

Syllabus for: English 1A: Analytical Reading and Writing– Eureka Campus

Semester & Year	Spring 2016	
Course ID and Section #	English 1A-CRN # E9624	
Instructor's Name	Cyndy Phillips	
Day/Time	Monday 3:15-5:20pm + Online (Canvas)	
Location	HU 207	
Number of Credits/Units	4	
Contact Information *I'm also available for those enrolled in Engl 53A on Mondays, 6-7:25 in LRC 102	<i>Office location</i>	TBA
	<i>Office hours</i>	Monday 5:20-5:50 p.m.*
	<i>Phone number</i>	707-476-4559
	<i>Email address</i>	cyndy-phillips@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>The Yellow Birds AND Let The Dance Begin</i>
	<i>Author</i>	Powers AND Jain, respectively
	<i>ISBN</i>	# 978-0-316-21934-1 AND 978-0989455022, respectively
Course Description		
<p>English 1A is a 4 unit 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. [Prereq=English 150 (or equivalent) with grade of "C" or better or appropriate reading and writing scores on the placement exam.]</p>		
Student Learning Outcomes		
<p>Learning Outcomes: Students who successfully complete English 1A should be able to:</p> <ul style="list-style-type: none"> • 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. 		
Special Accommodations		
<p>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.</p>		
Academic Support		
<p>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.</p>		

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Academic Honesty

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: www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.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.

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/AP5500StudentConductCodeandDisciplinaryProceduresrev1.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-Fall 2015
English 1A: Analytical Reading & Writing—Hybrid
CRN#E8331— Room HU215
Theme: Returning Home

Instructor: Cyndy Phillips

Email: cyndy-phillips@redwoods.edu
(preferred method of contact)

(cell) Phone: given in class

Office: TBA

Office Hours: Just before our FTF class as needed
& (M) 5:20-5:50pm
& (M) 6-7:25 in LRC 102 (for those enrolled in Engl 53A)
& by appointment

Class Website: <https://redwoods.instructure.com/login>

Availability: I strive to reply to emails (or posts to the “Questions for the Instructor” forum in Canvas (Modules section) within 48 hours (or less) M-R, 72 hours (or less) F-Su. If your question is urgent or you do not hear back from me in the time you need to, please call my cell.

Required Materials:

Computer and internet access:

- Online Access to this Course—Class activities are half face-to-face (FTF) and half online. We will meet FTF Mondays at our scheduled time. The online section of the course for each week can be completed anytime from Monday after class until the following Sunday at 5 p.m. The online modules are accessed by logging onto Canvas (<https://redwoods.instructure.com/login>), then selecting “Eng11A—”).
- *If you are new to canvas, please review the Student Guides by logging into our class on Canvas, clicking on “Modules” (left side), and then selecting them from Module 0...OR...by clicking on the “Help” link on the top/right, then click on “Search the Canvas Guides,” Then on “ Student Guide,” and run through the links as needed.*
- **Consistent M-R daily access** to a computer with internet access, your CR email account, a word processor, and our grammar & mechanics online “handbook” at: <http://www.tc.umn.edu/~jewel001/grammar/#Punctuation>.

Textbooks: {Note: Please have access to these texts by the second week of class.}

- *The Yellow Birds* by Kevin Powers. ISBN # 978-0-316-21934-1
- *Let the Dance Begin-Greetings From Humboldt* by Peter K. Jain. ISBN # 978-0989455022 (paperback)...ISBN #978-0989455046 (ebook)
- Course readings as assigned on Canvas (to be viewed, downloaded and/or printed individually)

Supplies:

- A notebook for use in this class exclusively (always to be brought to class)
- Pens/pencils (always to be brought to class)
- Approximately \$20 for the printing you will need to do individually throughout the semester
- Highlighters (5 different colors), post-it notes, stapler and staples (to be brought on announced days)
- Current online or hardbound college-level dictionary and thesaurus

YOUR LOGIN NAME WILL BE THE SAME AS IT WOULD HAVE BEEN IN MYCR (first initial, last name, last three digits of your student I.D number (sgarcis567); your password is your six digit date of birth (060396). If you have a smart phone or a tablet, there is a free Canvas App available at: <https://play.google.com/store/apps/details?id=com.instructure.candroid&hl=en>



Course Lowdown:

This is a heavy workload, fairly fast-paced course that relies heavily on FTF as well as on-line discussions and peer critiques to help us focus on the elements of analysis and argument. Working together will help us seize the opportunity to be adventurous and take risks with our reading, thinking, and writing in a supportive, creative environment. Our classes might also be used for both FTF and virtual conferences (individual or group), small group collaborations, or other activities.

Theme: Returning Home—

Our course theme encourages us to explore all the ways we *leave* and all the ways we *return home again* to our center ...physically, mentally, emotionally, and/or spiritually. In this course, we'll use our course activities to explore what this journey looks like for ourselves and others (in the class and in our course spectrum of readings, audios and videos); it is also my hope that through this exploration we will become more mindfully connected with people, places, and situations foreign to us and develop both compassion and resourcefulness in those connections. This course will ask us to think critically about what we value, what other individuals in our community value, and how we can work together to merge our values and contribute to a better world.

WHAT DO YOU MEAN BY "OUR CENTER?"

I imagine this word could mean different things to different people. What I mean by it is the place where you feel "whole and alive."

General Course Instructions:

As this is a hybrid course, you need to attend & fully participate in each week's scheduled FTF class session **AND** you will be expected to complete each week's online module assignments by participating in online discussions and completing all online activities & quizzes within the module's week. Each week begins on Monday and ends Sunday at 5 p.m.

- ✚ **Instructor Commitment:** In addition to facilitating traditional activities for our FTF classes, I will also access the class Canvas site regularly and respond to posted questions in the manner stated previously. Additionally, I read every discussion forum post and occasionally participate. There is also regular FTF and virtual instructor-based communication with announcements, lectures, evaluative feedback to your discussion posts and formal paper assignments, and emails/messages to students who fall behind.
- ✚ **Student Commitment:** Your commitment will require at least as much time as you dedicate to a traditional class, about 8-12 hours per week. This means that in addition to our 2 hour FTF class, you should be prepared to commit 6-10 more hours of time to online modules and homework. Both FTF classes and online modules will contain lectures and readings, videos, audios, writing activities and discussions, and occasional quizzes. Dedication, attention to details, and asking questions in areas of uncertainty are **CRITICAL** for success.

Course Requirements:

In this class, you are expected to keep up with all the requirements as outlined below:

- **Computer Requirements—** Hybrid courses require adequate computer skills and internet access. You should be able to navigate the course websites, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to rich text format (.rtf) or portable document format (.pdf), and submit files, including text, audio and/or video, to the class website. As to internet access, most internet providers are adequate for this course. I recommend broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You

need to have reliable access to the internet at least two-three times a week for 16 weeks.

Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. I will not accept yee ‘ol “*my computer crashed...I couldn’t load my file....turnitin.com wasn’t working*” excuses. Ultimately it is up to you to meet the technological demands and deadlines of this course.

Also note there is a DE class orientation for students who have little to no experience in the on-line environment. See me for details if interested in this.



- **Writing** —

Three formal analytical/argument papers will be completed (200 points each), each formal paper needs to be compiled from a minimum of 3 distinctly different drafts, with drafts one and two being reviewed by your peers— At least one formal paper must also include substantial research with MLA documentation.

You will also be responsible for completing shorter writing assignments: peer feedback letters, peer responses, an exploring the audience assignment, along with weekly discussion posts. All in all, you should count on writing ~1000 words a week.

- **Grammar & Mechanics**—We’ll spend some time working through MLA citation and proper documentation. Plus although this course’s focus is not on teaching grammar and mechanics, we will spend some time in review of these parameters as well. Beyond this, you will be directed to use our online “handbook” at <http://www.tc.umn.edu/~jewel001/grammar/#Punctuation> for self-study. Extra exercises may be assigned according to your individual weaknesses (if any).
- **Reading & Critical Thinking**,— We will be using our class readings, current print & on-line news/articles sources, videos, audio and other media forms as a springboard to practicing **critical thinking, reading, and writing**. These readings, videos, and other media forms will then be the basis for class discussions, writings, and quizzes.
- **Class Discussions** — Beyond discussions in our FTF class where everyone is asked to participate, each week’s online module on Canvas also has a discussion based on a prompt. Think of these online discussions like class attendance. You need to show up and fully participate for full credit. As long as you keep up with the assignments and are actively pursuing your own understanding of the difficult issues we take up, you should have no problem here. (**Note:** the key word above is “**actively**.”)
- **Module Quizzes**— This course is organized around weekly modules, and occasionally that module may have a quiz consisting of timed multiple-choice items revolving around the week’s activities. Quizzes are available at the class Canvas site, with the week’s module beginning Monday. They will be made unavailable and will not be accepted after the deadlines on Sundays at 5 pm. Quiz scores and correct answers are available immediately upon submission.
- **Conferences (50 points)**— I will be scheduling FTF conferences for your formal papers. Each of you will be expected to meet with me in person at least once this semester to discuss your progress in the course. It’s the law (it’s also a free 50 points).
- **Attendance and Participation**—Since the main purpose of this class is to bring us all together so that we can engage one another in the process of discovery, *each of us needs to be in our face to face classroom on Mondays on time, prepared, ready to think, read, write, and share*. That same principle applies to our weekly online modules too....To encourage this behavior, the following attendance policies will be **STRICTLY** enforced:
 - **At CR, students are expected to attend all FTF sessions of each class in which they are enrolled.** Students may not miss more than two weeks of class. If a student exceeds the limit on



absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. *After that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F.* After week 10, excessive absences will likely result in failure.

- For this hybrid class, “attendance” for the online section is defined as active, regular, engaged participation in online class activities (not merely the act of logging on). You are NOT asked to be online at specific hours. However, weekly online class activities and assignments require regular participation and have specific deadlines. ***CR allows instructors to withdraw students from class for non-participation in online modules through the 10th week of class, so non-participation in our online modules for TWO weeks of assignments at any time during this period will result in a faculty withdrawal.*** After week 10, you will receive a letter grade for the course at the end of the semester (even if you have stopped participating) based upon whatever points/scores you’ve accumulated during the semester. For further information, please review the add/drop policy on CR’s Admission and Records website.
- ***Students who miss any class during the first week—FTF or online—will be dropped*** so students who are on the wait list (and present) will be given their seats.
- ***Outside of EMERGENCIES that are documented LEGALLY OR MEDICALLY, no distinction will be made between excused and un-excused absences.*** Extracurricular-activity participants, working parents, the sick, the healthy, etc. are all held to the same standards. Student athletes at CR are required to be given leeway on game/practice mandated absences—however athletes are still responsible for all their work being done on time—the same as the rest of the class. ***Use your absences well.***
- ***Students are responsible for knowing the University policy, procedures, and schedule*** for dropping or adding classes. For more information, please see CR’s website.
- ***Students are expected to arrive to FTF classes on time.*** Arriving 15 minutes or more late or leaving 15 minutes or more early will count as an absence (one warning will be given first). Habitually coming late or leaving early will count as an absence at the teacher’s discretion (here also, one warning will be given first). *If you are late or miss a class, you are still responsible for finding out what you missed and completing the assignment on time.* If you arrive late for a FTF class, please ***come in quietly***, and wait for group time to conference with me about what you missed and to ascertain I have noted your attendance correctly for the day.
- ***For FTF classes, absences and tardies should be used to accommodate special circumstances only.*** If you must miss a class meeting completely or if you need to leave early, get assignments from me or another student before the next class meeting, check Canvas for updates, missed handouts and for possible emails from me, and complete your work by the class due dates.

Outside of legally documented emergencies, ***no late assignments are allowed in the course.***

However, I recognize that because a good percentage of your grade will come from our course's line-up of “low stakes” assignments, and it’s easy to have a “bad day” or even miss an assignment, one “worst” score from each category--discussions, minor assignments, formal papers draft (1-2) , and peer comments on formal papers--will be dropped, so your final grade is not affected by a few “oops” moments.

You'll also have the opportunity to complete several replacement assignments to help boost your grades in minor assignments. Plus, bonus of all bonuses, there are no formal exams--not even a final one! Instead, we'll be using our FTF work as well as weekly modules to provide a springboard for writing and revising formal papers that help us work through some important issues.

Other Notable Class Policies



CLASSROOM BEHAVIOR—(CALLED “NETIQUETTE” IN ONLINE COURSES)

In order to create a positive and productive working environment, disruptive and disrespectful behavior will not be tolerated either in our physical classroom or our virtual one. In FTF classes, cell phones and other personal electronic devices are not allowed. Do not bring them to class unless they are turned off completely. If you must make a call, quietly leave the room. Texting is never appropriate during FTF classes. Laptops may not be open during FTF classes unless you have received permission from the instructor directly. Perhaps most importantly, in both FTF and online classes, students' actions and words should demonstrate respect and appreciation of diversity for the instructor as well as for their classmates. I expect you to keep your discussions and your posts polite with no foul language and no insults; I expressly prohibit aggression, harassment, bullying, etc., whether it's face-to-face or virtual, and I treat such as violations of the Student Code of Conduct. *Anyone who disrupts the learning environment by acting inappropriately or unethically will be given one email warning. Any future disruptions will result in being kicked out of class, and the case will formally be turned over to the college's Conduct Review Committee.*

TIPS FOR SUCCESS ONLINE:

You will need a quiet workspace, and I recommend setting aside time to “attend” the online portion of the class each week. Although it is not necessary to log-in daily, you should log-in about 3 or more times a week (M-F) to the class and look through the announcements/assignments and participate in the discussion forum. Plan on committing 2 hours to FTF class time each week and 6-10 hours of online/homework time. If you need help in how to be successful in an online class in general, please go to the CR Distance Education page. Links here will take you to a variety of tutorials about online classes:

<http://www.redwoods.edu/departments/distance/> .

STUDY GROUPS:

You are encouraged to exchange contact information with at least 4 other people in this class as a means to help you keep up with assignments. {We'll have sign-ups in week 2.} If you need help at any time with understanding an assignment, getting writing ideas, peer reviews, etc, please contact someone in your study group. If you have tried, yet failed, to reach any of your study group members in sufficient time (24-48 hours), or if (after contacting them) you still need further information, you are welcome to contact me. You can also use your study group members to “compare notes” about what is due & when, how to best complete assignments, how to better write/read/study, etc...the sky is the limit according to your groups' particular interest.

QUESTIONS FOR THE INSTRUCTOR:

This forum on our Canvas class Modules section is for you to ask any questions to me regarding the material, the class, the assignments, etc. I will check this forum daily M-R.

HELP WITH CANVAS:

There are tutorials built into the Canvas site. I've placed the student guides in Week 0 of the Modules section for your convenience. You can also click on “Help” in the upper right hand corner of the screen, and you will be given the options to: send me a message or ask me a question, search the Canvas Guides for answers to common questions, report a problem with Canvas, or suggest a change to Canvas. In particular, the Canvas guides are very helpful.

FURTHER HELP WITH CANVAS:

If you are having technical difficulties with this online course that pertains to the Canvas system, please contact the Technology Help Desk at 476-4160, its@redwoods.edu

CAMPUS E-RESOURCES

Through the CR's Learning Resource Center you have access to NetLibrary for on-line books and to several databases for journal articles. These will be tremendous resources to you in completing course work. Go to <http://www.redwoods.edu/eureka/library/onlinedbs.asp> for instructions on how to log in to these sites.

OTHER CAMPUS RESOURCES

The CR Eureka campus has a new support program for eligible students called the *TRIO Student Success Program*. The program provides a personal advisor to help you plan and earn a certificate or degree, or transfer to a 4-year university. The program also provides help with financial aid processes, scholarships and forms, tutoring for difficult classes, workshops on study skills, careers, and money management, a yearly university tour, and Club TRIO for social and cultural activities. Please visit their website for eligibility requirements and an application at www.redwoods.edu/trio or call Director, Brady Reed, at (707) 476-4303 for more information.

THE WRITING CENTER (ENGLISH 53A)

There are instructors and professional tutors available for one-on-one help with any and all aspects of your writing this course. From brainstorming ideas to polishing a finished work, I highly recommend you sign up for additional hours of writing help in English 53A.

GRADES:

Your final grade will be based on the total points you have earned throughout the semester. You will be able to keep track of your total points throughout the semester in the gradebook section of our course Canvas site. Grading rubrics are also available for each weekly forums and for your formal writing assignments. According to English department policy, there will be no extra credit available in this course.

For this course, we will use the following "end of semester" scale:

A=100-93%	A-=92-90%	} A LEVELS=EXEMPLARY WORK	
B+= 89-87%	B=86-83%	B-=82-80%	} B LEVELS=GOOD, COMPLETE WORK
C+=79-77%	C=76-70%	} C LEVELS=SATISFACTORY WORK	
D=69-60%	F=59% & below	} THESE LEVELS=BELOW SATISFACTORY WORK	

An Invitation:

Together we'll be nurturing an environment of continued growth as writers and as active community members. I am here to coach you through this process and help you achieve success in every way that I can. I am more than willing to help you work through the tougher parts of the class, but you need to communicate openly with me as this is an intense, involved class that expects a lot of self-discipline from you. If you feel that you are falling behind, schedule an appointment to talk to me as soon as possible. If you ask, I will offer extra help to get you through and/or direct you toward others who can help. You can also post questions to our class "Questions for the Instructor" Forum, email me or, for matters of dire importance that need help immediately, call my cell phone directly and if I don't answer, leave a clear, specific message, *including* your telephone number. I will get back to you as soon as possible. *For extra help with your papers, remember you can always turn to the Writing Center in English 53A for excellent one-on-one assistance as well.* I look forward to sharing this journey with you.

~Cyndy

Disclaimer: Because education is a journey involving people with varying needs, this syllabus is subject to change. You will be notified of any changes in writing.

OUR SPRING 2016 CLASS DAILY PLAN

CAUTION: MAY SHIFT INTO NEW DIRECTIONS THIS SEMESTER...I will inform the class of any such changes in class and through the announcement board on canvas.

Dates	FTF Classes— Mondays @ 3:15pm-5:20pm (HU207)	Online Modules—Available Monday afternoon until the following Sunday at 5pm
Week 1 1/15=Last Day to Register for Classes 1/18=Dr. King Day (All Campus Holiday) 1/22=Last Day to Add a Class		
1/18-1/24	NO Face To Face Class— Campus Closed <i>*Note: Although there is no face to face class, we do have online work this week...see our Canvas course, Module for Week 1.</i>	<ul style="list-style-type: none"> • Course Introduction online (video) • Writing Workshop Modules for Week 0 & Week 1: Text, Lecture, & Two Discussion Posts
Week 2 1/29=Last Day to Drop without a “W” and Receive a Refund		
1/25-1/31	Syllabus Q&A Critical Reading Review Writing Workshop Study group sign-ups	<ul style="list-style-type: none"> • Module for Week 2:Text, Lecture, & Discussion Posts {Critical Reading Review Writing Process & Prewrites}
Week 3 2/01=Census date		
2/1-2/7	Paper 1-3 Instructions Writing Process & Prewrites Audience Introduction MOP & Development	<ul style="list-style-type: none"> • Module for Week 3: Text, Lecture, & Discussion Posts {MOP & Development, <i>I Believe</i> Intro & Writing Exercises, Peer Review Introduction}
Week 4 2/11=Last Day to File P/NP Option 2/1/2=Lincoln’s Birthday (No Classes)		
2/8-2/14	{PAPER #1 FIRST DRAFT & PEER RESPONSES (IN CLASS) DUE} Writing Workshops & Peer Review Instructions for next week	<ul style="list-style-type: none"> • Module for Week 4:Text, Lecture, & Discussion Posts • Paper #1, Second Draft due next class
Week 5 2/15=President’s Day (All Campus Holiday)		
2/15-2/21	NO Face To Face Class— Campus Closed <i>*Note: Although there is no face to face class, we do have online work this week...see our Canvas course, Module for Week 5.</i>	<ul style="list-style-type: none"> • Module for Week 5: Second Draft Due PEER RESPONSES (ONLINE) DUE • MODULE FOR WEEK 5: TEXT, & DISCUSSION POSTS {Introductions & PODs, Grammar (HB), and citations basics}
Week 6		
2/22-2/28	Introductions & PODs Workshop + Conferences 3 rd draft guidelines reminders	<ul style="list-style-type: none"> • Module for Week 6:Text, Lecture, & Discussion Post {Conclusions (mixer), • Paper #1, Third Draft due next class

Week 7	3/03= Last Day to Petition to Graduate or Apply for Certificate	
2/29-3/6	PAPER #1 THIRD DRAFT DUE Conclusions & citation basics Workshop Writing Workshop for Paper #2 Conferences as needed	<ul style="list-style-type: none"> • Module for Week 7:Text, Lecture, Discussion Post & Quiz • Paper #2, First Draft due next class • {EXPLORING THE AUDIENCE INTRODUCED}
Week 8		
3/7-3/13	PAPER #2, FIRST DRAFT DUE PEER RESPONSES (IN CLASS) DUE Writing Workshop + Confer	<ul style="list-style-type: none"> • Module for Week 8:Text, Lecture, Discussion Post & Quiz {Citations In Depth & Organization Basics} • {EXPLORING THE AUDIENCE DUE ONLINE BY 3/13 5PM}
Week 9	3/14-3/19= Spring Break (No classes)	
3/14-3/20	NO FTF or Online Classes —Campus Closed for Spring Break—	<ul style="list-style-type: none"> • No Module for Week 9 • Bring assignments with you to FTF class on 3/21 as instructed on Canvas....
Week 10		
3/21-3/27	Organization Workshop {HW=Org Ex} Development Exercises	<ul style="list-style-type: none"> • Module 10 (??9?):Text, Lecture, Discussion Post, and Quiz • Paper #2 Second Draft due next class {Org & Development Exercises}
Week 11	4/01=Last Day for Student and/or Faculty Initiated Withdrawal (no refund)	
3/28-4/3	PAPER #2 SECOND DRAFT DUE PEER RESPONSES (IN CLASS) DUE Writing workshop	<ul style="list-style-type: none"> • Module for Week 11:Text, Lecture, & Discussion Post • Paper #2 Third Draft due next class
Week 12		
4/4-4/10	PAPER #2 THIRD DRAFT DUE Writing workshop + Confer Prep for Final Paper #3	<ul style="list-style-type: none"> • Module for Week 12:Text, Lecture, & Discussion Post
Week 13		
4/11-4/17	TBA—CLASS MOVIE??	<ul style="list-style-type: none"> • Module for Week 13:Text, Lecture, & Discussion Post • Paper #3 First Draft due next class
Week 14		
4/18-4/24	PAPER #3, FIRST DRAFT DUE PEER RESPONSES (IN CLASS) DUE Writing workshop + Confer	<ul style="list-style-type: none"> • Module for Week 14:Text, Lecture, & Discussion Post {Intro, Development & Conclusion Ex} • Paper #3, Second Draft Due next class

Week 15		
4/25-5/1	<i>PAPER #3, SECOND DRAFT DUE PEER RESPONSES (IN CLASS) DUE</i> Writing workshop + Confer	<ul style="list-style-type: none"> • Module for Week 15:Text, Lecture, & Discussion Post • Paper #3, Third Draft Due next class
Week 16		
5/2-5/8	<i>PAPER #3 FINAL DRAFT DUE</i> Final Submission Conferences And close-down of course	<ul style="list-style-type: none"> • Module for Week 16:Final Discussion Post and Goodbyes
Week 17		
Finals week (5/9-5/13)		
Monday, 5/9 3:15-5:15pm	<p>Class Final Assessment— Congratulations!</p> <p><i><u>After</u></i> we meet up this final time, take the night off, go to a yoga class, or spend some time at the beach. You deserve it. We are sooooo done ☺</p> <p><i>(Grades Available on WebAdvisor by 5/13)</i></p>	