

Syllabus for English 1A: Analytical Reading and Writing – Eureka Campus		
Semester & Year	Spring 2019	
Course ID and Section #	English 1A E6892 (046892)	
Instructor's Name	Shannon Mondor	
Day/Time	Monday and Wednesday from 10:45 AM to 12:50 PM	
Location	HU 114	
Number of Credits/Units	4	
Contact Information	<i>Office location</i>	HU 119: during office hours only
	<i>Office hours</i>	Tuesday from 10:30 AM to 12:30 PM & by appointment
	<i>Phone number</i>	N/A. Please contact me via email or Canvas.
	<i>Email address</i>	Shannon-mondor@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Please see page 3 of the syllabus for details on texts.
	<i>Author</i>	
	<i>ISBN</i>	
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.		
Student Learning Outcomes		
<ol style="list-style-type: none"> 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments. 		
Special Accommodations		
College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services . Students may make requests for alternative media by contacting DSPS at 707-476-4280.		
Academic Support		
Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services , for eligible students, with advising, assistance, tutoring, and more.		
Academic Honesty		
In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the		

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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.

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Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (<http://www.redwoods.edu/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 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.

**Citizenship in America:
Colorblindness, Racial Inequality, and Mass Incarceration**

IDENTIFYING AND CONTACT INFORMATION:

- **Course meets:** (E6892) M/W 10:45 AM - 12:50 PM in the Humanities Building, room 114
- **Instructor:** Shannon Mondor
- **Email:** shannon-mondor@redwoods.edu
- **Office Hours:** I will be available from 10:30 AM to 12:30 on Tuesdays for individual office hours in HU 119. If that time does not work for you, please email me or speak to me before or after class to set up an alternative time to meet. I will be on campus each Monday, Tuesday, Wednesday, and Thursday. On Thursdays I am available in the Academic Support Center (ASC) for individual tutoring appointments from noon to 6:00 PM. Please stop by the ASC desk (in the LRC next to the Math Lab) or call 476-4106 or 476-4154 to book an appointment for either 30 or 60 minutes. You can make appointments up to one week in advance or drop in to see if there's a free time to meet.
- **Writing Center Hours:** I am working in the Writing Center on Tuesdays from 1:15 to 4:15 PM this semester. There are also many other talented English Instructors and peer tutors there to assist you during the other times the WC is open. To access the spectacularly helpful services of the WC, you will need to enroll in at least ½ unit of English 53A and attend at least 90 minutes weekly. If you enroll for 1 unit, you will need to attend 3 hours weekly. This semester, the WC is open Monday from 10:05 to 2:40, Tuesday from 10:05 to 4:15, Wednesday from 8:40 to 2:40, and Thursday from 10:05 to 2:40.
- **EPIC Leader:** This semester our class is privileged to have the assistance of an EPIC Leader, Razia Begum, who passed English 1A with me in fall of 2017 with flying colors. She has also been my EPIC Leader in English 102 for the past two semesters. She will be attending lectures and holding optional 1-hour study sessions each week for students who want to talk more in depth about the readings and assignments. Think of her as a super student and great resource for our course.

REQUIRED TEXTS AND MATERIALS (All are available at the CR Bookstore & Amazon.com):

Texts:

- *Academic Writing Now: A Brief Guide for Busy Students*, David Starkey, Broadview Press, 2015, ISBN 978-1-55481-249-3. (About \$21 new. Please be sure you get the latest edition with the 2016 MLA updates.)
- *Between the World and Me*, Ta-Nehisi Coates, Spiegel & Grau, 2015, ISBN 978-0-8129-9354-7. (About \$14 new.)
- *Citizen: An American Lyric*, Claudia Rankine, Graywolf Press, 2014, ISBN 978-1-55597-690-3. (About \$14 new.)
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Michelle Alexander, The New Press, 2011, ISBN 978-1-59558-643-8. (About \$14 new.)
- While not required, a MLA handbook (8th edition or later) is strongly *recommended* for the research component.
- Also recommended is the text "*They Say/I Say: The Moves That Matter in Academic Writing (Any edition with or without readings, but without them is usually cheaper)*" by Gerald Graff and Cathy Birkenstein, WW Norton & Company, 2014, ISBN: 978-0-393-93584-4 (This ISBN is for the 3rd edition). (Copies range from about \$30 for a new fourth edition down to about \$10 for an older version.) The Writing Center has some copies of this text.
- All other course texts and readings will be distributed in class or made available via Canvas.

Required Materials and Attitude:

- **Daily access to a computer, a printer, and the Internet** (Be prepared to access Canvas at least every other day.)
- **An active CR email account** that you check regularly for messages and announcements
- The ability to post/submit **Microsoft Word** compatible documents or .pdfs (**I can't open or read Pages documents).
- **Writing supplies to bring to every class:** pens, 2 different colored highlighters, 8 ½ x 11 lined paper
- A **stapler** (Loose papers will not be accepted.)
- At least 1 **folder** of your choice (For submitting work in each Major Paper's Working Portfolio)
- A **3-ring binder** (1 inch or larger) with divided sections (to save and organize your work & handouts from this course).
- A **USB Flash drive** for archiving your work. Back up all your files in a few different ways—email, Google Drive, Canvas, keeping paper copies, the flash drive, etc...Be sure to develop a good naming system so you can find files when needed.
- Dedicated chunks of **time** set aside in your weekly schedule/planner to devote to completing the work of our class—doing some work each day or several days every week will help prevent you from feeling overwhelmed.
- A **growth mindset**, which will allow you to take risks, try new things, and stretch your abilities through experimentation, dedication, commitment, trial & error, feedback, and reflection. You can do this. I believe in you. You need to as well.
- Willingness to ask questions, offer insights and observations, think out loud, write in your books, share ideas still in process, and figure out where you stand on issues through class discussion and writing. **Be present and engaged.**

COURSE DESCRIPTION AND OVERVIEW:

Students will develop and refine their abilities to read critically and to recognize and recreate the qualities of effective writing appropriate for the college level. Students will produce writing based on observation, experience, discussion, analysis of texts and readings, reflection, and research. Students will analyze and produce diverse genres, with attention to how reading and writing strategies and techniques may be used to achieve intended purposes in different rhetorical situations. Students will develop skills associated with the collaborative nature of writing and critique, which will include understanding writing as a recursive, rhetorical, and social process. Metacognition and reflection form the core elements of this course, since they deepen our insights and critical abilities with language. Active and informed participation of all students is essential to our work. Lectures will be scarce, so come prepared to engage, debate, think deeply, and discuss a variety of perspectives. Ideally, students in this course should form a community of supportive, engaged writers who take responsibility for learning, who make appropriate rhetorical choices, who compose strong, relevant arguments featuring analytic claims supported with credible evidence and appropriate rhetorical appeals, and who are committed to improving each other's writing and thinking.

Citizenship in America—Colorblindness, Racial Inequality, and Mass Incarceration

In this course, we will examine and write about race and citizenship in American life. Many recent tragic events highlight the disconnect between our nation's noble democratic ideals of equality and fairness and the lived experience of many of our citizens and residents, especially those who are poor and people of color. Race and racism remains a topic that concerns, interests, frustrates, unnerves, and even confuses many people in this country. Over one hundred and fifty years after the end of the Civil War and more than fifty years since the Civil Rights Movement, it is still exceptionally challenging for most Americans to talk about race: openly addressing issues involving race and deepening our understanding of racial inequality, its causes, and consequences makes many (white) people feel personally uncomfortable or threatened and potentially vulnerable to accusations of racism or prejudice. People of all colors feel anger, pain, resentment, guilt, shame, blame, confusion, or denial while thinking about issues of racial inequality, which only contributes to the silence and exaggerates the awkwardness of our attempts to talk about it. We need to get better at talking and writing about sensitive issues from an informed perspective.

The enduring legacies of past and present wrongs complicate how we each feel about who should be considered responsible or to blame, who has benefitted (and continues to), and what can and should be done to repair and rectify the inequalities, injustices, mutual mistrust, and continued pain and suffering Americans experience due to persisting systemic racism, unconscious bias, unearned privilege, and personal prejudices. We will need to be gentle, kind, and respectful to each other as we examine these sensitive issues, but we will also need to push beyond our comfort zones to achieve new intellectual and empathetic insights. It is okay to feel uncomfortable as we navigate these conversations; that discomfort and uncertainty is an expected and important part of learning and challenging ourselves in new ways that will ultimately foster deeper compassion, awareness, and understandings of complex experiences regarding race, diversity, effects of social inequality, and mass incarceration. Taking risks can lead us all to valuable new insights, perspectives, and relationships, so I encourage you to be brave and participate as thoughtfully as possible. College is the place to hone these skills, where critical analysis is key.

While individual acts of hateful racism and violent, explicit bias have greatly diminished when compared to earlier eras in history, and important legal victories have been secured, systemic inequalities remain integral to our segregated American political, economic, criminal justice, law enforcement, education, housing, and employment experiences and opportunities. In recent years, a backlash of explicitly violent racist hate is on the rise. In the absence of substantive, critical, and honest inquiry into and exploration of race and how it functions in our society (in institutions, communities, families, and our personal lives), implicit biases have only intensified as they have been pushed further from our conscious attention and scrutiny. These lingering, often unacknowledged biases routinely lead to unfair and discriminatory treatment, simultaneously impeding personal achievements and preventing us all from living in and contributing to a truly democratic society that values and respects its diverse members. Analyzing persistent racial and social inequality, unconscious biases, conscious prejudices, micro-aggressions, and unexamined power dynamics together using critical academic, rhetorical, and intellectual inquiry can allow us to begin to know how to intervene positively in our daily personal and institutional lives, should that become a goal.

It is my hope that looking critically at how race functions in our current society (and how race intersects with other aspects of our identities, such as gender, class, sexuality, etc...) can help us better understand how to actively work for and promote the freedom, equality, integrity, and justice for all as promised in our country's founding documents. Our inquiry this semester has very real consequences for society. What we achieve on these fronts will largely depend on our individual and collective willingness to listen, learn, sit with discomfort, and confront our own experiences and preconceptions of what race means and what it does in our own lives and the wider world. I invite you to embrace what I expect will be a difficult and challenging process of questioning, learning, and discovery. There is room for each person to arrive at his or her own conclusions.

COURSE REQUIREMENTS:

In college classes, for every hour spent in class, students should expect to spend a minimum of 2 hours working outside of class. For this 4-hour per week class, expect to spend **at least** 8 additional hours reading and writing to earn an average grade. Earning excellent grades will likely involve investing more time and effort than the expected minimum.

Major assignments for English 1A include:

- Two Major Papers (1200-1500 words) & accompanying Working Portfolios (required process assignments).
- A 5-7 page (1500 word) Persuasive Research Project requiring a variety of genres (proposal, annotated bibliography, analytical paper featuring MLA style and a Works Cited).
- 10 Reading Responses (minimum of 500 words each).
- 16 Metacognitive Reading Logs (MRLs—basically notes on what you take away from your reading)
- Leading class discussion for a chapter of *The New Jim Crow* as part of a small group & a formal written reflection evaluating the planning, success, organization, and collaboration of the activity.
- Active, engaged, regular, thoughtful, and informed participation in class discussion and activities such as reading, writing, and collaborative work alone, in pairs, and in small groups.
- Three Peer Response Groups: Class time to participate in respectful, critical response to peer writing in small groups. To get full credit you must be on time and come prepared with multiple copies of your draft.

Meeting Deadlines:

Due Dates for all assignments are in the course calendar, which will be distributed the first week of classes, and on Canvas.

Assignments are due in properly formatted hard copy paper form at the beginning of class. Most assignments also need to be posted to the appropriate Canvas location (generally found in that week's module, the assignments link, or a discussion) by midnight of the due date. Submitting work online by midnight will not substitute for bringing paper copies to class and will not count as being submitted on time. While the Canvas reminders will have a deadline of midnight, bring your work to class.

Every major paper must be posted to Canvas, where it will automatically be submitted to Turnitin.com as required by the English Department, in order to be eligible for a grade and feedback.

Disrespecting due dates will result in **significant grading penalties**—unless an extension has been requested and granted IN ADVANCE or unless official documentation excuses an absence.

You will lose at least 10% on late work for each class meeting it is late. Assignments will not be accepted more than one week after the due date (usually beyond two classes later). Instructor feedback may not be provided on late work.

You will receive 3 late work coupons. These coupons give you **one** extra week to submit one assignment with no late penalty to your grade. The coupons cannot be used for a rough draft, a peer review session, or MP #3.

Please communicate with me before due dates to request extensions or alternate due dates should the need arise. For students current on course work and regularly attending class, occasional extensions may be provided. Such decisions will be at the discretion of the instructor and will be made on an individual basis.

Expectations—Stay on top of your work:

Because details of your homework and assignments will be explained and handed out in class when they are assigned, your **regular attendance is crucial** for success in the course and for understanding the expectations of individual assignments. Extensive independent reading and writing will be necessary for each class meeting, where you will often work individually or in small groups using the materials you've been asked to prepare. Often, you will generate or revise writing assignments during class using new techniques modeled for you. We will always discuss the reading you have been assigned to complete for each class. Take notes and have something to say. Coming prepared is important to make the most of our limited time together.

All students are responsible for coming to class on time and prepared, for knowing when things are due, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. By enrolling in this section of English 1A, you are committing to meeting our course goals and must be willing to participate in the activities, assignments, and techniques involved. Genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues concerning racial inequality, citizenship, and mass incarceration that don't have simple answers. You must be willing to think critically about these topics. Expect to stretch your intellectual, human, and rhetorical capabilities. I will be pushing you into unfamiliar territory as a matter of intentional design.

How much you learn and how much your writing, reading, and critical thinking improves will depend on the intensity of your commitment, your willingness to interact and collaborate with each other, and your sincere engagement in academic and personal inquiry and reflection. Members of this class are expected to show respect and tolerance for each other. We will undoubtedly hold and explore different views, but that should not prevent us from listening to and learning from each other.

Please conduct yourself in a respectful, professional manner appropriate for a college classroom. Students whose behavior becomes disruptive or disrespectful will be asked to leave and will receive an absence for the day.

The Working Portfolios:

Each major paper will be submitted in a folder along with all the smaller assignments and drafts that have contributed to its development. **Save both electronic and paper copies of your work.** Save your work at least two different ways, such as email, a USB flash drive, GoogleDocs (in the Gmail Drive), Canvas, your hard drive etc... The Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your ideas, labor, and efforts developing each assignment specifically for this course. The working portfolio can document and archive your developing writing process and also safeguard against charges of plagiarism. Additionally, each Working Portfolio will have a cover sheet detailing point values for the required individual assignments. These sheets must be completed outside of class so that the work is ready to submit at the beginning of class on the designated due date. Your essays will go through a process, not just be a one-shot deal.

Paper Format:

Unless the writing occurs in class, all work you submit must be ready at the start of class on the due date. This is true even if the Canvas assignment says it is due by 11:59 that evening. Plan to have assignments printed and ready to submit by 10:45 AM. I will usually not collect work until the end of class, since you'll need it for reference and discussion that day.

Papers should be typed using a standard 12-point double-spaced font (Times, Calibri) with one-inch margins and **must be stapled**. For every assignment you turn in, unless I indicate otherwise, use a single-spaced heading that includes your name, the instructor's name, the course number, the assignment, the date, and the word count. Please type this heading on the **left side** of the first page of every out of class assignment.

Example Heading: Student Name
 Ms. Shannon Mondor
 English 1A
 Reading Response #4—Coates, Part 2
 February 9, 2019
 Word Count: 523

****Assignments longer than one page should have a right-aligned header (typed or written in by hand) with your last name and the page number—for example: Johnson 2. Do NOT forget to staple your work before submitting it.**

Canvas:

Canvas will be used extensively in this section of 1A. The online portion of our course will be organized by weekly modules where you will be able to post assignments, access copies of documents handed out in class, and explore additional resources and links related to our course material. Please make it a habit to visit the site and explore what it contains. The site will develop as the course progresses. **Add a picture to your profile** so that we can all have an easier time learning and using names in class. I will update the grade book every three weeks or so, which will allow you to keep track of your progress. But please be advised that significant portions of the course grade will not be earned until well into the semester, and zeroes will typically damage your grade severely. It is better to submit some work, even if it's not perfect, than skip entire assignments.

Grading Policy and Criteria:

Students must earn a final grade of 70 percent to pass the class. No Ds are awarded for English 1A.

Major Paper Grades and Final Course Grades	Point Values
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	0-69

Breakdown of your Grade:

Citizenship and Course Work

Your course grade includes all the required reading and writing assignments as well as your preparedness, engagement, attitude, attendance, collaboration, in-class work, presentations, contributions to daily discussion, and Peer Response Groups.

- **Major Essay 1 & 3 Working Portfolios** **30%**
- **Persuasive Research Project (Annotated Bibliography required)** **20%**
- **Shorter Formal & Informal Work (writing, discussion, presenting, participation, MRLs, RRs)** **50%**

Attendance Requirements:

The English Department Attendance Policy

Since regular attendance is a critical factor in student success, students at the college are expected to attend all sessions of each class in which they are enrolled. This class meets twice each week. Students should not exceed 6 absences for the semester. If a student exceeds the limit on absences before Week 10, the instructor will notify the student via email that he or she has been dropped. If excessive absences occur after Week 10, a student will fail the course.

Attendance is mandatory for this class. I will take attendance at every class meeting. If you are absent, make arrangements to submit your work on time, either electronically to Canvas or by sending work with another student. Email me to keep me informed. Also, make contacts and exchange information with a few classmates so that you can find out about any new work assigned or changes in the schedule before returning to class to avoid missing assignments or falling behind.

Students who miss all or part of the first week of classes without contacting the instructor may be dropped from the class. You may miss up to 4 classes with no consequence to your grade. The 5th and 6th absences from class can reduce your course grade by 3% each. Partial absences will count towards the total allowable absences, so please be mindful of your punctuality. If you come late, check in with me before leaving class to be sure that I have recorded your attendance. Getting to class more than 15 minutes late will most likely count as an absence, unless it is due to circumstances beyond your control and a rare occurrence.

Being regularly absent, late, or unprepared for class will severely damage your ability to pass this course. Chronic lack of preparedness or a pattern of not arriving on time will reduce your progress and achievement substantially. Showing up on time and ready to work, with the reading and your assignments complete, is a crucial aspect of being successful in this course.

Missing more than 6 classes (3 weeks) will result in an “F” for this course.

****Students who have perfect attendance, participate actively, and submit all required assignments will receive a 3-point bonus to their final course grade, meaning a 90 would become a 93.**

Other Important Matters:

Unplug: Please leave your personal electronic equipment turned **OFF and out of sight** while this class is in session—unless you are using devices to enhance your success in the course. Texting is not allowed in this class. Neither is listening to music, unless I indicate students can do so if they choose during a specific activity. Please remove headphones or earbuds during class. Disrespecting this policy may result in a request to surrender your phone for allowing dependence on technology to distract from or interfere with our work together. Repeated problems with this issue may result in me asking you to leave class.

Write for a Public Audience: All graded writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers. All work submitted for credit in this class must have been created **expressly and exclusively** for this course. Unless you stipulate otherwise, I may use work produced in this class for professional or pedagogical purposes (as examples for future students or in professional conference presentations).

Get Connected: If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. I am open to negotiate *some* course policies and due dates based upon mitigating circumstances, but you must communicate with me in a timely manner in order for that to happen. Email is the best way to communicate with me. I check it daily. It may take me up to 48 hours to respond, especially if your question is complex, so please be patient. Please make it a habit to follow professional Netiquette in our electronic communications.

ENGLISH 1A SPRING 2019: Semester At A Glance

Week	Monday	Wednesday
1	1/21 NO SCHOOL	1/23 <ul style="list-style-type: none"> Course Overview & Theme: Antiracism Freewriting Interviews & Introductions Personal Reading History MRLs & Reading Responses (RR) Syllabus: Brief Overview Brief Canvas Overview
2	1/28 <ul style="list-style-type: none"> MRL #1 DUE on Adler Discuss “How To Mark A Book” Practice RR Syllabus Q & A Annotation & Analytical Reading Strategies Canvas Overview & Demo of posting <i>AWN</i> Ch. 1, 2, 3 (15-64) Writing Process Freewriting Rhetoric—ethos, pathos, logos & kairos 	1/30 <ul style="list-style-type: none"> Institutional Racism Types of Racism/Inequality Discuss Rankine Parts 1 & 2 (5-37) MRL #2 DUE Practice RR Prep for reading Coates—Book cover & TOC freewrites
3	2/4 <ul style="list-style-type: none"> Analyze Richard Wright poem Discuss Coates Part 1 (5-39) MRL #3 DUE 	2/6 <ul style="list-style-type: none"> Discuss Coates Part 1 (39-71) MRL #4 DUE & RR #1 DUE Post a profile picture to Canvas
4	2/11 <ul style="list-style-type: none"> Discuss Coates Part 2 (75-132) MRL #5 DUE & RR #2 DUE (Part 2 75-132) Discuss McIntosh—Knapsack of Invisible Privilege & White Benefits Introduce MP #1 & Brainstorm topics 	2/13 <ul style="list-style-type: none"> Discuss Coates Part 3 (136-152) MRL #6 DUE & RR #3 DUE Introduce <i>TNJC</i> Group Discussion Leading
5	2/18 NO SCHOOL	2/20 <ul style="list-style-type: none"> MP #1 Key Concept Definitions Due <i>TNJC</i> foreword, preface, and Introduction (1-19) MRL #7 DUE & RR #4 DUE Organize <i>TNJC</i> Group Discussion Leading <i>AWN</i> Ch. 4 (69-80) & Ch. 6, 7, & 8 (103-149) Thesis, Paragraph, & Essay Structure MP #1 Development
6	2/25 <ul style="list-style-type: none"> Discuss Rankine Parts 3, 4, & 5 (41-79) MRL #8 DUE Prep time for <i>TNJC</i> Discussion Groups Handout—“10 Response Techniques” 	2/27 <ul style="list-style-type: none"> Discuss Responding Techniques In class work with MP #1 Zero draft—bring a 750 word draft with a working thesis <i>TNJC</i> Ch. 1 Discussion (20-58) MRL #9 DUE & RR #5 DUE
7	3/4 <ul style="list-style-type: none"> MP #1 Draft DUE/PRG Bring 4 copies of your 1000 word draft Handout: MP #1 Cover sheet Post working thesis and topic sentences 	3/6 <ul style="list-style-type: none"> MP #1 Peer Letters DUE Descriptive Outlines & Revision Techniques In class work with MP #1 draft Student Group 2 Leads Class for one hour <i>TNJC</i> Ch. 2 Discussion (59-96) MRL #10 DUE & RR #6 DUE
8	3/11 <ul style="list-style-type: none"> Post MP #1 working thesis for feedback 3 Revision Techniques DUE Revision Tips for MP #1 (Bring latest draft) Introduce MP#2/ Topic Brainstorming MLA Works Cited Exercise 	3/13 <ul style="list-style-type: none"> MP #1 Working Portfolio & postwrites DUE 3/15 MP #2 Topic Development Student Group 3 Leads Class for one hour <i>TNJC</i> Ch. 3 Discussion (97-139) MRL #11 DUE & RR #7 DUE
	SPRING BREAK	

Week	Monday	Wednesday
9	3/25 <ul style="list-style-type: none"> • MP #2 Topic Proposal DUE • MLA Works Cited Ex. draft DUE (2 copies) • Annotated Bibliographies • Database Demo • AWN Ch. 5 (83-98) & Appendix II (213-223) 	3/27 <ul style="list-style-type: none"> • MP #2 Topic Approval • Justin Ford “Pedagogy of Privilege” video • Student Group 4 Leads Class for one hour • <i>TNJC</i> Ch. 4 Discussion (140-177) • MRL #12 DUE & RR #8 DUE
10	4/1 <ul style="list-style-type: none"> • Discuss Rankine Part 6 (83-135) • MRL #13 DUE • Independent Research Hour • Annotated Bibliography Practice 	4/3 <ul style="list-style-type: none"> • 1 Annotated Bib. Entry Draft DUE • Annotated Bibliography Troubleshooting • Student Group 5 Leads Class for one hour • <i>TNJC</i> Ch. 5 Discussion (178-220) • MRL #14 DUE & RR #9 DUE
11	4/8 <ul style="list-style-type: none"> • Annotated Bib. (4 entries) & Works Consulted Cover Sheet DUE • Working Thesis & Topic Sentences DUE • Cubing • In-class Writing: Research Update 	4/10 <ul style="list-style-type: none"> • Independent Research • Student Group 6 Leads Class for one hour • <i>TNJC</i> Ch. 6 Discussion (221-262) • MRL #15 DUE & RR #10 DUE
12	4/15 <ul style="list-style-type: none"> • NO CLASS—Instructor Personal Day 	4/17 <ul style="list-style-type: none"> • <i>TNJC</i> Reflections DUE for groups 2, 3, 4, 5, & 6 • Annotated Bib (4 entries) & Works Consulted DUE • Revised MLA Works Cited Exercise DUE • Work on Zero Draft in class—500 words • Thesis development
13	4/22 <ul style="list-style-type: none"> • Thesis Workshop: Bring a typed thesis & 2 arguable topic sentences to class • Developing MP #2 • Post MP #2 Working Thesis to Canvas 	4/24 <ul style="list-style-type: none"> • MP #2 Draft DUE/PRG • Bring 3 copies of your 1000 word draft. Include Works Cited page. • Revision Techniques
14	4/29 <ul style="list-style-type: none"> • Peer Response Letters DUE • 3 Revision Techniques DUE • MLA Considerations • In-class work on MP #2—bring your draft • Privilege Pledge Reflection • Discuss Rankine Part 7 (139-161) • MRL #16 DUE 	5/1 <ul style="list-style-type: none"> • MP #2 Working Portfolio DUE • Postwrites • Introduce MP #3 • View DiAngelo’s “White Privilege” • Discussion & Freewriting
15	5/6 <ul style="list-style-type: none"> • Zero draft of MP #3 DUE: Reflections (700 words) • Discussion of <i>TNJC</i>, Coates, & Rankine—what do we take away? • Being a good ally • Antiracism and activism 	5/8 <ul style="list-style-type: none"> • MP #3 Draft DUE (1000 words)/PRG • Bring 4 copies • In-class work on MP #3
Final Exam	5/13 <ul style="list-style-type: none"> • No class: work on your final paper 	5/15 FINAL MEETING TIME: 10:45AM -12:45PM <ul style="list-style-type: none"> • Screening a film: Attendance is required. • Revised MP #3 DUE