

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

Semester & Year	Fall 2016	
Course ID and Section #	English 1A-CRN # E1345	
Instructor's Name	Cyndy Phillips	
Day/Time	Monday/Wed 6:05-8:10 pm	
Location	HU 106	
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>	FM108
	<i>Office hours</i>	M/W 5:30-6:00 p.m. and by appointment
	<i>Phone number</i>	707-476-4559
	<i>Email address</i>	cyndy-phillips@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>They Say, I Say</i> , 3rd edition <u>AND</u> <i>Let The Dance Begin</i>
	<i>Author</i>	Graff, Birkenstein, & Durst <u>AND</u> Jain, Peter, respectively
	<i>ISBN</i>	# _ ISBN-13: 860-1401247128 (or ISBN-10: 0393935841) <u>AND</u> ISBN: 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>		

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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 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 2016
English 1A: Analytical Reading & Writing
CRN#E1345— Room HU114
Theme: Returning Home

Instructor: Cyndy Phillips

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

(cell) Phone: given in class

Office: TBA

Office Hours: (M/W) 5:30-6:00 p.m., after our class as needed, & by appt.

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 on Canvas—most of our homework will be provided there. The online modules are accessed by logging onto Canvas (<https://redwoods.instructure.com/login>), then selecting “Eng1A—”).
- ***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>.

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>

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

- Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say, I Say-The Moves That Matter in Academic Writing*. 3rd ed. New York: W.W. Norton & Company, 2014. Print. ISBN-13: 860-1401247128 ISBN-10: 0393935841
- *Let the Dance Begin-Greetings From Humboldt*. Peter K. Jain. Arcata: Wild Earth Press, 2014. 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 (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

Welcome to English 1A!



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:

- Instructor Commitment:** In addition to facilitating traditional activities for our 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 for the class will require about 8-12 hours per week. This means that in addition to our 4 hours of FTF class time per week, you should be prepared to commit 4-8 **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—** This course requires 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, each formal paper needs to be compiled from a minimum of 3 distinctly different drafts (50 points each, 100 points for the final draft) and the first two drafts reviewed by your peers (50 points each)— 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. 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 classroom on Mondays & Wednesdays 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 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.
 - **Students who miss any class during the first week—FTF—will be dropped** so students who are on the wait list (and present) will be given their seats.

Other Notable Class Policies



- **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 scheduled game 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 classes on time.*** Arriving 15 minutes or more late or leaving 15 minutes or more early will count as an absence (TWO warnings will be given first, per our class vote). Habitually coming late or leaving early will count as an absence at the teacher's discretion (here also, a 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 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 our 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.
- ***Wednesday Night Schedule***—Per our class discussion and vote on 8/31, we will primarily be using Wednesday classes for online modules, group time, and one-on-one conferences in the classroom. Be sure to bring portable tech (laptops, ipads, tablets, smart phones, etc) with you to class on Wednesdays starting the third week of classes, September 15th. If you have no such tech, the computer in the classroom will be available to you as will computers in the library.

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.

CLASSROOM BEHAVIOR—TIPS FOR SUCCESS ONLINE:

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 classes. Laptops may not be open during classes unless you have received permission from the instructor directly. Perhaps most importantly, in both FTF and online work, 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 4 hours to FTF class time each week and 4-8 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

OUR FALL 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	Class Meets in HU106 Mondays & Wednesdays @ 6:05pm-8:10pm	Online Modules—Available Monday afternoon until the following Monday at noon
Week 1 8/26=Last Day to Register for Classes 9/2=Last Day to Add a Class 9/5=Labor Day (All Campus Holiday)		
8/29-9/2	Syllabus Q&A Critical Reading Review Writing Workshop	<ul style="list-style-type: none"> • Course Introduction online • Writing Workshop Modules for Week 0 & Week 1: Text, Lecture, & Two Discussion Posts
Week 2 9/9=Last Day to Drop without a “W” and Receive a Refund		
9/5-9/9	Monday=no class, Labor Day Wednesday=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 9/12=Census date		
9/12-9/16	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} • Paper #1, First Draft due next Monday
Week 4 9/23=Last Day to File P/NP Option		
9/19-9/23	{PAPER #1 FIRST DRAFT & PEER RESPONSES (IN CLASS) DUE MONDAY} Writing Workshops & Peer Review	<ul style="list-style-type: none"> • Module for Week 4:Text, Lecture, & Discussion Posts • Paper #1, Second Draft due next Monday
Week 5		
9/26-9/30	{PAPER #1 SECOND DRAFT & PEER RESPONSES (IN CLASS) DUE MONDAY} Writing Workshops & Peer Review	<ul style="list-style-type: none"> • MODULE FOR WEEK 5: TEXT, & DISCUSSION POSTS {Introductions & PODs, Grammar (HB), and citations basics}
Week 6		
10/3-10/7	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 Monday

Week 7		
10/27= Last Day to Petition to Graduate or Apply for Certificate		
10/10-10/14	PAPER #1 THIRD DRAFT DUE MONDAY 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 {EXPLORING THE AUDIENCE INTRODUCED, BRING TECH WITH YOU TO CLASS ALL NEXT WEEK}
Week 8		
10/17-10/21	Writing Workshop + Confer	<ul style="list-style-type: none"> Module for Week 8:Text, Lecture, Discussion Post & Quiz {Citations In Depth & Organization Basics} Paper #2, First Draft due next Monday {EXPLORING THE AUDIENCE DUE ONLINE BY 10/23 5PM}
Week 9		
10/24-10/28	PAPER #2, FIRST DRAFT DUE PEER RESPONSES (IN CLASS) DUE MONDAY Writing Workshops & Peer Review Wednesday= OYO No formal class, online module work instead	<ul style="list-style-type: none"> Module for Week 9: Text, Lecture, & Discussion Post Paper #2 Second Draft due next Monday (with group members)
Week 10		
10/31-11/4	OYO PAPER #2 SECOND DRAFT DUE PEER RESPONSES DUE MONDAY Writing workshop with group members	<ul style="list-style-type: none"> Module 10:Text, Lecture, Discussion Post, and Quiz {Org & Development Exercises}
Week 11		
11/04=Last Day for Student and/or Faculty Initiated Withdrawal (no refund) 11/11=Veteran's Day (no classes)		
11/7-11/11	Organization Workshop {HW=Org Ex} Development Exercises	<ul style="list-style-type: none"> Module for Week 11:Text, Lecture, & Discussion Post Paper #2 Third Draft due next Monday
Week 12		
11/14-11/18	PAPER #2 THIRD DRAFT DUE MONDAY Writing workshop + Confer Prep for Final Paper #3	<ul style="list-style-type: none"> Module for Week 12:Text, Lecture, & Discussion Post
Week 13		
11/24-25=Thanksgiving Break (all campus holiday)		
11/21-11/25	TBA—CLASS MOVIE??	<ul style="list-style-type: none"> Module for Week 13:Text, Lecture, & Discussion Post Paper #3 First Draft due next Monday

Week 14		
11/28-12/2	<i>PAPER #3, FIRST DRAFT DUE PEER RESPONSES (IN CLASS) DUE MONDAY</i> 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 Monday
Week 15		
12/5-12/9	<i>PAPER #3, SECOND DRAFT DUE PEER RESPONSES (IN CLASS) DUE MONDAY</i> Writing workshop + Confer	<ul style="list-style-type: none"> • Module for Week 15:Text, Lecture, & Discussion Post • Paper #3, Third Draft Due next Monday
Week 16		
Finals week (12/12-17)		
Monday Dec 12 5:30-7:30pm	<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 <p><i><u>After</u> 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 ☺ (Grades Available on WebAdvisor by 12/17)</i></p>