

Syllabus for English 1A – Eureka Campus		
<b>Semester &amp; Year</b>	Fall 2017	
<b>Course ID and Section #</b>	E3057	
<b>Instructor's Name</b>	Professor David Holper	
<b>Day/Time</b>	E3057: MWF 8:30-9:45 am	
<b>Location</b>	HU213	
<b>Number of Credits/Units</b>	4	
<b>Contact Information</b>	<i>Office location</i>	Humanities 108I
	<i>Office hours</i>	TBA
	<i>Phone number</i>	707-476-4370
	<i>Email address</i>	david-holper@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	Bedford Handbook, 10 <sup>th</sup> edition
	<i>Author</i>	Hacker and Sommers
	<i>ISBN</i>	978-1-319-07143-1
<p>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.</p>		

<p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Analyze argumentative claims.</li> <li>2. Respond to arguments with persuasive critical essays.</li> <li>3. Locate, synthesize, and document sources for use in response to arguments.</li> </ol>
<p><b>Special Accommodations</b></p> <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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPPS at 707-476-4280.</p>
<p><b>Academic Support</b></p> <p>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.</p>
<p><b>Academic Honesty</b></p> <p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of</p>

the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. 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.*



**English 1A, Environmental**  
**Professor David Holper: Office #: 707-476-4370**  
**Email: [david-holper@redwoods.edu](mailto:david-holper@redwoods.edu)**  
**Website:**  
**Humanities 108I**  
**Office Hours: TBA**  
**Writing Center Hours:**

**College of the Redwoods**

**SYLLABUS**

**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.

**PREREQUISITE:** English 150 with a C grade or better or assessment recommendation for English 1A.

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**COURSE CALENDAR**

The weekly syllabus calendar will be posted on the course website on Friday afternoons.

**REQUIRED TEXTS/MATERIALS:**

- 1) *Bedford Handbook 10th edition* (Do note that earlier editions don't work.)
- 2) *The Oyster War* by Summer Brennan (paper 1)
- 3) *Six Degrees* by Mark Lynas (paper 2)
- 4) A book for Paper 3 (see assignment and choices)
- 5) Class Booklet (for sale in the bookstore too)
- 6) Means of backup: flash drive, cloud storage, etc.

**Required Materials (daily):**

- 1) A binder (to hold class booklet, in-class writings and notes, and binder paper).
- 2) Pen, pencil, and hi-liter.

**Triad:**

Name: \_\_\_\_\_  
Contact info: \_\_\_\_\_  
Name: \_\_\_\_\_  
Contact info: \_\_\_\_\_

Welcome to English 1A! I'm excited to be your teacher, and I hope that each of us will enjoy and learn a great deal during this semester. This will be an intensive course because I will ask a lot of each one of you, but in return, I hope you will find this to be one of your most memorable writing classes. The primary goals of this course are to help you in preparing for a successful college transfer in English, particularly as it applies to writing, research, reading, and thinking. In order to do this, we will review mechanics and structure in essays; read essays in our text and respond to them in journals, discussions, and essays; and learn how to analyze various modes of writing. Beyond that--and perhaps more importantly--I want you to learn to write more powerfully, passionately, and naturally.

**Your Instructor:** Aside from being an English teacher, Professor Holper has done a little of everything, including working as a taxi driver, fire fighter, cook, soldier, house painter, and teacher. He earned his BA in English at Humboldt State University in 1983, where he also studied journalism. After his graduation, he served for four years in the Army Military Intelligence Corps as a Russian linguist and went on to earn a Masters of Fine Arts in English at the University of Massachusetts at Amherst, where he wrote a book of short stories. He has since taught at a variety of schools including College of the Redwoods.

**Professor Holper's Office:** The office is located in Humanities 108I. Please knock before entering.

**Professor Holper's Mailbox:** There is a dropbox for work on his office door.

**Classroom Rules:**

- 1) Don't get up and go to the bathroom in the middle of the class, unless it is absolutely necessary.
- 2) Don't eat in class unless you're a diabetic.
- 3) Don't crinkle up paper when the writing isn't going well.
- 4) Don't come strolling in late or leave early; don't schedule appointments during class sessions.
- 5) Don't tell me you don't know what's going on in class when the syllabus calendar is already posted with the details of what we've done or what we're going to do.
- 6) Don't ask me for information that is available by reading the syllabus.
- 7) Recreational marijuana use is your own business, but if you come to class and the smell of marijuana on your person is disruptive to others, I reserve the right to ask you to leave class.

**COURSE REQUIREMENTS**

**Required Essay Writing:** three out-of-class, formal essays of 1000-2000 words. (Note: these essays will advance in point value from 50-100-200.) Each essay must include a prewrite and at least two drafts. Please save all work that goes into papers! In addition, we will have at least two scored timed essays using the University of California Subject A Format. These, too, will advance in value from 50-100 pts.

**Draft Workshops: These are required.** In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. Thus, you cannot go higher than a "C" on a final draft of a paper if you have missed the Draft Workshop or come with no work at all. Absences are not acceptable on Draft Workshop days unless it is an emergency, and you have a written note from a doctor. It is not acceptable to bring handwritten drafts to draft workshops. Late paper coupons cannot be used to excuse late first drafts!

**Plagiarism:** If you copy someone else's work, and I catch you, you automatically will fail the course.

**Turnitin.com:** On all the out-of-class papers that we do, you'll be responsible to turn in your paper to the turnitin.com website, which helps all of us in insuring that all work done at the 1A level is original. This must be done before the paper is turned in to me; otherwise, you will receive zero points for the paper (until you do turn it in to turnitin.com). Then you'll need to return the graded paper to me (with the cover sheet signed). For your tardiness, you will receive half a grade off the final grade of the paper; however, if you revise the paper, you may void the penalty, as long as the paper is turned into turnitin.com when it's returned for a new grade. Directions for how to use turnitin.com can be found on the class website, along with a link that will take you to turnitin.com. The class ID# and password will be posted on our website for the first paper. (Once you've inputted the class ID# and password, you don't need to do it again.)

**Paper Typing Format:** All papers (and all drafts) will be typed. The format will always be the same: use MLA format as described in your Bedford Handbook in section 57. (You'll find a sample research paper on p 666.) I've also included a sample typed page behind the first paper assignment (in the class booklet), so you can see what the format looks like.

**Automatic D's:** If I ask for a four-page paper (at a minimum), and you give me three and 3/4 pages, I will give you an automatic D. Always go beyond the minimum to be safe.

**Revisions:** On papers one and two, you may revise your paper for a higher grade, if you're not satisfied with the grade you received. However, in order to take advantage of this revision, you must accomplish a significant revision, which means that once you receive your paper back from you, you should revise and clean up the draft. Then you are required to see a tutor and get his/her signature on the tutor sheet (you'll find this in the class booklet). Also note that a significant revision means more than simply correcting grammatical and mechanical errors: a significant revision often means rethinking, rearranging, expanding, adding, and rewording. You may not revise the last paper. Also, do note that you can void a turnitin.com penalty with a revision.

**Make-up Quizzes/Tests:** You may not make up grammar quizzes. With tests, if you're absent on the test day and you don't have a legitimate written excuse (a doctor's note, a note from the Student Health Center, a sports match for a CR team, or some other formal document), then you may make up the test, but you lose 25% of the grade for your absence. In other words, be there on test days.

**Late Work/Freebies:** You will be allowed one late **final draft** for this course; however, **you may not use this on your last paper.** There is a late paper coupon included in the course booklet, and it will serve as your cover sheet for your late paper. The freebie is good to turn in a paper one week late; that's seven days. As for excuses beyond the freebie date, unless it's an emergency, remember that I've heard better than you can imagine: quarantined for chicken pox, assault with a deadly weapon, AIDS test, etc. Papers that go beyond the deadline will lose a letter grade a day.

**Emailing Work:** Unless it's an emergency, I strongly discourage this, as it wastes my printer cartridges and encourages students to wait until the last minute to turn in work. However, if you're not able to meet with Professor Holper for a conference, you may email the work to him as a Microsoft Word attachment, and he'll use the comment feature in Word to respond. Do note though that face-to-face conferences are superior to email comments.

**Reading Quizzes:** In order to improve our critical reading of essays this semester, occasionally we'll have reading quizzes and questions to answer on the material we've read. Reading quizzes will be open book and will typically be 5 pt. quizzes and will focus on key details, such as names, ideas, time frame, etc. Reading questions for the essays will be assigned out of the text.

**Journal Assignments:** In order to help you prepare for discussions and writing, with many of the readings we do, there will also be journal assignments. These will be graded for both content and length. The format is to put your name and journal # at the top (do not use MLA format) and then type one page double-spaced. You may go longer than a page, if you want. As for late journals, if for some reason you do miss turning in a journal at a class, it's due by the Friday of that week. If it's later than that, it will not receive points.

**Grammar Quizzes:** The grammar that we review in this class will be testable. Quizzes will be given in the first five minutes of class, so if you're late, you'll receive a zero (unless you've spoken with me about it in advance or it's an emergency.) These will be 5-10 pt. quizzes.

**Grammar Presentations:** Rather than bore you with grammar lectures, I am going to divide the class into groups of three and have each group present a 5-10 minute review of the grammatical point we'll be quizzing on. Your presentations should be interesting and/or funny. Presentations should definitely include handouts, overheads, etc. I encourage you to use Power Point or Prezi, and you'll find links to two online tutorials on my website. Please do not write problems on the board, as it takes too long! Also, get together and practice your presentations so that they are interesting and fit the required time slot. Presentations are worth 20 possible pts.

The grammar presentations will be (from section #s in the Bedford Handbook):

Group 1: 32a-c

Group 2: 32d-f

Group 3: 32g-j

Group 4: 19

Group 5: 20

Group 6: 34

Group 7: 35

Group 8: 22

Group 9: 23

Group 10: 9

**Class Participation:** This class involves extensive reading, discussion, and writing. If you sit back and leave others to talk, you'll get a lot less out of the course. In the last week or two of the course, I'll ask you to do a self-evaluation on your participation. I'll use that, plus my own observations, to score you on your participation. The participation grade is worth 20 pts.

**Attendance/Promptness:** Students at the College are expected to attend all sessions of each class in which they are enrolled. For example, if a class meets three times a week, students should not exceed 6 absences for the semester. If a student exceeds the limit on absences before week 10 of the semester, an instructor will notify the student that he or she has been dropped. After week 10, excessive absences will likely result in failure.

**In addition, I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes without first clearing it with me. Such practices are disruptive for you and everyone else. If you do come late or leave early (more than 10 minutes) or unprepared that will count as ½ an absence.**

**If you miss a class, please remember, it is your responsibility to find out from another student what you missed by calling someone on the phone list.**

**Release from the Final:** If you have a straight A at the end of week 15, I will release you from the final.  
**Your Portfolio:** Please save all your work this semester so that you can verify your improvement, so that you're covered in case I accidentally do not record the grade, and so that you will be able to choose one essay to rewrite at the close of the semester.

**Grading/Points:**

- 350 pts. formal essays
- 150 pts. timed essays
- 100 pts. grammar quizzes
- 100 pts. miscellaneous quizzes, journals, etc.
- 20 pts. participation

Professor Holper does not grade on a curve; he uses straight point tallies with 90 percent and above as a A, 80 to 89 percent as a B; 70-79 percent as a C; 60-69.5 percent as a D; work below this is usually so late or so poorly composed that is an obviously an F. In case where the grade is less than 1 percent difference between a higher or lower grade, it is the instructor's prerogative to round up or down.

**Note: This syllabus may be modified during the course of the semester, as needed. If there are corrections or additions, these will be posted on the syllabus calendar, which can be found on the course website.**

## Calendar Fall 2017 for 1A

### Week 1

#### Monday

Introductions  
Introduce syllabus  
Find your triad partners  
Fill out student information sheets  
Discuss environmental concerns and introduce letter assignment (handout)

HW:

Buy your materials  
Read over the syllabus  
Read the letter assignment and write a two-page letter (double spaced) about your environmental concerns

#### Wednesday

Quiz on syllabus  
Share your letters with one another  
Fill out Writing Center tear offs and turn in to Dave. As in the Note above, he'll return these to you as soon as he gets them back from Leslie Leach, the Writing Center Manager.  
Learn the copy editing marks (and take notes on grammar)

HW:

Study the copy editing marks  
Read pp. 1-97 from *The Oyster War* by the end of the week  
Fill out Metacognitive Reading Log #1 for that reading

#### Friday

Quiz on copy editing marks  
Lottery for grammar groups (note: if you're absent, you need to check with Dave about which group you've been assigned to)  
Introduce metacognitive reading logs

HW:

Read *The Oyster War* pp. 1-97

Fill out Metacognitive Reading Log #1  
Bring the completed MRL #1 and your copy of *The Oyster War* to class

## Week 2

Monday          Holiday: Labor Day

HW:

As assigned last week

Wednesday

Review weekly calendar  
Share MRL #1, discuss the reading, and turn in  
Go over strategies for introductions & conclusions  
Go over strategies for transitions & transitions practice (in booklet)

HW:

Fill out MRL #2 for pp. 99-200 (or however far you've gotten)  
Bring your completed MRL and book to the next class

Friday

Discuss second MRL observations  
Turn in MRL #2  
Go over how to use full and embedded quotes (PowerPoint from website)  
Go over journal format

HW:

Finish reading to page 200 in *The Oyster War*  
**Journal 1:** So far, do you side with the Drakes Bay Oyster Company or Point Reyes National Seashore in the dispute over an extended lease for the company? Make sure what you think wilderness should or should not be used for. Do not use MLA format. Put your name and "Journal 1" up top on the left side. Skip down a line and then start with your topic sentence and underline it--and remember, the topic sentence should directly answer the question. Remember to use both full and embedded quotes. The journal should be one paragraph (of at least a typed, double-spaced page). The upper end limit is two typed pages. If you don't follow the format correctly, I'll ask you to redo the journal.

**Grammar group 1 prepares for a presentation at Class 7**, and everyone reads over section 32 a-c in the *Bedford Handbook*.

## Week 3

### Monday

Review weekly calendar  
Grammar Group 1 presents and everyone takes the quiz  
Share Journal 1 and turn in  
Review MLA paper format for typing  
Look at Paper 1 assignment; also, look at the scoring rubric.  
Bring your Bedford Handbook to the next class for MLA introduction.

#### HW:

Read pp. 200-296 this week in *The Oyster War*  
Fill out MRL #3 on *The Oyster War*, paying particular attention to the weaknesses in your opponents' claims and the strengths in your own side.  
Bring your book and MRL #3 to the next class

### Wednesday

Journal 1 return and strong efforts modelled  
Discuss your ideas from MRL#3 and reading and turn in your MRL#3  
MLA documentation introduction with Bedford Handbook

#### HW:

Read through "The Arguable Thesis" in your class booklet.  
Read through "The Arguable Topic Sentence" on p. 38 in your class booklet.  
Bring your Bedford Handbook again for Friday.  
Continue your reading in *The Oyster War*

### Friday

MLA documentation continued with Bedford Handbook

#### HW:

Read Section 2 on drafting in the *Bedford Handbook*.  
In the *Bedford Handbook*, review 45c, the rules for capitalization of titles; 42, the rules for italicization; 37, the rules for quotation marks.  
**Grammar group 2 prepares for a presentation at Class 7**, and everyone reads over section 32 d-f in the *Bedford Handbook*.

## Week 4

### Monday

Review weekly calendar  
Grammar Group 2 presents and grammar quiz given

Guest Speaker on local environmental topics (Director Jennifer Kalt from Humboldt Baykeeper)

HW:

Based on your reading, discussion, and writing on *The Oyster War*, decide which side you support. Remember, this argument might be qualified.

If you feel you need to do more research on this topic that's fine. Do avoid junk sources, such as Wikipedia, etc. Also, remember, however, that if you use other evidence, you are required to cite your sources, both in-text and in the bibliography.

Fill out your planning worksheet for Paper 1 (due Wed. for 10 pts.)

Type up your introductory paragraph in MLA format for Paper 1 (due Wed. for 10 pts.)

Wednesday

Planning worksheets checked off

Share intro paragraphs aloud and critique

Reading "Shitty First Drafts"

HW:

Finish your first draft of Paper 1 for Wednesday, Week 5

Look over Paper 3 assignment, so you've given some thought to a research paper topic in advance of our library tour on Friday

Also, after the library tour, you should order one of the books for Paper 3 and get started reading it. You'll be describing the problem/solution to the class at the start of Week 10.

Friday

Library tour in LRC 103 (this will actually be Monday of Week 5)

HW:

Grammar group 3 prepares for a presentation next Monday, everyone reads over section 32g-j in the *Bedford Handbook*.

Bring your *Bedford Handbook* on Monday to begin the MLA exercise

Continue with your work on the draft of Paper 1 for Wednesday

Week 5

Monday

Review weekly calendar

Work handed back

Grammar group 3 presents and grammar quiz given

Reminders about Paper 1 draft  
MLA exercise begun with Bedford Handbook

HW:

Complete your first draft of Paper 1 for Wednesday, including your in-text citations and Works Cited page.

If you're ready, you can type up your MLA Bibliography Exercise and show it to Dave starting at Class 10. Remember, use the cover sheet with exercise on it and don't type an information block in the upper left hand corner (as you would on p. 1 of an essay). Rather, just use your last name and page number in the header, the words "Works Cited" centered, and then start your works cited page below.

Wednesday

**Draft workshop for Paper 1**

Start of film on global warming

HW:

Read and annotate Introduction, One Degree, and Two Degrees by the end of the week. Make sure to complete your reading of the Introduction to *Six Degrees* by Friday's class and prepare for the following speed dating questions:

- 1) What have you noticed about the weather in California over the last five years that corresponds with Mark Lynas's claims about extreme weather?
- 2) In considering six degrees of warming, Lynas turns to what six degrees of cooling meant during the last ice age 18,000 years ago. Describe that scenario using details from your reading.
- 3) How much have greenhouse gasses risen since the start of the Industrial Revolution? Global temperatures?
- 4) After this brief introduction, what are your initial thoughts about global warming?

Friday

Continue film on global warming

HW:

Read and annotate One Degree and Two Degrees by the end of the week.

MRL #4 on reading through Two Degrees

Bring your book to the next class for discussion

**Grammar group 4 prepares for a presentation next Monday**, and everyone reads over section 19 in the *Bedford Handbook*.

If you haven't already done it, you can type up your MLA Bibliography Exercise and show it to Dave starting at Class 10. Remember, use the cover sheet with exercise on it and don't type an information block in the upper left hand corner (as you would on p. 1 of an essay). Rather, just use your last name and page number in the header, the words "Works Cited" centered, and then start your works cited page below.

## Week 6

### Monday

Review of weekly calendar  
Grammar group 4 presents and grammar quiz given  
Share MRL #4, discuss the reading, and turn in  
Introduce ethos, pathos, and logos

#### HW:

Finish your Paper 1 (using the checklist in the class booklet) for turn in on Wednesday  
Turn your Paper 1 final draft with Works Cited included to turnitin.com  
Reading in *Six Degrees* by the end of the week: Three and Four Degrees.

### Wednesday

Turnitin.com mailbox  
Read-around of Paper 1  
Turn in Paper 1

#### HW:

Continue your reading in *Six Degrees*

### Friday

Introduce sentence variety and practice various sentences types

#### HW:

Read Three and Four Degrees by the end of this week.  
Bring your book to the next class for discussion  
Look over Paper 2 assignment in your class booklet.

**Journal 2:** Posit what you think is a solid argumentative thesis for Paper 2 (based on your reading of *Six Degrees* and watching the film). Your thesis should be no more than two sentences. Make sure to underline that claim and provide evidence from the reading and the viewing as a means to substantiate your claim.

Type up your sentence types for turn in during Week 7.

**Grammar group 5 prepares for a presentation next Monday**, and everyone reads over section 20 in the *Bedford Handbook*.

## Week 7

### Monday

Review of weekly calendar  
Sentences collected (can be turned in through Friday of this week)  
Grammar group 5 presents and grammar quiz given  
Share Journal 2 and discuss what are viable arguments from the journals

HW:

Read Five and Six Degrees in *Six Degrees* by the end of this week  
Fill out MRL #5 for class on Wednesday  
Bring your book to class for discussion\

Wednesday

Late coupon Paper 1s collected  
The gift that keeps on giving  
Strong Paper 1 modelled  
Paper 1 returned  
Introduce revision process  
Share MRL #5, discuss, and turn in

HW:

If you want to revise Paper 1, follow the process as described in class. Revisions are due  
in one week.  
Bring book to class

Friday

Journal 2s returned and strong one or two modelled  
Work on finding golden lines as support for Paper 2 (using your book)

HW:

**Grammar group 6 prepares for a presentation next Monday**, and everyone reads over  
section 34 in the *Bedford Handbook*.  
If you haven't already finish the book, finish up as soon as possible  
Fill out your planning worksheet for Paper 2 (with a modified version of your thesis from  
Journal 2) and write your introductory paragraph for Paper 2. These two pieces of  
work are due at the next class and are worth 20 pts.

Week 8

Monday

We'll review the calendar for the week  
Grammar group 6 presents and everyone takes the grammar quiz  
Dave will check off your introductory paragraphs and collect your planning worksheets for  
Paper 2  
We'll share and critique the introductory paragraphs

Timed writing introduced

HW:

Write your first draft of Paper 2 for next Wednesday. Remember to include your in-text citations and Works Cited page for the draft workshop.

Wednesday

Revisions of Paper 1 due  
More on timed writings

HW:

Read prompt for the timed writing on Friday  
Prewrite in preparation for the class

Friday

Midterm: Timed writing

HW:

**Grammar group 7 prepares for a presentation next Wednesday**, and everyone reads over section 35 in the *Bedford Handbook*.  
Continue your work on Paper 2 first draft for next Wednesday

Week 9

Monday

Grade conferences

HW:

Finish your first draft for Wednesday  
Study your grammar for grammar group 7 quiz

Wednesday

Grammar group 7 presents and everyone takes the quiz  
**Draft workshop**

HW:

Prepare your final draft of Paper 2 for next Wednesday of Week 10  
Bring your *Bedford Handbook* to next class

Friday

The gift that keeps on giving

Strong midterm modelled

Look at “Guidelines on Responding to Other ... Texts”

Look at “Using Quotes”

Confusing Pairs Worksheet

HW:

Continue your work on Paper 2 final draft for Wednesday

**Grammar group 8 prepares for a presentation next Monday**, and everyone reads over section 22 in the *Bedford Handbook*.

Prepare to talk briefly about the book you’re reading for Paper 3 and what you’ll be describing as the problem and solution

Week 10

Monday

Go over weekly calendar

Grammar group 8 presents, and everyone takes the quiz.

Look at Paper 3 assignment: We’ll cover the various aspects, including the Discovery Draft, which will be due on the Wednesday of Week 11

Everyone in class will give us an overview of the problem in the book they’re reading and what solution(s) need to be employed to address that problem

HW:

Finish your final draft of Paper 2 for Wednesday using the checklist

Turn your Paper 2 into turnitin.com including your Works Cited page

Wednesday

We’ll watch the first half of *Food, Inc.*

*Turnitin.com* mailbox

Read-around of Paper 2 and turn in

HW:

Start your Discovery Draft, which is due on the Wednesday of next week

Read “Power Steer”

Friday

Second half of *Food, Inc.*

HW:

Write **Journal 3**: How does reading this article and watching the film affect your attitude toward your dietary choices? Will you change anything about **Grammar group 9 prepares for a presentation next Wednesday**, and everyone reads over section 23 in the *Bedford Handbook*.

## Week 11

Monday

Research day (in order that you finish your Discovery Drafts on time)

HW:

Finish your Discovery Drafts for Wednesday

Wednesday

Grammar group 9 presents, everyone takes the quiz.  
Discovery Drafts due

HW:

Friday:

Holiday: Veterans' Day

HW:

**Grammar group 10 prepares for a presentation next Monday**, and everyone reads over section 9 in the *Bedford Handbook*.

**Begin drafting your Paper 3.** The first draft is due on the Monday of Week 14 (just after Thanksgiving break). It must include your in-text citations and Works Cited page.

## Week 12

Monday

We'll review the calendar  
Grammar group 10 presents, and everyone takes the quiz  
Discovery Drafts returned  
Paraphrasing exercise

HW:

Continue your work on Paper 3

Wednesday:

Discussion and modelling of various approaches to problem/solution

Other issues to avoid in research papers

Some techniques for “How to Win Your Argument”

HW:

Continue your work on Paper 3

Friday

We’ll watch the first half of the documentary *The Corporation* and discuss

HW:

Continue your work on Paper 3

Week 13

Monday

We’ll watch the second half of the documentary *The Corporation* and discuss

HW:

Continue your work on Paper 3

Wednesday

Holiday: Thanksgiving

HW:

Continue your work on Paper 3

Friday

Holiday: Thanksgiving

HW:

Have a safe and happy Thanksgiving

Complete your first draft for the Monday of Week 14 (first day back)

Week 14

Monday

We’ll review the calendar

**Draft workshop**

HW:

Continue your work on Paper 3

Wednesday

Library work day

HW:

Continue your work on Paper 3

Friday

Library work day

HW:

Finish your final draft of Paper 3 using the checklist in your class booklet  
Turn your Paper 3 into turnitin.com

Week 15

Monday

We'll review the calendar  
Turnitin.com mailbox  
Read-around of final drafts for Paper 3  
Turn in Paper 3

Wednesday

Timed essay review

Friday

Last grade check in

HW:

Read article and question in preparation for the final timed writing exam

Week 16

Final for 8:30-9:45 class is on Monday from 8:30-10:30 am