

### Course Information

**Semester & Year:** Fall 2019  
**Course ID & Section #:** English 1A—E8643  
**Instructor's name:** Cyndy Phillips  
**Day/Time or \*Online:** M/W 7:15-9:20 P.M.  
**Location or \*Online:** HU 106  
**Number of units:** 4

### Instructor Contact Information

**Office location or \*Online:** HU 119  
**Office hours:** Wednesday 3-5 P.M. and by appointment  
**Phone number:** 707-476-4459  
**Email address:** cyndy-phillips@redwoods.edu

### Required Materials

**Textbook Title:** *The Salt Path: A Memoir*  
**Author:** Raynor Winn  
**ISBN:** 978-0143134114  
**Other requirements:** See page three of syllabus

### Catalog 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.

### Course Student Learning Outcomes (from course outline of record)

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. Evaluation & Grading Policy

### Evaluation & Grading Policy

Final grades are based on the total points earned through the semester. Students can keep track of total points throughout the semester in the gradebook section of the course Canvas site. Grading rubrics are also available for each weekly discussion forum and for formal writing assignments. For grading scale and late policy, see the remainder of the syllabus.

### Prerequisites/co-requisites/ recommended preparation

Placement into English 1A is determined according the default AB 705 guidelines or the results of the guided self-placement process.

**\*ONLINE REQUIREMENTS - The following are required online courses but are recommended for all (see \* in contents).**

**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](#).

### Special Accommodations Statement

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).

### Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

### Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

**Disruptive Classroom Behavior:** Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## Emergency procedures / RAVE

### 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.)

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-Fall 2016  
English 1A: Analytical Reading & Writing  
CRN#E8643— M/W 7:15-9:20 p.m.  
Room HU 106  
Theme: Perspectives

**Instructor:** Cyndy Phillips    **Email:** [cyndy-phillips@redwoods.edu](mailto:cyndy-phillips@redwoods.edu)    **(cell):** given in class    **Office:** HU 119  
(preferred method of contact)

**Office Hours:** Wed, 3-5 p.m. & by appointment    **Class Website:** <https://redwoods.instructure.com/login>

**Availability:** Outside of college holidays, 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 or text for even faster response.

### Required Materials:

#### Computer and internet access:

- **Consistent M-F daily access** to a computer with internet access, your CR email account, and a word processor
- 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**
- For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

**YOUR LOGIN NAME WILL BE THE SAME AS MYCR** (first initial, last name, last three digits of your student I.D number (example: 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.}

- Winn, Raynor. *The Salt Path: A Memoir*. Penguin, 2018. ISBN: 978-0143134114
- Course readings & videos as assigned on Canvas (to be downloaded, viewed &/or printed as needed)
- Free Grammar & mechanics online “handbook” at: <https://www.grammarbook.com>
- Free online citation handbook at: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- 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.



## Course Objectives

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

**Theme: Perspectives**—Our course theme is really about looking at life through a variety of perspectives, our own—of course—but also others'. This semester, we'll use our class and its many components to explore the ways we see each other, ourselves, and the world; it is also my hope that through this exploration we will become more mindfully connected with people, places, and situations foreign to us by helping 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 "PERSPECTIVES"

Looking for specific answers,  
hmmm?

## 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 & Online Homework**— 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 or Google Chrome.**

Each week's homework will be available online starting on Monday afternoon. All due dates will be listed on the daily plan and/or Canvas. **Late work is not accepted.** (However, note the "Golden Carrot" below.)

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.

- **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.

### **THE GOLDEN CARROT—OUTSIDE OF LEGALLY DOCUMENTED EMERGENCIES, NO LATE ASSIGNMENTS ARE ALLOWED...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 completely, I offer you...the Golden Carrot. What's that you ask? Ah ha! It's free "grace" points that are automatically added onto your grade toward the end of the course (~Week 12). These free extra points add up to the combined points for one missed discussion post (10 points), one minor assignment (15 points), & one first draft of any formal paper (50 points)—a total of 75 points, so your final grade is not affected by a few "oops" moments. If it ends up you complete all the assignments and do well on all your work, these points then function as extra credit for your hard work. Don't you just love carrots??*

*You will also have the opportunity to complete extra credit assignments to help boost your grades. 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.*

- **Grammar & Mechanics**—We'll spend some time working through citations 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 "handbooks" 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 multiple-choice items revolving around the week's activities. Quizzes are available at the class Canvas site, with the week's module beginning Monday. None of them are timed (take as long as you like) and most offer multiple chances of submission. Quizzes will be made unavailable and will not be accepted after the deadlines. Quiz scores are available immediately upon submission.

- **Conferences (25 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 25 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 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:
  - **Students who miss any class during the first week will be dropped** so students who are on the wait list (and present) will be given their seats.
  - **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 (for us, that's four missed classes). 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.
  - **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 (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 primarily be used to accommodate special circumstances.** 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**—*Starting on week three of the course, 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). If you have no such tech, or prefer not to use them, the computers in the classroom are always available for your use.*

## 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 (see second page of syllabus for details). Perhaps most importantly, students' actions and words should always demonstrate respect and appreciation of diversity. 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.

***Anyone who disrupts the learning environment by acting inappropriately 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.***



Also, in our classes, *cell phones and other personal electronic devices must be 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 to turn your phone back on and use it.* 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 are accessed.

**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, 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 Canvas assignment and for your formal writing assignments.

*For this course, we will use the following “end of semester” scale:*

A = 100-93%	A- = 92-90%	}A LEVELS=EXEMPLARY WORK	
B+ = 89-88%	B = 87-83%	B- = 82-80%	}B LEVELS=GOOD, COMPLETE WORK
C+ = 79-78%	C = 77-70%	}C LEVELS=SATISFACTORY WORK	
D = 69-60%	F = 59% & below	}THESE LEVELS=BELOW SATISFACTORY WORK	

## Further Resources

### HELP WITH CANVAS

I’ve placed the student tutorial 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 that pertain to the Canvas system, before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

### STUDENT SUPPORT SERVICES

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Library Articles & Databases](#)
- Through the CR’s Learning Resource Center you have access to NetLibrary for on-line books and to several databases for journal articles. These can be tremendous resources in completing course work. Go to <http://www.redwoods.edu/eureka/library/onlinedbs.asp> for instructions on how to log in to these sites.

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning.

Learning Resource Center includes the following resources for students:

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.

- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821.
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

## 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 I can.*

*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. I am more than willing to help you work through the tougher parts of the class, as long as you openly communicate with me about your needs.*

*If you ask, I will offer extra help to get you through and/or direct you toward others who can help. You can also 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 if you call). I will get back to you as soon as possible.*

*For extra help with your papers, remember you can always come see me during office hours or turn to the Writing Center for excellent one-on-one assistance as well. I look forward to sharing this journey with you.*

*~Cyndy*



**OUR FALL 2019 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>Class Happenings</b>	<b>Online Modules—Available Monday afternoon until the following Sunday at 11:59 p.m.</b> <i>Unless otherwise noted, for the first 5 weeks of this course: Monday's Canvas HW is due on Wednesday by 6:30 p.m.; Wednesday's Canvas HW is due on Sunday by 11:59 p.m. After that, all work is due Sunday by 11:59 pm unless otherwise noted.</i>
<b>Week 1</b> 8/23 =Last Day to Add a Class		
8/26-8/30	M= Syllabus and Class Intros  W= Syllabus Q&A-Quiz Critical Reading Overview Class Brainstorming on Perspectives Writing Workshop	<p><b><u>Mon HW (due Wednesday by 7 p.m.):</u></b></p> <ul style="list-style-type: none"> <li>• Complete assignments on Canvas Modules for Week 0 &amp; Read over Intro and Syllabus in Week 1</li> <li>• Print out syllabus for 10 point credit check in class Wed</li> <li>• Familiarize yourself with the syllabus and prepare questions, if any, for class discussion/Quiz on Wed.</li> </ul> <p><b><u>Wed HW, because of the holiday, is due Tuesday by 11:59 p.m.):</u></b></p> <ul style="list-style-type: none"> <li>• Complete the rest of the Week 1 Module assignments on Canvas {Critical Reading, Claims/ Issues/Ideas, Thesis, Article Reading, &amp; DP}</li> <li>• Remember to bring your journals to class next Wednesday and every class hereafter</li> </ul>
<b>Week 2</b> 9/2=Labor Day. No classes, enjoy the day off! 9/6=Last Day to Drop without a “W” and Receive a Refund		
9/2-6	<p><b>NO CLASS MONDAY—HAPPY LABOR DAY!</b></p> <p>W= Discussion on Canvas HW                      Writing Workshop  <i>The Salt Path</i> Overview                      Paper 1-3 Instructions                      Writing Process &amp; Prewrites</p>	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 2 {<i>Salt Path</i> Reading, Article Discovery/Analysis, Writing Process, Prewrites, &amp; DP}</li> </ul>
<b>Week 3</b> 9/9=Census date		
9/9-13	<p>M= HW Discussion  <i>Salt Path</i> Discussion                      Audience Introduction                      Study group sign-ups</p> <p>W= <i>Salt Path</i> Discussion                      MOP &amp; Development                      Class Writing Workshop</p>	<p><b><u>Mon HW (due Wednesday by 6:30 p.m.):</u></b></p> <ul style="list-style-type: none"> <li>• <i>Salt Path</i> Reading and Week 3 Canvas Post #1</li> </ul> <p><b><u>Wed HW (due Sunday by 11:59 p.m.):</u></b></p> <ul style="list-style-type: none"> <li>• Complete rest of assignments on Canvas Module for Week 3 {MOP, Development, Writing Exercises, <i>Salt Path</i> Reading, DP and Peer Review Instruction,}</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>		

9/16-20	<b><i>PAPER #1 FIRST DRAFT &amp; FISHBOWL PEER RESPONSES (DUE MONDAY)</i></b>  M&W= <i>Salt Path</i> Discussion Writing Workshops, Peer Review & Conferences	<p><b><u>Mon HW (due Wednesday by 6:30 p.m.):</u></b></p> <ul style="list-style-type: none"> <li>• <i>Salt Path</i> Reading and Week 4 Canvas Post #1</li> </ul> <p><b><u>Wed HW (due Sunday by 11:59 p.m.):</u></b></p> <ul style="list-style-type: none"> <li>• Complete rest of assignments on Canvas Module for Week 4 {<i>Salt Path</i> Reading, TBA &amp; DP}</li> <li>• Paper #1, Second Draft due next Monday, online and in print (<b><i>Remember no lates are accepted</i></b>)</li> <li>• Remember to bring enough copies of your draft for everyone in your study group</li> </ul>
<b>Week 5</b>		
9/23-27	<b><i>PAPER #1 SECOND DRAFT &amp; STACKED FISHBOWL PEER RESPONSES (DUE MONDAY)</i></b>  M&W= <i>Salt Path</i> Discussion Writing Workshops, Peer Review & Conferences	<p><b><u>Mon HW (due Wednesday by 6:30 p.m.):</u></b></p> <ul style="list-style-type: none"> <li>• <i>Salt Path</i> Reading and Week 5 Canvas Post #1</li> </ul> <p><b><u>Wed HW (due Sunday by 11:59 p.m.):</u></b></p> <ul style="list-style-type: none"> <li>• Complete rest of assignments on Canvas Module for Week 5 {Introductions &amp; PODs, Grammar (HB), and citations basics, Readings &amp; DP}</li> </ul>
<b>Week 6</b>		
9/30-10/4	M= Introductions & PODs Workshop  W= Writing Workshop Conferences (as desired) 3 <sup>rd</sup> draft guidelines reminders	<p><b><i>* START OF ALL ONLINE WORK DUE SUNDAYS AT 11:59 P.M. UNLESS OTHERWISE NOTED</i></b></p> <ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 6 {Conclusions (mixer), Readings, &amp; DP}</li> <li>• Paper #1, Third Draft due next Monday online and in print (<b><i>Remember no lates are accepted</i></b>)</li> </ul>
<b>Week 7</b>		
10/7-11	<b><i>PAPER #1 THIRD DRAFT (DUE MONDAY)</i></b>  M=Conclusions & citation basics Workshop Writing Workshop for Paper #1  W=Writing Workshop, Conferences as needed Intro Paper #2 with Prewrites	<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><i>{EXPLORING THE AUDIENCE INTRODUCED (DUE ONLINE BY 10/21)}</i></b></li> </ul>
<b>Week 8</b>		
10/14-18	M= <b><i>Library Research Instruction</i></b>  W= Citations & Writing Workshop	<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><i>{EXPLORING THE AUDIENCE DUE ONLINE NEXT MONDAY BY START OF CLASS}</i></b></li> </ul>
<b>Week 9</b>		

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10/21-25	<i><b>{EXPLORING THE AUDIENCE DUE ONLINE MONDAY BY START OF CLASS}</b></i>  M= Citations Continued Writing Workshop & Conferences  W= Writing Workshop & Conferences	<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 (<i><b>Remember no lates are accepted</b></i>)</li> </ul>
<b>Week 10</b>	<b>10/31= Last Day to Petition to Graduate or Apply for Certificate 11/1=Last Day for Student and/or Faculty Initiated Withdrawal (no refund)</b>	
10/28-11/1	<i><b>PAPER #2, FIRST DRAFT &amp; READ-AROUND PEER RESPONSES (DUE MONDAY)</b></i>  M & W= Writing Workshops, Peer Review & Conferences	<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... <i><b>(Remember no lates are accepted)</b></i></li> </ul>
<b>Week 11</b>		
11/4-8	<i><b>PAPER #2 SECOND DRAFT (DUE MONDAY)—YOU PICK PEER RESPONSES</b></i>  M&W= Writing workshop, Peer Review & Conferences	<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>
<b>Week 12</b>	<b>11/11= Veteran’s Day (All Campus Holiday)</b>	
11/11-15	<i><b>NO CLASS MONDAY—HAPPY VETERAN’S DAY</b></i>  W= 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 (<i><b>Remember no lates are accepted</b></i>)</li> </ul>
<b>Week 13</b>		
11/18-22	<i><b>PAPER #2 THIRD DRAFT (DUE MONDAY)</b></i>  M= Writing Workshop & Conferences  W= Prep for Final Paper #3 Writing Workshops & Conferences	<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 the first Monday after fall break, online and in print. Bring enough copies for the peer review style of your choice (<i><b>Remember no lates are accepted</b></i>)</li> </ul>
<b>Week 14</b>	<b>FALL BREAK (11/25-11/30)—(All Campus Holiday)</b>	
11/25-30	<i><b>NO CLASSES—HAVE A GREAT BREAK!</b></i>	

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<b>Week 15</b>		
12/2-6	<b>PAPER #3, FIRST DRAFT (DUE MONDAY)—YOU PICK PEER RESPONSES</b>  M&W= Writing workshop, Peer Review & Conferences	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 15 {Text, Lecture, Discussion Post}</li> <li>• Paper #3, Second Draft Due next Monday, online and in print. Bring enough copies for the peer review style of your choice. <b>(Remember no lates are accepted)</b></li> </ul>
<b>Week 16</b>		
12/9-13	<b>PAPER #3, SECOND DRAFT (DUE MONDAY)—YOU PICK PEER RESPONSES</b>  M&W= Writing workshop, Peer Review & Conferences Final Instructions	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 16 {Text, Lecture, Intro, Development &amp; Conclusion Ex, Final Discussion Post}</li> <li>• Paper #3, Third Draft Due next Monday, online and in print. <b>(Remember no lates are accepted)</b></li> </ul>
<b>Week 17</b>		
<b>Finals week (12/14-20)</b> Semester Ends=12/20 & Grades Available (estimate). Grades available for transcript release ~1/6/20		
<b>Monday</b> <b>Dec 16</b> <b>5:30-7:30 p.m.</b>	<b>PAPER #3 FINAL DRAFT DUE</b> Final Submission Close-down of course/Potluck Conferences as needed	<b>After</b> 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. <i>Grades Available on Webadvisor by 12/20 (estimate)</i>

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