

Course Information

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| Semester & Year: Fall 2019           |
| Course ID & Section #: ENGL-1A-E8631 |
| Instructor's name: Mary Sue Prangley |
| Day/Time: TTh 2:45-4:50 PM           |
| Location: HU-114                     |
| Number of units: 4                   |

Instructor Contact

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| Office location: HU-119  |
| Office hours: Tuesdays 12:30-2:30 PM                               |
| Phone number: N/A Please contact me using the email address below. |
| Email address: marysue-prangley@redwoods.edu                       |

Required Materials

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| Textbook Title: (#1) <i>The Shape of Reason</i>                 |
| Edition: 4 <sup>th</sup> Edition, Pearson Education, Inc., 2006 |
| Author: John T. Gage  |
| ISBN: 0-321-32077-8   |
| Textbook Title: (#2) <i>A Pocket Style Manual</i>               |
| Edition: 2016 MLA Updated Edition 7 <sup>th</sup> Ed.           |
| Author: Diana Hacker  |
| ISBN: 978-1-319-08352-6   |
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Catalog Description

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| This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation. |
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Course Student Learning Outcomes (from course outline of record)

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| <ol style="list-style-type: none"> <li>1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.</li> <li>2. Utilize flexible strategies for writing expository and argumentative college-level essays.</li> <li>3. Incorporate primary and secondary sources into essays using appropriate documentation format.</li> </ol> |
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Evaluation & Grading Policy

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| <p><b>There are a total of 500 points available for this course. Final grades will be based on the following scale: A (465-500), A- (450-464), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (300-349).</b></p> <p>3 Major Essays Submitted with Prewriting and Earlier Drafts on Required Due Date (75+100+125 = 300 points possible) 2 Discovery Drafts (15 pts each = 30 pts possible) 2 Reading Responses (15 pts each = 30 pts possible) 3 Formal In-Class Writes (15 pts each = 45 pts possible) In-Class &amp; Online Writing, Quizzes, Homework Assignments, &amp; Group Presentations (65 points possible) Attendance &amp; Participation (30 points possible)</p> <p>Your final course grade includes all the required reading and writing assignments as well as your preparedness, engagement, in-class work, contributions to discussion, and collaboration. Details about expectations and evaluation are provided later in the syllabus, on Canvas, and in specific assignment directions.</p> |
| <p>Linked classes: All students in this class need to be enrolled in and attend ENGL-1S-E7647 (which meets Tuesdays 5:00 pm-6:25 pm in LRC 102) as well.</p>  |

### 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 accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

### 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. 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, the student 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. 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.*

Fall 2019

College of the Redwoods

**English 1A: College Composition  
Humans & the Environment Theme**

**Classroom: HU 114  
T-Th 2:45 – 4:50 pm  
#048631**

**Instructor: Mary Sue Prangley**  
**E-Mail: [marysue-prangley@redwoods.edu](mailto:marysue-prangley@redwoods.edu)**

**Office Hours: Tuesdays 12:30 – 2:30 pm**  
**Office: HU 119**

**Required Texts & Materials:**

- John T. Gage, *The Shape of Reason*, 4<sup>th</sup> Edition, Pearson Education, Inc., 2006.
- Diana Hacker *A Pocket Style Manual 2016 MLA Updated Edition* 7<sup>th</sup> Ed.
- A print card and/or regular access to a printer
- Regular access to a computer and the Internet
- An email account (that you check daily)
- Plenty of writing utensils (pens/pencils) and an ample supply of lined 8 ½ x 11 paper (expect to need writing materials *every* class)
- 3 pocket folders (for working portfolios)
- 3 green books (for formal in-class writes)
- A flash drive, cloud storage, or some other means of backing-up your work

**Course Overview:**

- **Course Description:** This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.
- **Linked Classes:** All students in this class need to be enrolled in and attend ENGL-1S-E7647 (which meets Tuesdays 5:00 pm-6:25 pm) as well.
- **Student Learning Outcomes:**
  1. **Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.**
  2. **Utilize flexible strategies for writing expository and argumentative college-level essays.**
  3. **Incorporate primary and secondary sources into essays using appropriate documentation format.**

- **Course Description/Goals:** Welcome to English 1A! This course will require much time and effort from you; yet it offers much in return. English 1A is a rigorous, comprehensive course designed to increase your critical thinking, reading, and writing skills. You'll be doing an extensive amount of reading, writing, and discussing for this class. The potential benefits, though, are worth your efforts. Engaging in activities such as reading and analyzing complex texts, developing extended written analytical arguments—as well as participating in intellectual class discussions and peer group activities—sharpens the critical thinking skills that will serve you well both in college and in your life beyond the classroom.

Over the course of the semester, you will learn different strategies to help you engage in intellectual conversations (both oral and written discourses). Upon successful completion of this course, you will have a deeper understanding of how to use language effectively in different situations and for different audiences and purposes. Additionally, you will have learned something of how place, language, and culture interact to shape our understanding of ourselves and the world we inhabit.

English 1A is primarily a workshop course. In this class, we will endeavor to create a supportive community environment. In whole class and small group settings, we will work together to develop the abilities to give appropriate, productive feedback, present ideas in a well-thought-out manner, and listen and respond to the ideas of others with interest and respect. In developing these abilities, you will be sharpening your critical thinking skills as well.

### Course Requirements:

- ❖ **Major Papers:** You will write three major essays (each ranging from 1400 to 2000 words). MLA formatting and documentation are required for all essays. At least two of these papers will require research in the library and on the internet. All essays are to be typed using a standard 12-point font and double-spaced. I accept hard copies only. You may e-mail me a copy of an assignment if you're absent on the day it's due (to show you've completed it), but you will not receive credit for it until you've turned in a hard copy version when you come back to class. (See Deadline & Make-up Policy section for more details.)

You will need to maintain a working portfolio (in a pocket folder) for each major essay. The working portfolio is comprised of *all* writing pertaining to this paper, including a final, polished draft, all notes, prewriting, earlier drafts, peer feedback, conference notes, and so forth. In other words, *save everything*. In order to receive full credit for a major essay, you must submit it on the due date in a working portfolio containing all the required documents. **Note: I do not accept essays without a working portfolio.**

- ❖ **www.turnitin.com:** In addition to the stapled, hard copies of each of your essays that you submit, you will also submit electronically each of your essays to [www.turnitin.com](http://www.turnitin.com) via Canvas. (If you're unsure about how to perform this activity, don't worry; we will be discussing in class how to submit essays when the time is appropriate.) At the end of the semester, the recorded grades for any essays that have not been submitted to turnitin.com will be deleted from the gradebook and you will receive a "zero" for the essay.
- ❖ **Course Readings & Responses:** You will be assigned many readings over the course of the semester. You can expect upwards of 50 pages of readings per week. All readings must be completed on the date due. Skimming readings will not be sufficient for English 1A. We will work together to develop your ability to engage in "active" reading, but you must do your part.

You will need to read and annotate the assigned texts, making note of the ideas presented and questioning and testing these ideas against your own.

You will need to complete all the assigned readings in order to: 1) actively participate in class discussions, and 2) write meaningful responses to the texts. You will be writing a number of responses to readings. These responses will take a variety of forms, including daily quick writes (QWs), out-of-class reading responses (RRs), and formal in-class writes.

These different writing assignments allow you to reflect on our readings, to formulate questions and ideas and connect these readings to your own experiences, knowledge bases, and/or a particular aspect of the world. They are also a means of developing and displaying your critical thinking and writing skills and, therefore, will require a certain amount of time and effort on your part. You can expect to spend, on average, 8 hours per week (outside class) in completing the reading and writing assignments for this 4 unit course.

Note: You have the option of developing a reading response or formal in-class write into a major essay. Keep this in mind as you read and write responses, and if you feel inspired to delve deeper into some idea, question, or issue, by all means, do so!

Additional note: A major portion of in-class writing will be in the form of quick writes (QWs). Only students who bring an annotated hard copy of the reading will be able to take that day's quick write (QW). **Note: readings accessed via smartphone or other electronic devices are not hard copies.** A hard copy is a printed paper version of a reading (i.e. paper copy of a reading from Canvas).

- ❖ **Grammar Review & Practice (as needed)**
  
- ❖ **Engaged Participation in Class Activities, Peer Groups Exercises, and Whole Class Discussions:** (see Attendance & Participation section for more details)
  
- ❖ **Regular Class Attendance:** (see Attendance & Participation section for details)
  
- ❖ **Formatting Assignments:** All writing (other than in-class) must be typed using a standard 12-point font and double-spaced, the pages formatted with one inch margins. Staple pages together.
  
- ❖ **Deadline & Make-Up Policies:** As a general rule, I do not accept late work. Any exception to this rule will be determined on a case-by-case basis. All assignments must be turned in on the date they are due to receive credit. As noted in other sections, though, if you are absent, you may email me a copy of your homework by our class starting time on the day it is due (**followed by a hard copy turned in to me when you return to class**) to receive credit.

### Grading Policy:

- ❖ **Attendance & Participation (30 points possible):** English 1A is a workshop course. Both your presence and your engaged participation in class are vital not only for your individual success but for the success of the class as a whole. The attendance points I assign you (following every class meeting) will be based just as much on your preparedness and participation as your presence in that day's session. For specific attendance requirements see attendance section below.
  
- ❖ **3 Major Essays Submitted with Prewriting and Earlier Drafts on Required Due Date (75+100+125 = 300 points possible):** All drafts are to be included in the working folder. Each essay will have been read and responded to in (at least) one peer group session (all peer responses are to be included in the working portfolio).
  
- ❖ **2 Discovery Drafts (15 pts each = 30 pts possible)**
  
- ❖ **2 Reading Responses (15 pts each = 30 pts possible)**
  
- ❖ **3 Formal In-Class Writes (15 pts each = 45 pts possible)**
  
- ❖ **In-Class & Online Writing, Quizzes, Homework Assignments, & Group Presentations (65 points possible):** There will be many opportunities to accumulate points through activities such as informal in-class writing (quick writes (QWs), freewrites, pre-reading questions, etc.), quizzes, group activities, and homework assignments. In addition, you may be participating in one (or more) small group presentations (time permitting).
 

Note concerning quick writes: A major portion of in-class writing will be in the form of quick writes (QWs). Only students who bring an annotated hard copy of the reading will be able to take the day's quick write (QW). Note: readings accessed via smartphone or other electronic devices are **not** hard copies. A **hard copy is a printed paper version of a reading (i.e. paper copy of a reading from Canvas).**
  
- ❖ **Extra Credit:** The official CR policy stipulates that extra credit is NOT available in English 1A.
  
- ❖ **Final Course Grade:** There are a total of 500 points available for this course. Final grades will be based on the following scale: A (465-500), A- (450-464), B+ (435-449), B (415-434), B- (400-414), C+ (385-399), C (365-384), C- (350-364), D (300-349).

### **Attendance and Participation Policies:**

Since much of this class revolves around our discussions, you will need to be in class every day, on time, and prepared to engage in the day's activities. Please note that I will be taking attendance (in one form or another) *every* class period. I will also be keeping track of individual participation in group discussions and activities. (Grades are influenced by the level of participation in class.) Being late to class also affects your grade.

It is imperative that you come to class on time and prepared to actively participate. Lateness, lack of preparation, and inattentiveness will not only affect *your* ability to succeed in this course, it will also have an effect on the functioning of the class *as a whole*. Please keep this in mind.

#### **The English Department Attendance Policy:**

Students at the College are expected to attend all sessions of each class in which they are enrolled. Students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. 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.

**Before Census (Week 3): Be aware that if you've missed multiple classes and/or have not been turning in work, your name may be cleared from the class roster following Friday of Week 3 (Census Week). If you find yourself in this boat, come and talk to me about your situation as soon as possible.**

### **Academic Honesty Policy:**

Plagiarism is a serious offence which can result in failing English 1A. We will be discussing in class about acceptable ways of including the words of others in your writing, but if you ever have any questions about whether or not you may be plagiarizing something in your writing, please come see me *before* you turn in your paper, so we can avoid any potential misunderstandings about what your intentions may have been.

**Academic Misconduct:** The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website (see page 2 of this syllabus to access the link).

### Classroom Policies:

It has been my experience that most students are aware of the standards of appropriate classroom behavior and conduct themselves accordingly. However, for those who may not be sure what kind of behavior is expected in college classrooms, I've included the following:

Avoid interrupting the class by coming in late, leaving early, or coming and going from the room during class time. Please do your best to take care of personal needs before coming to class. Repeatedly walking in and out of the classroom is disruptive to our learning community. However, I do realize that there are times when emergencies occur that make such interruptions unavoidable. In these cases, if the situation can't wait for a break time, of course you may excuse yourself from class for a moment. Please just don't make a habit of it.

**Note:** We will make every effort to take a short break halfway through class for folks to use the restroom, check their phone, or eat a snack. However, these breaks are not sufficient time to go to the cafeteria and order food or beverages. Please take note of the above and plan accordingly.

**Additional Note:** See Disruptive Classroom Behavior on page two of this syllabus for additional information and understand that disrupting our classroom learning community will result in your being suspended from class for the day and referred to campus disciplinary authorities. Please know that I take my responsibility to provide a safe and productive learning environment for all students very seriously.

### Outside Assistance for English 1A:

- ❖ **Instructor Conferences:** Studies show that students who meet often with their instructors are more successful in their classes. I encourage you to make an appointment with me to discuss any questions or concerns you may have at any stage of the writing process. You do not need to make an appointment for a conference during my office hours. Just drop in and I will be delighted to see you! However, if you would like a conference and cannot make it during my office hours, please speak with me (in person or via email) and we will arrange a mutually convenient time to meet.
- ❖ **The Academic Support Center:** The Academic Support Center also offers tutoring service (free to students).
- ❖ **Special Accommodations:** Persons who wish to request disability-related accommodations should contact Disability Services and Programs for Students. Some accommodations may take up to several weeks to arrange. **Please see me as soon as possible if you would like help arranging accommodations. Your success in this class is my main consideration. I will be pleased to help in whatever way I can.**

**The instructor reserves the right to add, delete, or revise sections of this course or syllabus. Changes will be announced in class.**



**Calendar English 1A Fall 2019**  
**Humans & the Environment Theme**

| <b>Tuesday</b>   | <b>Thursday</b>  |
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| <p>Week 1 Aug 27</p> <p>Introduction to the course &amp; in-class writing &amp; activities.</p>  | <p>Aug 29</p> <p>In <i>Reason</i>, read Ch. 1 “Writing &amp; the College Community” &amp; Ch. 2 “Critical Reading.”</p> <p>Purchase textbooks from the bookstore. Reread syllabus &amp; jot down questions (to discuss in class).</p>  |
| <p>Week 2 Sep 03</p> <p>Read &amp; annotate MLK’s “Letter from Birmingham Jail” (located on Canvas). Be sure to employ “active” reading strategies.</p> <p>Remember, you don’t have to use all the strategies. Focus mainly on adding comments &amp; questions in the margins, defining key terms, &amp; highlighting (or underlining) main ideas in paragraphs. Try to write something in the margins for EACH paragraph.</p> | <p>Sep 05</p> <p>In <i>Reason</i>, read Ch. 3 “The Deep Structure of Reasoning.”</p> <p><b>Discussion topic:</b> What are “dialectical oppositions” and how are they important to argumentation?</p> <p>Read &amp; annotate Judi Bari’s “The Feminization of Earth First” (located on Canvas).</p> |
| <p>Week 3 Sep 10</p> <p>Read &amp; annotate Parts 1 &amp; 2 of Judi Bari’s “The Secret History of Tree Spiking” (located on Canvas).</p> <p>Read “Purdue OWL on Paragraphs” handout (located on Canvas).</p>   | <p>Sep 12</p> <p>In <i>Reason</i>, read Ch. 4 “Ethical Argument,” &amp; in <i>Pocket</i>, read section 29a-29d on Supporting a Thesis.</p> <p>MLK revisited: Bring your annotated MLK “Letter” &amp; both of Judi Bari’s essays to today’s class.</p>  |
| <p>Week 4 Sep 17</p> <p>Read &amp; annotate Rebecca Solnit’s “The Orbits of Earthly Bodies” and Leslie Marmon Silko’s “Landscape, History, and the Pueblo Imagination” (both located on Canvas).</p> <p><b>RR #1 (at least 2 pgs.) due</b></p>   | <p>Sep 19</p> <p>Read &amp; annotate Aldo Leopold’s “The Land Ethic” (located on Canvas).</p> <p>In <i>Reason</i>, read Ch. 5 “Asking Questions, Generating Ideas” (pp 56-74).</p>   |
| <p>Week 5 Sep 24</p> <p><b>RR #2 on Silko or Solnit readings (at least 2 pgs.) due</b></p> <p>Read &amp; annotate Aldo Leopold’s “Thinking Like a Mountain” &amp; Michael Pollan’s “Why Mow?; The Case Against Lawns” (both located on Canvas).</p>  | <p>Sep 26</p> <p><b>In-Class Write #1:</b> Michael Pollan’s “Why Mow?; The Case Against Lawns”</p>   |

| Tuesday   | Thursday   |
|---|--|
| <p>Week 6 Oct 01</p> <p><b>Peer Review:</b> Bring a copy of current draft Essay #1 (at least 2 full pages)</p>  | <p>Oct 03</p> <p>Read &amp; annotate Rachel Carson's "The Human Price" and Jeffrey Kaplan's "The Gospel of Consumption" (located on Canvas).</p>   |
| <p>Week 7 Oct 08</p> <p>Read &amp; annotate Richard Paul's "Philosophical and Unphilosophical Minds: Philosophy as a Mode of Thinking and a Framework for Thinking" (located on Canvas).</p> <p><b>Final Draft of Essay #1 (in working portfolio) due.</b></p>                    | <p>Oct 10</p> <p>Read &amp; annotate Richard Nelson's "Oil &amp; Ethics: Adrift on Troubled Waters" and Terry Tempest Williams' "The Clan of One Breasted Women" (located on Canvas).</p> <p>In <i>Pocket</i>, read sections 25 (Posing a research question), 26 (Finding appropriate sources), 27 (Evaluating sources), and 28 (Managing information; avoiding plagiarism).</p> |
| <p>Week 8 Oct 15</p> <p>Research Presentation and Workshop! A CR Librarian will come to our classroom and present on the research process and recommended sources for college level research papers. Bring electronic copy of DD materials to work on after the presentation.</p> | <p>Oct 17</p> <p>Bring one of our readings from Canvas to class today.</p> <p>In <i>Reason</i>, read Ch. 6 "Giving Reasons" (79-98) &amp; Ch. 7 "Developing Structures" (101-115).</p> <p><b>Discovery Draft for Essay #2 due.</b></p>   |
| <p>Week 9 Oct 22</p> <p>Read &amp; annotate Michael Pollan's "Behind the Organic-Industrial Complex" (located on Canvas).</p>   | <p>Oct 24</p> <p>Read &amp; annotate Michael Pollan's "An Animal's Place" (located on Canvas).</p>   |
| <p>Week 10 Oct 29</p> <p>Bring current draft of Essay #2 (1 copy) to class.</p> <p>Bring a copy of one source to class</p> <p>In <i>Pocket</i>, peruse section 31 (on integrating sources) and become familiar with section 33 (on MLA in-text citations and works cited).</p>    | <p>Oct 31</p> <p><b>Peer Review:</b> Bring a copy of current draft Essay #2 (3 pages). Be sure draft includes works cited page!</p> <p>Read &amp; annotate Wendell Berry's "The Pleasures of Eating" (located on Canvas).</p>  |

| <b>Tuesday</b>   | <b>Thursday</b>  |
|--|--|
| <p>Week 11 Nov 05</p> <p><b>Final Draft of Essay #2 (in working portfolio) due.</b></p>  | <p>Nov 07</p> <p>Read &amp; annotate Quammen's "The White Tigers of Cincinnati: A Strabismic View of Zookeeping" (located on Canvas).</p>  |
| <p>Week 12 Nov 12</p> <p>Read &amp; annotate "No Rms. Jungle Vu" by Melissa Greene (located on Canvas). Note: You will not need to read the entire "No Rms. Jungle Vu" article for Tuesday. Just read the following: pages 62-68 (to the end of the story about Kiki, the gorilla).<br/>And finally, please bring your copy of "The White Tigers of Cincinnati" back to Tuesday's class as well.</p> | <p>Nov 14</p> <p><b>In-Class Write #2:</b> Quammen's "The White Tigers of Cincinnati"</p>  |
| <p>Week 13 Nov 19</p> <p><b>Inquiry &amp; Research Day: No Class</b></p>   | <p>Nov 21</p> <p><b>Read &amp; annotate Quammen's "The Face of a Spider" (located on Canvas). Be sure to bring an electronic copy of your essay materials too!</b></p> <p><b>Discovery Draft for Essay #3 due.</b></p>   |
| <p><b>Thanksgiving Break: Nov 25<sup>th</sup>-29<sup>th</sup></b></p> <p>Week 14 Dec 03</p> <p><b>Peer Review:</b> Bring a draft of Essay #3 (at least 3 pages).</p>   | <p><b>Thanksgiving Break: Nov 25<sup>th</sup>-29<sup>th</sup></b></p> <p>Dec 05</p> <p>Read &amp; annotate Peter Kahn's "The Human Relation with Nature &amp; Technological Nature" and Edward O. Wilson's "The Environmental Ethic" (both located on Canvas).</p> |
| <p>Week 15 Dec 10</p> <p><b>In-Class Write #3:</b> Kahn's "The Human Relation with Nature &amp; Technological Nature"</p>  | <p>Dec 12</p> <p><b>Final Peer Review:</b> Bring complete draft of Essay #3 (1 copy).</p> <p>Essay #2 Revisions due today</p>  |

**Finals Week Class: Tuesday, Dec. 17<sup>th</sup>, 3:15-5:15 pm**  
**Final Draft of Essay #3 (6-10 pgs.) in working portfolio due today!**