

## Syllabus for English 102– Eureka Campus

<b>Semester &amp; Year</b>	Fall 2016	
<b>Course ID and Section #</b>	040507 Section #E0507	
<b>Instructor's Name</b>	Nicole Bryant Lescher	
<b>Day/Time</b>	T & TH: 10:45am-12:50pm	
<b>Location</b>	HU106	
<b>Number of Credits/Units</b>	4.5	
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<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Identity: A Reader for Writers</i>
	<i>Author</i>	Sceners-Zapico
	<i>ISBN</i>	978-0-19-994746-1
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do</i>
	<i>Author</i>	Steele
	<i>ISBN</i>	978-0393339727
<b>Course Description</b>		
<p>An accelerated pre-collegiate-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. Close analytical reading of and sustained written response to complex argumentative texts is required as preparation for English 1A.</p>		
<b>Course Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Develop a thesis-driven argument appropriate to an academic audience.</li> <li>2. Critically read and respond to argumentative texts.</li> <li>3. Generate and organize general and specific support for a thesis.</li> <li>4. Lab: Use feedback to support reflective learning, academic inquiry, reading, writing, revision, grammar and proofreading skills.</li> </ol>		
<b>Special Accommodations:</b> College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written 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 <a href="#">Disabled Students Programs and Services</a> . Students may make requests for alternative media by contacting DSPS at 707-476-4280.		
<b>Academic Support:</b> Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a> , for eligible students, with advising, assistance, tutoring, and more.		
<b>Academic Honesty:</b> 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: <a href="http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf">www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf</a> Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.		
<b>Disruptive Classroom Behavior:</b> 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		

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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](http://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](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](mailto: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.***

## The Tools You Need For This Course

Use the open circles below as check boxes  
Make sure you have the complete list of items you need for this class.

### **Required Course Content: You need these the first week**

- *Identity: A Reader for Writers* by Scenters-Zapico
  - ISBN 978-0-19-994746-1
  - This book is available at the CR bookstore and from various online vendors
- *Whistling Vivaldi: how stereotypes affect us and what we can do* by Claude M. Steele
  - ISBN 978-0-393-33972-7
  - This book is available at the CR bookstore and from various online vendors
- Canvas: CR's online learning management system
  - This is free to every student and we will log in together as a class
  - We will use Canvas every week for assignments, handouts, and submitting assignments online. Using Canvas saves you the cost of purchasing a coursepack and keeps you connected 24/7

### **Required Materials: you need these the first week**

- A spiral bound notebook dedicated to this class only
- A binder to organize handouts, assignments, and in-class writing
- Reliable Access to the Internet and a printer
  - at home **or** a willingness and ability to use the on-campus labs every week
- Microsoft Office Programs
  - MS Office is a free download for students. You will need it for class every week

### **Necessary Internal Ingredients: we will build these all semester. Be ready to start on day 1**

- 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 patience 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
  
- **Look back over this last list and think hard about the behaviors each of these ingredients expects from you. 2/3 of the challenge of a course is this final list, not the book or material**

## Learning outcomes and how class works:

A learning outcome is a specific learning goal for the course.

- It is clear. A student can connect the dots between the goals of an assignment or activity and the learning outcome for the day, the week, and the overall course.
- It is measurable. A teacher can explain how much or little a student has mastered that outcome.
- It shows relevance: learning outcomes answer the question, *why are we doing this?* Which, if you think about it, is a very real, very valid question for a student to ask in a course.

**Our class has overall student learning outcomes.  
These are the big goals on the first page of the syllabus.**

Each week, we will be focusing on specific learning goals in order to meet the overall course learning outcomes. This way, we are always working step by step to reach the final goals of the course.

## How to be Successful in this Course:

Even if English is your least favorite subject, there is a simple formula for success in my courses.

**This class doesn't require you to be an expert; it requires you to have *grit*.**

You earn your A through **persistence**. It's that simple. Stick with it and meet the weekly goals.

A's are **earned** in this class **one completed milestone at a time**.

### **Homework (milestone assignments):**

All strong writers know that the trick to writing an essay is to build it in pieces. Every milestone assignment we do is purposefully built to help you practice and build your next essay. Because of this, completing the milestones is non-negotiable. They are as important as the finished essay.

### **Reading is a milestone:**

Successful reading is a skill you will strengthen in this class and the foundation of everything we do. You'll quickly learn that reading for our class is a "pencil in hand" kind of milestone, 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 patience to go slowly and the persistence to re-read a second or third time.

### **Late work and college success:**

Let's imagine this was competitive weightlifting 101 instead of an English class. Now let's imagine you were bench pressing 40lbs on Tuesday in week 2 and needed to meet your goal of pressing 55lbs by the end of week 3. If you did not lift every other day, a little more each time you lifted, there's no way you could successfully lift another 15 lbs consistently by the end of week 3. This is an example to explain why **allowing late work in a class hurts students rather than helping them**. I cannot move you toward your goal in stages if I let you turn in the stages after (or right before) the goal is due. It will look just as weak and rushed as a weight lifter shaking to manage that 55lbs. Nope. Not a good idea.

But in the real world, real life happens. So I give you enough opportunities to submit late to cover you, but not enough to mislead you into bad habits. **You have 5 Free Passes to use over the duration of this class. Keep them close to you and use them wisely.** I don't care if you use a Free pass because you are sick, or take a long weekend, or your friend has to go to the ER and you drive her, or you just need more time on an assignment. Use them for whatever reason you need. You get 5. Total. **Free passes can be used for many purposes, including a class absence, and can be used as a full pass or half pass (see free pass details to follow).** Although I can easily track your absences or late assignment submissions, you need to choose to use a pass. You track and specify your free passes on Canvas, and I will show you in class how to do this. Our Final exam is the last day of class. No late work can be submitted following that day.

**Asking for Clarification:** Seeking answers to your questions is also an essential habit for success. 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 be persistent in finding solutions. Make a plan for a route to your answer outside of just me, because if you have a question two hours before the due date, I may not get back to you in time.

## Expectations of This Course and Your Professor

Here's what to expect in terms of email, grading, feedback, and overall course experience

**Expect this course to be challenging and a lot of fun:** I know this is an English course and I teach English, so there's a good chance you don't believe me right now, but give me a chance to prove it to you. Believe it or not, my most exciting students are students like you. You make me hustle; you force me to keep the class interesting to hook you; you help me always learn new ways to motivate you toward persistence and patience. And watching you meet your goals for the class is the Best. Thing. Ever.

### **Expect Grading to be Fair, Consistent, and Clear**

I use grading rubrics for weekly milestones, class participation, and Essays. This way, you always know why you earned the grade you did and what you can do to strengthen or keep doing because it is great!

100% A+    99-93% A    92-90% A-    79-77% C+    76-70% C  
89-87% B+    86-83% B    82-80% B-    69%-67% D+    66%-60% D    59%-below E

**This course is a Pass/Fail Course. Students must earn at least a 70% to pass the course**

**Expect me to respond to you in a timely manner, following the guidelines below:**

What	Response Time
Email (on Canvas)	I will respond within 24 hours to emails Monday through Friday. I will respond within 48 hours on weekends. Emails sent after 7pm will be answered the next day at the earliest
Milestone assignments	Weekly assignments are graded within one week of the due date.
Essays	Essays are graded within 14 days of the due date.
Weekly participation and writing center points	Weekly participation and WC points are added within one week.

Life happens to all of us, including me. If something unexpected delays my feedback to you on email or in grading, I will post an announcement to the class letting you know there is a delay and the new expected feedback date.

## Expectations You Meet as a Student

**I expect participation that demonstrates Professionalism, Preparedness, and Engagement:**

Every day in class, students are eligible to receive up to 40 points for participation, preparedness, and engagement. This score is awarded for the combination of completed work and in class behaviors.

Demonstrate your **professionalism: 5 points**

- 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: 30 points**

- Have assignments completed, printed, and submitted at the start of class.
- Have in-class assignments printed, prepared, and ready to workshop on the due date.

Demonstrate your level of **engagement: 5 points**

- 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.

**I expect you to submit original work. I expect you to give credit to all sources used by you.**

Plagiarism is the use of someone else’s words or ideas in your writing without giving credit. When you use someone’s words or ideas, you must cite your source. This includes paraphrasing and summarizing from a text. Working with another student and submitting similar work is also plagiarism. Do your own work unless a group project is the stated goal. I may use turnitin to verify your work is your own and I follow the academic misconduct code for the College if cheating/plagiarism occurs.

**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 fail the assignment and repeated instances of plagiarism may result in failing 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>

## Overview of Major Assessments

<b>Writing Center Participation and Assignments:</b>	10%
<b>Professionalism, Preparedness, Engagement</b>	20%
<b>Milestone Writing Assignments (submitted online)</b>	20%
<b>Essays 1 &amp; 2</b>	20%
<b>Portfolio Essay</b>	20%
<b>Timed Writing: Reading Synthesis and Argumentation</b>	10%

10% of your grade is based on attendance and participation in the Writing Center. Students are required to attend a total of 22.5 hours during the semester. Your time in the WC will be self-directed in partnership with a tutor and you will complete bi-monthly (twice per month) partnership feedback sheets.

**Participation:**

As noted on the previous page, participation is a measure of your daily professionalism, preparedness, and engagement. The homework assignments you need to have completed for when we meet in class are part of this score.

**Milestone Writing Assignments**

At the end of most weeks, you have a writing assignment due. This assignment is a more polished version of the milestone work we’ve been doing all week in class and is also a building block toward your polished essay (think of it as the middle piece—not the first practicing of the week, but not the big kahuna either). These Milestone writing assignments are typically due Monday mornings at 9am in the correct canvas drop box.

**Essays:**

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 3 formal essays and 1 timed writing essay. The three formal essays will be the projects we work toward for several weeks in class. Each of these essays will be submitted online, in Canvas. The timed writing essay will be completed in class and we will prepare in advance to learn how to be successful when taking a timed writing essay.

## Overall Course Details and Deadlines

### Unpassed Absences:

This class does not have an amount of allowed absences. It affords five Free Passes which can be used to “pass” an absence, if a student chooses to use them in that manner. **Each unpassed absence (an absence without the use of a free pass) results in a 10% reduction in the total course grade for the semester. After 4 unpassed absences, it is mathematically impossible to pass the class.** For this reason, use your free passes wisely and commit to attending class every day.

### Student Athletes/Campus Activities and Absences:

Professors are notified when student athletes or members of a campus club or activity will be required to miss class on campus and those absences are automatically considered “passed.” Student are still expected to meet online due dates and to make arrangements in advance with the professor to submit any coursework due on campus while absent for a college directed absence. **Please notify me 3-4 days in advance of missing class for a college-directed reason so that we can plan. Contacting me after missing class for a college-directed reason may result in a loss of points or eligibility to submit an assignment.**

### Emergency Absences:

Medical or legal emergencies will be addressed on a case by case basis and require documentation. Examples include a court date (notification in advance required) or a visit to the ER for the student or his or her dependents. Funerals are also considered an emergency, but require you to contact me in advance and work out a plan.

### Missing class early in the semester--Census Week:

Be aware that if you've missed more than 2 classes and significant coursework during the first two weeks of class, your name will be removed from the class roster during Week 3 (Census Week).

### Faculty-initiated drop: Missing Numerous Classes or Numerous Assignments by week 5 or week 8

I assess overall class attendance and participation in week 5 and week 8. If you have missed more than 6 classes **or** the majority (55% or more) of the assignments by week 5 or week 8, I will notify you that I intend to drop you from the class. At this point, please contact me so that we can discuss options for you. If I have not received a message from you within 48 hours of my notification, I will drop you from the course.

### Student-initiated withdrawal: you may withdraw up until 11/04/2016

The last date to remove yourself from the course and not receive a letter grade is 11/04/2016.

Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps.

## Free Pass System

Students are granted five free passes at the start of this course. Those passes can be used for a number of purposes and also divided into half passes. The amount of pass (1/2 or full) is connected to how you use the pass:

- **Present (on time) for class but do not have the daily milestone completed at the beginning of class.** Use a 1/2 pass to earn full points for the day and submit your milestone assignment at the start of the next class period.
- **Late to class by more than 5 minutes or not engaged with course colleagues, professor, or the daily activities.** Use a 1/2 pass to earn full points for the day.
- **Need an additional 24 hours to submit an online weekly milestone assignment.** Use a 1/2 pass to have an extension of 24 hours from the original due date and time.
- **Need an additional 24 hours to submit an Essay.** Use a Full Pass to have an extension of 24 hours from the original due date and time.
- **Absence from class.** Use a Full Pass to earn full points for the day and submit your milestone assignment at the start of the next class period.

Your professor does not choose when you want to use a pass. You choose when you want to use a pass.

Submitting an assignment late or missing class does not automatically activate a pass. I would hate to read your mind incorrectly on your choices. If you want to use a pass, you need to activate the pass in Canvas.

### To Activate (use) a pass:

1. Log on to our class in Canvas
2. Click on the **Overall Course Tools** module
3. Click on the Free Pass submission 1, 2, 3, 4, or 5 link.
4. You activate the pass just like taking a quiz. The question will prompt you to choose how you want to use your pass. Select the use you want, then submit.
5. Canvas will send me a record of your use of the pass and how you have chosen to use it. It submits a time and date stamp of when you submitted the pass. I use this to check on which module this pass should be connected to and to track your total pass usage. If you use half passes for some of your passes, I will notify you on what to do after you've submitted your 5<sup>th</sup> Free Pass.

### Free Passes must be activated during the week in which they wish to be used.

(For example, students cannot retroactively apply a free pass two months later on an assignment or an absence)

You may submit a Free pass in advance if you know you want an extension, submit the day of class if you couldn't arrive on time or complete a daily assignment on time, or submit after (for unexpected needs) anytime within that week. If an unexpected situation occurs on a Monday morning when an essay is due AND you cannot log on to Canvas for some reason, make sure to contact me as soon as possible (call my office or send an email) to let me know you are safe (most important) and intending to use the free pass.

### **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 discretely as well. Please attend to restroom needs prior to the start of class. Leaving class regularly for the restroom or refilling water bottles is disruptive for you and others. **If you anticipate needing to leave because of an ongoing condition, please speak with me about this.** We will take a short break around the midpoint of class for folks to attend to the restroom, make a brief phone call, or eat a snack. It is not sufficient time to go to the cafeteria and order food or beverages.

*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, 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 earned throughout the semester. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

**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.

Date	Tuesday Learning focus	<b>Homework Due Thursday In class</b>	Thursday Learning focus	<b>Online submissions Due Monday 9am</b>	<b>Homework due Tuesday In class</b>
8/30	Syllabus, syllabus quiz, WC orientation	PEOP	PEOP showcase Tracking a reading RA Sheet	None	Mengestu: p. 74 <i>Identity</i> + RA  Karp Article + RA
9/5	Mengestu and Karp	Research plan	Connecting findings	Research results summary	CCSSE article +RA  Lahiri: p 101 <i>Identity</i> + RA
9/13	CCSSE and Lahiri	Milestone assignment. (essay 1 sheet)	Building outlines	Watch Reader Review video	Reader review draft due Thursday.
9/20	Work on reader review drafts in class and watch reader	Reader review draft	Reader review Preview: Steele 1 and Garcia	<b>Essay 1</b>	Steele Chap 1 +RA and Garcia: p 117 <i>Identity</i> + RA
9/28	Steele 1 & Garcia  creating arguments & topic sentences  building topic sentences & connecting quotes (in-text)	Response 1 TS + Quotes	Add analysis to quotes  Preview: Steele 2 & Malcolm x	Response 1	Steele Chap 2 +RA and Malcolm x: p 154 <i>Identity</i> + RA
10/4	Steele 2 & Malcolm x  combining sources and using ellipsis	Essay 2 reader review	Reader Review  Building an essay Intro, transition, conclusion  Preview: Steele 3 & 4 and Thurston	<b>Essay 2</b>	Steele Chap 3 +RA and Steele Chap 4 +RA and Thurston: p. 42 <i>Identity</i> + RA
10/11	Steele 3 & 4 and Thruston  Essay 3. Creating summaries	Response 2 summaries	Combining summaries and quotes. Using block quotes. Preview. Steele 5-6 & Tan	Response 2	Steele Chap 5 +RA and Steele Chap 6 +RA and Tan: p. 29 <i>Identity</i> + RA
10/18	Steele 5 & 6 and Tan  logos, ethos, and pathos	Response 3 Blended evidence	Revising topic sentences, and analysis to get more specific.  Preview: Steele 7-8 and DePalma	Response 3	Steele Chap 7 +RA and Steele Chap 8 +RA and DePalma p. 233 <i>Identity</i> + RA

Date	Tuesday Learning focus	<b>Homework Due Thursday</b>	Thursday Learning focus	<b>Online submissions Due Monday 9am</b>	<b>Homework due Tuesday</b>
10/25	Steele 7 & 8 and DePalma  Building a thesis	Response 4 Complex thesis	creating a thesis and Topic sentences  Preview: Steele 9-10 and Carbado and Gulati	Response 4	Steele Chap 9+RA and Steele Chap 10 +RA and Carbado and Gulati: p. 262 <i>Identity</i> + RA
11/1	Steele 9-10 and Carbado and Gulati  building a working outline & works cited	Essay 3 working outline	Outline review + works cited  Preview: Steele 11 & Terkel	Essay 3 working draft + works cited	Steele Chap 11 + RA and Terkel: p. 249 <i>Identity</i> + RA
11/8	Steele chap 11 and Terkel  editing a long draft	Essay 3 reader review	Reader review  Preview: NPR and Fakhoury, et. al	<b>Portfolio Essay 3</b>	NPR: p. 333 <i>Identity</i> + RA  Fakhoury, Opsahl, and Reitman: p. 358 <i>Identity</i> + RA
11/15	NPR & Fakhoury et al  timed writing & building note sheets	Questions And note sheet	Practice timed writing  Preview: Turkle and Orenstein	None	Turkle: p. 339 <i>Identity</i> + RA  Orenstein: p. 346 <i>Identity</i> + RA
<b>11/22</b>	Turkle and Orenstein  review timed writing and plan to strengthen	Questions and note sheet	<b>No class</b>	Questions and note sheet	none
11/29	Watch film in class assemble note sheet	Questions and note sheet	Discuss film and readings, build note sheet  Preview: Krause and Marcus	none	Krause + RA (handout) and Marcus + RA (handout)
12/6	Synthesis questions and discussion (all readings+ film)	Prep note sheet	In-class discussion and revision	none	Bring note sheet to timed writing
Final week	<b>Final Timed writing Verify date and time</b>				