and Writing

Student-Instructor Agreement

Student:

I have read the Course Syllabus and this Agreement thoroughly and carefully and agree to abide by the stated policies and requirements, and to complete the assignments and participate in the activities and workshops to the best of my ability.

- I will show up to class/conferences on time; fully present, rested, and sober; and remain for the entire session.
- I understand that disruptive and disrespectful behavior will not be tolerated online or in class—including *texting during class and other disruptions from cell phones, laptops, tablets, or electronic devices*.
- I will display a courteous attitude and maintain tolerance, respect, appropriate social behavior, and academic honesty at all times.
- I will arrive to class and conferences prepared with all required materials and **all texts printed and annotated as directed**.
- I will submit assignments to the instructor in hard copy when requested and to *Canvas* in one of the acceptable file formats (.doc, .docx, .odt, .rtf, or .txt formats only) by the published deadline.
- **I understand that more than two absences during the semester is considered excessive by CR and that a third (3rd) absence will result in an automatic course grade of F. I also understand that attendance at the final exam period is mandatory.**
- I recognize that excessive absences, tardies, early departures, missing assignments, and general unpreparedness will significantly affect my course grade and that participation in co- and extracurricular activities, including athletics, does not exempt me from meeting all course requirements.
- I am responsible for the information I miss due to absences and tardies and will first contact my classmates, post questions and contribute answers to the **Q and A Forum**, and consult *Canvas* to gather missed information.
- If I need clarification regarding the course content, or if I experience extenuating circumstances that affect my ability to be successful in this course, I will consult my instructor immediately to discuss my concerns.

Signed: _____ Date: _____
(student)

Instructor:

I will abide by the policies and requirements set forth in the Course Syllabus and this Agreement, and will offer a variety of assignments and activities to assist students in improving reading, writing, researching, and critical thinking skills. I will provide accurate, organized, and timely information to promote academic achievement in my course.

I will, to the best of my ability, create a positive and constructive classroom environment where student learning, confidence, and success are the central goals. I am committed to practicing mindful speech and active listening and to cultivating respect and compassion in my teaching. I encourage student-teacher interaction and am available to meet individually during posted office hours, scheduled conferences, and by appointment.

I expect students to first contact classmates and *Canvas* to gather missed information due to absences and tardies, but I agree to provide secondary clarification as needed through the **Q and A Forum** on *Canvas* (usually within 48 hours). I will address individual and personal student concerns as necessary and appropriate during office hours and by appointment.

Signed: _____ Date: January 20, 2016
(Erin Sullivan)

ENGL-1A-E7758: Analytical Reading and Writing

Canvas Navigation Guide

AP	Assessment Portfolio (culminating assignment in lieu of a final exam)
DCE	Discourse Community Ethnography (second essay and working folder on <i>Canvas</i>)
F2F	Face-to-Face or Presence Grade (attendance, participation, preparedness, behavior)
LN	Literacy Narrative (first essay and working folder on <i>Canvas</i>)
MUGS	Mechanics, Usage, Grammar, Sentence Structures (in-class or <i>Canvas</i> assignment)
OL	Online (<i>Canvas</i> assignment)
PCL	Portfolio Cover Letter (introduces the Assessment Portfolio)
PPD	Pre-Portfolio Draft (<i>Canvas</i> assignment)
PR	Peer/Partner Response (in-class or <i>Canvas</i> assignment)
PRG	Peer Response Group (in-class or <i>Canvas</i> assignment)
PW	Prewriting (in-class or <i>Canvas</i> assignment)
RA	Rhetorical Analysis (third essay and working folder on <i>Canvas</i>)
RD	Rough Draft (<i>Canvas</i> assignment)
RL	Reflection Log (in-class or <i>Canvas</i> assignment)
RR	Reading Response (<i>Canvas</i> assignment)
RRP	Reflection and Revision Plan (<i>Canvas</i> assignment)
RVD	Revised Draft (<i>Canvas</i> assignment)
WA	Writers Archive (electronic and physical collection of all course work this semester)
WF	Working Folder (electronic and physical file folder for copies of essay assignments)
WL	Writers Log (in-class or <i>Canvas</i> assignment)
WS	Workshop (in-class or <i>Canvas</i> assignment)

Other:


Course Schedule: Weeks 1-4

UNIT 1 Threshold Concept: "Your experiences have shaped your literacy practices--both what they are, and what they are not" (Wardle and Downs 42).*

English 1A: Analytical Reading and Writing Spring 2016
Course Schedule: Weeks 1-4

Week	Dates	Homework and Class Activities
1	01/20 Wed	Class Session: <ul style="list-style-type: none"> • Introduction, Roll Call, Wait List, Adds • Discussion: The rhetorical elements of the <i>Course Syllabus</i> • Navigating Canvas: Assignments for Weeks 1 and 2
	01/24 Sun	Homework: (post to Canvas by 11:55 PM) <ul style="list-style-type: none"> • Set up your Canvas profile (Links to an external site.) and upload an appropriate, recognizable profile picture (Links to an external site.) • (click on Settings/Profile & post a recognizable face photo <u>please</u>.) • Read/Post/Reply: Literacy Introduction, Reflection, and Replies • Print/actively read: Adler's "How to Mark a Book" (Links to an external site.)

- **Always** print, actively read, and bring to Wednesday's class all assigned texts
- **Questions?** Post to the [Q and A Forum](#) and feel free to contribute answers

2	01/26 Tues	Homework: (post to Canvas by 11:55 PM) <ul style="list-style-type: none"> • Compose/Upload/Print: Letter of Introduction • Read: "Composing Reading Responses" • Print/Actively Read: Mike Bunn's "How to Read Like a Writer" (Links to an external site.) • Post: RR 1 (Adler/Bunn)
	01/27 Wed	Class Session: <ul style="list-style-type: none"> • Due: 1 paper copy of Letter of Introduction • Due: signed Agreement (pink sheet distributed in class) • Address: <i>Course Syllabus</i> and <i>Canvas</i> questions, concerns, comments • Bring: annotated hard copies of the Adler and Bunn essays • Discussion: active reading and annotation • Workshop: Introducing <i>A Literacy Narrative</i> (LN)
	01/31 Sun	Homework: (post to Canvas by 11:55 PM) <ul style="list-style-type: none"> • Finish: replies to Literacy Introduction, Reflection, and Replies • Print and actively read: Brant's "Sponsors of Literacy"  (Read 165-78) • Post RR 2 (Brant)

- **Helpful Hint:** Review the Adler and Bunn texts for tips to engage with and annotate this week's challenging reading assignment

3	02/02 Tues	Homework: (post to Canvas by 11:55 PM) <ul style="list-style-type: none"> Print and actively read: Brant's "Sponsors of Literacy" (178-85) Post RR 3 (Brant)
	02/03 Wed	Class Session: <ul style="list-style-type: none"> Bring: annotated hard copies of the Brant and Bunn essays Discussion: Who and what are our literacy sponsors? Workshop: Composing a Literacy Narrative
	02/07 Sun	Homework: (post to Canvas by 11:55 PM) <ul style="list-style-type: none"> Print and actively read: Selected Literacy Narratives Post RR 4 (SLN) Begin: MUGS 1
<ul style="list-style-type: none"> Always print a hard copy of each essay and bring to <u>Wednesday's</u> class 		
4	02/09 Tues	Homework: (post to Canvas by 11:55 PM) <ul style="list-style-type: none"> Print and actively read Lamott's "Shitty First Drafts" Compose/Upload/Print: LN RD (Rough Draft) Complete: MUGS 1
	02/10 Wed	Class Session: <ul style="list-style-type: none"> Bring: annotated hard copies of SLN and Lamott's essay Bring: 1 hard copy LN RD (with highlighting exercise per MUGS 1) Discussion: Narratives of the Sponsored Workshop: Revising the LN
	02/14 Sun	Homework: (post to Canvas by 11:55 PM) <ul style="list-style-type: none"> Compose/Upload/Print: LN RVD (Revised Draft) Compose/Post: RL 1 Begin: MUGS 2
Looking Ahead: <ul style="list-style-type: none"> We will begin Unit 2: Discourse Communities next week 		
<i>Course Schedule subject to change with extenuating circumstances.</i>		

*Wardle, Elizabeth, and Doug Downs. *Writing about Writing: A College Reader*. Boston: Bedford/St. Martin's, 2011.