

| Syllabus for English 1A – Eureka Campus | | |
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| Semester & Year | Fall 2016 | |
| Course ID and Section # | 040596 Section #E0596 | |
| Instructor's Name | Nicole Bryant Lescher | |
| Day/Time | M: 3:15 to 5:20 This is a hybrid class requiring BOTH in person meetings Mondays from 3:15-5:20 PM on the Eureka campus AND extensive individual and collaborative online work using Canvas, reliable internet access, strong computer skills, and self-motivation to meet bi-weekly deadlines. This course totals 72 hours of instruction | |
| Location | HU 215 | |
| Number of Credits/Units | 4 | |
| Contact Information | <i>Office location</i> | SCI 216 J |
| | <i>Office hours</i> | M & T 1:45pm-2:45pm and by appointment |
| | <i>Phone number</i> | 707-476-4233 |
| | <i>Email address</i> | Nicole-bryantlescher@redwoods.edu |
| Textbook Information | <i>Title & Edition</i> | <i>Culture: A Reader for Writers</i> |
| | <i>Author</i> | Mauk |
| | <i>ISBN</i> | 978-0-19-994722-5 |
| Textbook Information | <i>Title & Edition</i> | <i>So What: The Writer's Argument</i> |
| | <i>Author</i> | Schick & Schubert |
| | <i>ISBN</i> | 978-0-19-994907-6 |
| Textbook Information | <i>Title & Edition</i> | <i>Shiny Objects</i> |
| | <i>Author</i> | Roberts |
| | <i>ISBN</i> | 978-0-06-209360-8 |
| 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. | | |
| Course Learning Outcomes | | |
| 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: 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 | | |

Syllabus for English 1A – Eureka Campus

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

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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.

Tech Support: Before contacting Technical Support please visit the Online Support Page For access issues with Canvas, Web Advisor or your mycr.redwoods.edu Email, contact Technical Support at its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Student Resources (student services links):

- CR-Online (Resource for online students): <http://www.redwoods.edu/online>
- Academic Support Center (and testing center): <http://www.redwoods.edu/asc>
- Counseling Services: <http://www.redwoods.edu/counseling/>
- CR Orientation: <http://www.redwoods.edu/orientation/>
- DSPS (Disabled Students Programs and Services): <http://www.redwoods.edu/dsps>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Veterans' Resource Center: <http://www.redwoods.edu/vets>
- Writing Center: <http://www.redwoods.edu/writingcenter>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

The Tools You Need For This Course

Online Access to this Course: Online and hybrid courses bring the classroom to you, wherever you have reliable internet service. However, it only works if **you bring yourself to the online classroom** with frequency, flexibility, and initiative:

Frequency: Come to class often. Engage online at least 4 times per week to meet weekly deadlines.

Flexibility: We're going to learn in new ways. Bring a "can-do" attitude to our online classroom.

Initiative: Take ownership of your success. Success in this course is a reachable goal if you choose every day to engage with the class and be accountable for meeting deadlines and learning expectations.

Computer Skills Necessary: Online and hybrid courses require adequate computer skills. 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 portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.

Computer Requirements: Most computers and internet providers are adequate. I would 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 four 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. It is your responsibility to meet the class deadlines.

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 by the time we meet the first week

- *Culture: A Reader for Writers* by Mauk
- *So What: The Writer's Argument* by Schick & Schubert
- *Shiny Objects* by James A Roberts
- Canvas online learning management system
 - We will use Canvas every week for course learning, assignments and handouts. Using Canvas also 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 multiple times
- Microsoft Office Programs
 - MS Office is a free download for students. You will need it for class every week. **Google docs** is not an adequate substitute for MS word in a class that requires the amount of formatting, file sharing, and editing we will do. This is why the download is free. There is a download for MAC users as well as PC users.

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
- 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

Learning outcomes and how class works:

Our class has overall student learning outcomes:

Course Objectives: more specific details explaining how students will meet the outcomes.

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar,

Our class (both in-person and online) is organized into **modules**. Within each module, you will see the activities you need to complete to successfully master the weekly learning outcomes and advance to your next milestone. The standard week is listed below and explained in much more detail on the **Weekly Progress layout document** available in the **Start Here, Module A** in our Canvas Shell:

Mondays: Module assignments due online and/or in class. Discussion forum response due. Class meets 3:15-5:20pm. New Module opens for the week ahead.

Tuesdays: Student-driven work time on the new module and finishing any large assignments from the previous module (major or minor essay assignments).

Wednesdays: Previous module work due (major or minor essay assignments).
Student-driven work time on the new module.

Thursdays: Student-driven work time on the module.

Fridays: Discussion forum initial post due. Student-driven work time on the module.

Saturdays: 8am. Prerequisite quiz due. Student-driven work time on the module.

Sundays: Student-driven work time on the module.

*Once the module opens, students can always work ahead in the order of the assignments.

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

Homework (milestone assignments and Writing Explorations):

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. **Completing and tracking the assigned reading; watching and interacting with content videos, posting and responding to discussion forums, completing the prerequisite quizzes, completing midmod activities and completing WE (writing exploration) assignments are all milestone assignments on the road to essays.**

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 3 free passes. Total. 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 3. Total. **Free passes can be used for many purposes, including a class absence (see free pass details to follow).** Because Canvas tracks submission times, I can easily track when students submit an assignment late, **but you need to choose to use a pass and track your new due date/time.** Otherwise, I'll assume you do not wish to use a pass and will place a zero as the score for that assignment or reduce your overall course grade for an unpassed absence. Specifics on free passes and submitting a free pass on the page to follow. 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 also is 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.

Free Pass System

Students are granted three free passes at the start of this course. Those passes can be used for any of the following purposes:

- 24 hour extension on the current module's Get Curious post
- 24 hour extension on the current module's prerequisite quiz
- 24 hour extension of the current module's online midmod activity
- No penalty class absence + 24 hour extension on the current module's in-class midmod assignments (must email instructor in Canvas to request submission method for assignments)
- 24 hour extension on a WE submission
- 24 hour extension of an Essay submission

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

Submitting an assignment 24 hours late 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 Free Pass 1 submission, Free Pass 2 submission, or Free Pass 3 submission, depending upon which pass you are using.
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.

All Free Pass usages give the student an additional 24 hours from the due date to submit the late assignment.

Free Passes must be activated during the current module in which they wish to be used.

(For example, students cannot retroactively apply a free pass two months later on an assignment due in Module B or C)

Modules run from Monday to the following Wednesday (10 days later). You may activate a Free Pass anytime during that module to use it.

This includes submitting a Free pass in advance if you know you want an extension or submitting after (for unexpected needs) anytime within that Module's window of time. If an unexpected situation occurs on a Wednesday night 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.

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.

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

Not all feedback is the same—some takes longer than others. Here's a helpful guide for you to rely on.

| What | Response Time |
|---------------------------------|---|
| Canvas Email | 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 milestone assignments are graded within 5 days of the close of a module. Modules close on a Wednesday. |
| Writing explorations and essays | Writing explorations are graded within 10 days of the due date. Essays are graded within 15 days of the due date. |

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.

Expect Grading to be Fair, Consistent, and Clear

I use grading rubrics for essays and WE's and grading criteria/feedback for all other milestones. You should always know why you earned the grade you did, what to strengthen, and what to keep doing. Feedback on strengths is just as important as feedback on areas to improve.

Course Grading:

| | | | | | | | | | | | |
|--------|----|--------|---|--------|----|---------|----|---------|---|-----------|---|
| 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 |

Expectations You Meet as a Student

I expect class participation (on campus and online) that demonstrates Professionalism, Preparedness, and Engagement:

Demonstrate your **professionalism**

- Arrive on time or in advance to class on campus 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.
- Do not eat or engage in other activities that are distracting or disrespectful to the group when in-class.

Demonstrate your **preparedness**

- Have online milestones completed by the due date.
- Have in-class milestones printed, prepared, and ready to workshop on the due date.

Demonstrate your level of **engagement**

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

If I notice you demonstrating a behavior that does not meet these expectations, I will mention it to you after class on campus or online unless it requires immediate discussion.

If a student’s actions or words do not meet expectations of professionalism, preparedness, or engagement.

Typically, I will first open a dialogue with the student to bring attention to the concern. If a student’s words or actions have demonstrated disrespectful behavior or intolerance to another student or students, I will stop the situation from continuing. This may mean I delete discussion posts, delete class colleague feedback online, or stop a discussion in the on-campus class and speak with students after class. Most students do not intend to be disrespectful or intolerant the first time they say or do something in a class. It is simply a breakdown of intent and audience awareness, or perhaps a lack of awareness for the best way to say something. Because of this, first time situations are regarded as well intended but poorly executed, and the student will have another chance to post, offer thoughts in response, or contribute in class. If a student continues to demonstrate disrespectful or intolerant behavior towards other students or toward the professor, I will immediately involve the Dean of Arts and Humanities, refer to the Code of Conduct, and address the situation in a manner befitting the action and its severity. Classes that teach and study argument always have the potential to be inflammatory, but they also have the potential to be great places to learn to hear and work in collaboration with ideas that differ from one’s own. Learning to be respectful and tolerant is a key life skill, and we practice it every day of the semester.

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 choose to use turnitin to verify your work is your own and I follow the academic misconduct code for the College if cheating/plagiarism occurs.

Overview of Major Assessments

| | |
|--|-----|
| Discussions | 15% |
| Quizzes | 15% |
| Activities | 30% |
| Essays and Writing Explorations | 40% |

Overall Course Details and Deadlines

Unpassed Absences:

This class does not have an amount of allowed absences. It affords three Free Passes which can be used to “pass” an absence, if the 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 week.

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 1 class and significant online 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 3 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.

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.

Tentative Calendar and Major Assignment Due Dates. Revised 8/22/16

Modules open on Monday and close the following Wednesday (10 days later).

All milestone assignment due dates are listed in the module on Canvas.

All milestone assignments appear on the Canvas calendar once the module is open, if not sooner.

The calendar below lists the major assignment due dates (Writing Explorations and Essays).

| On Campus Class Date | New Module | Notes/Major Assignment Due Dates |
|----------------------|--------------|---|
| 8/29 | A | |
| 9/5 No Class | B | No assignments will be due 9/5 online in observance of Labor Day. Even though we do not have on campus class this week, Module B opens and you need to complete the module assignments on the due dates 9/6-9/12. |
| 9/12 | C | This is the new version of the schedule. We have class on 9/19 |
| 9/19 | D | This is the new version of the schedule. We have class on 9/19 |
| 9/26 | E | Unit 1: WE1 due (Wednesday 9/28) |
| 10/3 | F | Unit 1: WE2 due (Wednesday 10/5) |
| 10/10 | G | Essay 1 Due (Wednesday 10/12) |
| 10/17 | H | Unit 2: WE1 due (Wednesday 10/19) |
| 10/24 | I | Unit 2: WE2 due (Wednesday 10/26) |
| 10/31 | J | |
| 11/7 | K | Essay 2 Due (Wednesday 11/9). Campus closed 11/7 for Veterans Day. Discussion forum initial post due date will be due 11/8 in observance. |
| 11/14 | L | |
| 11/21 | M | Essay 3 Due (Wednesday 11/23). Campus closed 11/24 & 25 for Thanksgiving No assignments will be due 11/24-11/27 online. |
| 11/28 | N | |
| 12/5 | O | Essay 4. In-class Timed Essay (Monday 12/5) |
| Finals Week | Attend Final | Final Exam (Essay 5) will be an in-class timed essay taken on the scheduled final exam day |