

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

<b>Semester &amp; Year</b>	Fall 2017	
<b>Course ID and Section #</b>	English 1A-E4275	
<b>Instructor's Name</b>	Cyndy Phillips	
<b>Day/Time</b>	Monday/Wed 2:50-4:55 pm	
<b>Location</b>	HU 213	
<b>Number of Credits/Units</b>	4	
<b>Contact Information</b>	<i>Office location</i>	HU121
	<i>Office hours</i>	Wednesdays 12-1 p.m. & by appointment
	<i>Phone number</i>	707-476-4559
	<i>Email address</i>	<a href="mailto:cyndy-phillips@redwoods.edu">cyndy-phillips@redwoods.edu</a>
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Active Hope: How to Face the Mess We're In Without Going Crazy</i> . New World Library, 2012.
	<i>Author</i>	Joanna Macy and Chris Johnstone
	<i>ISBN</i>	ISBN-13: 978-1577319726
<b>Course Description</b>		
<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; minimum 6,000 words of formal writing. [Prereq=English 150 (or equivalent) or English 102 with grade of "C" or better or appropriate reading and writing scores on the placement exam.]</p>		
<b>Student Learning Outcomes</b>		
<p><b>Learning Outcomes:</b> Students who successfully complete English 1A should be able to:</p> <ul style="list-style-type: none"> <li>• Analyze argumentative claims.</li> <li>• Respond to arguments with persuasive critical essays.</li> <li>• Locate, synthesize, and document sources for use in response to arguments.</li> </ul>		
<b>Special Accommodations</b>		
<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 DSPS at 707-476-4280.</p>		

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

### 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: <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.

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

### 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.*

College of the Redwoods—Fall 2016  
English 1A: Analytical Reading & Writing  
CRN#E4275— M/W 2:50-4:55 p.m.  
Room HU213  
Theme: Active Hope

**Instructor:** Cyndy Phillips

**Email:** [cyndy-phillips@redwoods.edu](mailto:cyndy-phillips@redwoods.edu)  
(preferred method of contact)

**(cell) Phone:** given in class

**Office:** HU121

**Office Hours:** (Wed) 12-1 p.m. & by appt.

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

**Availability:** I strive to reply to emails within 24 hours M-R, 48 hours F-Su. If your question is urgent or you don't hear back from me in the time you need, please don't hesitate to 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 “Eng11A—”).
- ***If you are new to canvas, please review the Student Guides by logging into our class on Canvas and then selecting them from Module 0...OR by clicking on the “Help” link on the bottom/right, then run through the links as needed.***
- ***Consistent M-R daily access*** to a computer with internet access, your CR email account, and a word processor.

**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 the first text by the second week of class.}

- Macy, Joanna, and Chris Johnstone. *Active Hope: How to Face the Mess We're In Without Going Crazy*. New World Library, 2012. ISBN-13: 978-1577319726
- Course readings & videos as assigned on Canvas (to be downloaded, viewed &/or printed as needed)
- Grammar & mechanics online “handbook” at: <http://www.tc.umn.edu/~jewel001/grammar/#Punctuation>
- Current on-line or hardbound college-level dictionary and thesaurus

#### 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
- To share or buy: highlighters (5 different colors) and post-it notes (to be brought on announced days); stapler and staples

*Welcome to English 1A!*

**Course Lowdown**—This is a heavy workload, fairly fast-paced course that relies heavily on Face To Face (henceforth known as 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 conferences (individual or group), small group collaborations, or other activities.



**Theme: Active Hope**—Our course theme encourages us to explore all the ways we might enable hope amidst the madness of our times....In this course, we'll use our 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  
"ACTIVE HOPE"**

Looking for specific answers,  
hmmm?  
Guess you'll have to read the  
course text to find out...

**Course Commitments:**

- 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.

**General Course Instructions:**

**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. Canvas is best accessed using Firefox.

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. 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 1-2 weekly discussion posts. All in all, you should count on writing ~500 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 discussion(s) 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 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.
  - **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.** *Coming to class more than 20 minutes late or leaving more than 20 minutes early will always count as absence (no warnings, that's the rule).* Beyond this, habitually coming late or leaving early, by any amount, will count as an absence at the teacher's discretion (note a written 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 Schedule**—*{UP FOR DISCUSSION}* **We will primarily be using Wednesday classes for online modules, group time, and one-on-one conferences in the classroom. If you have them, be sure to bring portable tech (laptops, ipads, tablets, smart phones, etc) with you to class on Wednesdays starting the third week of classes. 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 THIS 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)--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 classwork as well as weekly modules to provide a springboard for writing and revising formal papers that help us work through some important issues.*

## Other Notable Class Policies

**CLASSROOM BEHAVIOR—TIPS FOR SUCCESS**—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. Perhaps most importantly, students' actions and words should always demonstrate respect and appreciation of diversity for the instructor as well as for your classmates. I expect you to keep your class discussions and your online 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. Also, in our classes, **cell phones and other personal electronic devices are not allowed unless they are turned off completely (Note: if you have an unusual circumstance that warrants the necessity of your cell phone being on during class, please see me to discuss this).** **If you need to make a call or text someone, quietly leave the room.** Laptops may not be used during class unless you have received permission from the instructor directly, except during tech time on Wednesday, when laptops and other such devices are permitted as long as no social media sites or texting is accessed. **Anyone who disrupts the learning environment by acting inappropriately or unethically will be given one 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.**



**STUDY GROUPS:**—You will 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 3.} 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.

**GRADES**—Your final grade will be based on the total points you have earned through 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	

## Further Course Resources

### 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.

**ONLINE HELP:** If you need help in how to be successful in online sections of the 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/> .

### 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 bottom, left-hand corner of the screen. If you are having further technical difficulties with this online course that pertains to the Canvas system, please contact the Technology Help Desk at 476-4160, [its@redwoods.edu](mailto: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.

### TRIO STUDENT SUCCESS PROGRAM

The CR Eureka campus has a 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](http://www.redwoods.edu/trio) or call Director, Brady Reed, at (707) 476-4303 for more information.



## 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, text or 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 2017 CLASS DAILY PLAN**

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

<b>Dates</b>	<b>FTF Class Happenings</b>	<b>Online Modules—Available Monday afternoon until the following Sunday at 11:59 p.m.</b>
<b>Week 1</b> 8/25=Last Day to Register for Classes 9/1=Last Day to Add a Class		
8/28-9/1	Syllabus Q&A Critical Reading Review Writing Workshop	<ul style="list-style-type: none"> <li>• Course Introduction online</li> <li>• Complete assignments on Canvas Modules for Week 0 &amp; Week 1 {Critical Reading, Claims/Issues/Ideas, Thesis, &amp; Text Reading, DP}</li> <li>• <i>Remember to bring your journals to class next Wednesday and every day hereafter</i></li> </ul>
<b>Week 2</b> 9/4=Labor Day. No classes, enjoy the day off! 9/8=Last Day to Drop without a “W” and Receive a Refund		
9/4-8	<b>NO CLASS MONDAY—HAPPY LABOR DAY</b> <b>Wednesday:</b> Text/DP Discussion Writing Workshop Study group sign-ups	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 2 {Writing Process, Prewrites, &amp; Text Reading, DP}</li> </ul>
<b>Week 3</b> 9/11=Census date		
9/11-15	Paper 1-3 Instructions Writing Process & Prewrites Audience Introduction MOP & Development	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 3 &amp; Text Reading {MOP, Development, I Believe Intro, Writing Exercises, Peer Review Instruction, &amp; Text Reading, DP}</li> <li>• Paper #1, First Draft due next Monday, online and in print (<b>Remember no lates are accepted</b>)</li> </ul>
<b>Week 4</b> 9/22=Last Day to File P/NP Option		
9/18-22	<b>PAPER #1 FIRST DRAFT &amp; FISHBOWL PEER RESPONSES (DUE IN CLASS MONDAY)</b> Writing Workshops & Peer Review	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 4 {TBA &amp; Text Reading, DP}</li> <li>• Paper #1, Second Draft due next Monday, online and in print (<b>Remember no lates are accepted</b>)</li> <li>• Remember to bring enough copies for everyone in your study group</li> </ul>
<b>Week 5</b>		
9/5-29	<b>PAPER #1 SECOND DRAFT &amp; STACKED FISHBOWL PEER RESPONSES (DUE IN CLASS MONDAY)</b> Writing Workshops & Peer Review	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 5 {Introductions &amp; PODs, Grammar (HB), and citations basics, Text Reading &amp; DP}</li> </ul>

Week 6		
10/2-6	Introductions & PODs Workshop 3 <sup>rd</sup> draft guidelines reminders	<ul style="list-style-type: none"> <li>Complete assignments on Canvas Module for Week 6 {Conclusions (mixer), Text Reading, DP}</li> <li>Paper #1, Third Draft due next Monday (<b>Remember no lates are accepted</b>)</li> </ul>
Week 7		
10/9-13	<b>PAPER #1 THIRD DRAFT (DUE IN CLASS MONDAY)</b> Conclusions & citation basics Workshop Writing Workshop for Paper #1 & 2 Conferences as needed	<ul style="list-style-type: none"> <li>Complete assignments on Canvas Module for Week 7 {Text, Lecture, Text Reading, Discussion Post &amp; Quiz}</li> <li><b>{EXPLORING THE AUDIENCE INTRODUCED}</b></li> </ul>
Week 8		
10/16-20	<b>Monday: Library Research Time</b> <b>Wednesday: Writing Workshop</b>	<ul style="list-style-type: none"> <li>Complete assignments on Canvas Module for Week 8 {Text, Lecture, Citations In Depth &amp; Organization Basics, Discussion Post &amp; Quiz}</li> <li><b>{EXPLORING THE AUDIENCE DUE ONLINE MONDAY BY NOON}</b></li> </ul>
Week 9		
<b>10/26= Last Day to Petition to Graduate or Apply for Certificate</b>		
10/23-27	<b>{EXPLORING THE AUDIENCE DUE ONLINE MONDAY BY NOON}</b> Writing Workshop + Confer	<ul style="list-style-type: none"> <li>Complete assignments on Canvas Module for Week 9 {Text, Lecture, Discussion Post}</li> <li>Paper #2, First Draft due next Monday, online and in print</li> </ul>
Week 10		
<b>11/3=Last Day for Student and/or Faculty Initiated Withdrawal (no refund)</b>		
10/30-11/3	<b>PAPER #2, FIRST DRAFT &amp; READ-AROUND PEER RESPONSES (DUE IN CLASS MONDAY)</b> Writing Workshops & Peer Review	<ul style="list-style-type: none"> <li>Complete assignments on Canvas Module for Week 10 {Text, Lecture, Discussion Post}</li> <li>Paper #2 Second Draft due next Monday, online and in print—Consider which peer review tactic you want to use and make copies accordingly....</li> </ul>
Week 11		
<b>11/11= Veteran's Day (All Campus Holiday)</b>		
11/6-10	<b>PAPER #2 SECOND DRAFT DUE PEER RESPONSES DUE MONDAY</b> Writing workshop with group members	<ul style="list-style-type: none"> <li>Complete assignments on Canvas Module for Week 11 {Text, Lecture, Org &amp; Development Exercises, Discussion Post}</li> </ul>
Week 12		
11/13-17	Organization Workshop {HW=Org Ex} Development Exercises	<ul style="list-style-type: none"> <li>Complete assignments on Canvas Module for Week 12 {Text, Lecture, Discussion Post}</li> <li>Paper #2 Third Draft due next Monday, online and in print</li> </ul>

<b>Week 13</b>	<b>11/23-24= Thanksgiving Break (All Campus Holiday)</b>	
11/20-24	<b>PAPER #2 THIRD DRAFT DUE MONDAY</b> Prep for Final Paper #3 Writing Workshops	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 13 {Text, Lecture, Discussion Post}</li> <li>• Paper #3 First Draft due next Monday, online and in print</li> </ul>
<b>Week 14</b>		
11/27-12/1	<b>PAPER #3, FIRST DRAFT DUE PEER RESPONSES (IN CLASS) DUE MONDAY</b> Writing workshop + Confer	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 14 {Text, Lecture, Discussion Post}</li> <li>• Paper #3, Second Draft Due next Monday, online and in print</li> </ul>
<b>Week 15</b>		
12/4-8	<b>PAPER #3, SECOND DRAFT DUE PEER RESPONSES (IN CLASS) DUE MONDAY</b> Writing workshop + Confer	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 15 {Text, Lecture, Intro, Development &amp; Conclusion Ex, Final Discussion Post}</li> <li>• Paper #3, Third Draft Due next Monday, online and in print</li> </ul>
<b>Week 16</b>	<b>Finals week (12/11-15)</b> <b>(Semester Ends=12/16; Grades Available (estimate)=~12/16)</b>	
<b>Monday, Dec 11</b> 3:15-5:15 p.m.	<b>PAPER #3 FINAL DRAFT DUE</b> Final Submission Conferences And close-down of course	<u>After</u> we meet up this final time, take some time off, go to a yoga class, or spend some time at the beach. You deserve it. We are sooooo done ☺ Have a great winter break. (Grades Available on WebAdvisor by 12/16)