

Syllabus for English 1A (College Composition)

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

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

Course Information

Semester & Year: Spring 2020

Course ID & Section #: Eng. 1A/ E8697

Instructor's name: Prof. David Holper

Day/Time: TTH: 10:15-12:20 am

Location or *Online: Humanities 106

Number of units: 3

Instructor Contact Information

Office location: HU 108I

Office hours: TTH 9-10 or by appointment

Phone number: (707) 476-4370

Email address: david-holper@redwoods.edu

Required Materials

Textbook title: The Bedford Handbook

Edition: 10th edition

Author: Hacker and Sommers

ISBN: 978-1-4576-8303-9

Other requirement: Class booklet in a binder

Catalog Description

This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation.

Course 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.

Evaluation & Grading Policy

Grading/Points:

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

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

Release from the Final: If you have a straight A at the end of week 15, you will be released from the final. That score does not include the research paper.

Prerequisites/co-requisites/ recommended preparation

Successful completion of English 1A

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 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.

Student feedback policy

All journals and paper drafts (including final drafts) will be returned with scores and written comments within one week, unless otherwise notified.

Student Accessibility Statement and Academic Support Information

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 dishonesty

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 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](#).

Class participation and Attendance policy

Before Census (Week 3): If you have missed two classes and have not turned in work, your name will be cleared from the class roster following Week 3 (Census Week). If you find yourself in this position and have not talked to David yet about your situation, you should do so as soon as possible. It's easy to be reinstated if you're accidentally dropped, but it's easier still to avoid being dropped in the first place.

Attendance/Promptness: Students at the College are expected to attend all sessions of each class in which they are enrolled. Each class session is worth 5 points of participation. You'll receive those points if you attend the full class. If you come more than 10 minutes late or leave more than 10 minutes early, you will receive zero points for that class session. David takes roll at the start and end of each class.

Do not schedule medical appointments during class as these will not be excused.

Do not schedule yourself for work during class time as this will not be excused.

The only excused absences will be for medical emergencies (with a note from a doctor or the hospital) and away games for CR athletes. Also, notes from the Student Nurse at CR will not suffice to excuse any emergency absence.

In addition, I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes without first clearing it with me. Such practices are disruptive for you and everyone else. If you do come late or leave early (more than 10 minutes) or unprepared that will count as 1/2 an absence. If you miss a class, please remember, it is your responsibility to find out from another student what you missed by calling someone on the

phone list.

Admissions deadlines & enrollment policies

Spring 2020 Dates

- *Classes begin: 1/18/20*
- *Martin Luther King Jr. Day (all-college holiday): 1/20/20*
- *Last day to add a class: 1/24/20*
- *Last day to drop without a W and receive a refund: 1/31/20*
- *Census date: 2/3/20 or 20% into class duration*
- *Lincoln's Birthday (no classes): 2/14/20*
- *Last day to petition to file P/NP option: 2/14/20*
- *President's Day (all-college holiday): 2/17/20*
- *Last day to petition to graduate or apply for certificate: 3/05/20*
- *Spring break (no classes): 3/16/20-3/21/20*
- *Last day for student-initiated W (no refund): 4/3/20*
- *Last day for faculty initiated W (no refund): 4/3/20*
- *Final examinations: 5/9/20-5/15/20*
- *Semester ends: 5/15/20*
- *Grades available for transcript release: approximately 6/1/20*

Students who have experienced extenuating circumstances can complete & submit the *Excused Withdrawal Petition* to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage.

Supporting documentation is required.

Communication Guidelines

Please make sure to know how to log into Canvas. Email communications should be through Canvas. You are encouraged to go into the Settings in Canvas and adjust them, so you can receive text message notifications of emails. If you have emailed me, you will likely receive a response the same day, unless it is late in the evening, in which case, you will receive a response the next day. If you need to attach a file, remember that you have to go into Canvas to do that. You cannot simply reply to an email and attach a file.

Preferred Name in Canvas

As a student, you 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](#).

Canvas Information

Your instructor will use Canvas for email and class attendance. However, the course content, calendar, and grade program is located on his website, which you can access by googling "Holper." Once there, click on English 33 to access the course. The points that you see in Canvas for attendance are not your grade. Your

attendance is logged into Gradekeeper, which you can access through your instructor's website Website: <http://www.redwoods.edu/departments/english/instructors/holper/>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

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.

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.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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 campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

- a. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
- b. Dial 911, to notify local agency support such as law enforcement or fire services.
- c. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
- d. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
- e. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
- f. If safe to do so, notify key administrators, departments, and personnel.
- g. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

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

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[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 4-year institutions

Office Hours in Humanities 108I (Dave's office is in Humanities 1081, which is on the first floor of the building. Take either one of the hallways that lead behind the curved glass (covered in green paper) at the juncture of

the two hallways. Please knock before entering.

Make-up Quizzes/Tests: You may not make up reading quizzes. The low score (for a single quiz you've take) will be dropped. With tests, if you're absent on the test day and you don't have a doctor's note or an accident report, then you may make up the test, but you will lose 25% of the grade for your absence. In other words, be there on test days. It will be your responsibility to contact me about arranging a makeup exam in the ASC section of the library. (Remember, you need a photo ID to use the ASC.)

Required Materials (daily):

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

Triad:

Name: _____
Contact info: _____

Name: _____
Contact info: _____

Classroom Rules:

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

COURSE REQUIREMENTS

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

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

note from a doctor. It is not acceptable to bring handwritten drafts to draft workshops. Late paper coupons cannot be used to excuse late first drafts!

Plagiarism: If you copy someone else's work, and turnitin.com reveals that this is extensive, you will fail the paper and receive zero points. Such actions will also incur disciplinary procedures through campus administration.

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

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

Automatic D's: If the paper has a 1000 word minimum, and you turn in less than 950 words, this will result in an automatic D. Always go beyond the minimum to be safe.

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

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

Late Work/Freebies: **You will be allowed one late final draft for this course; however, you may not use this on your last paper.** There is a late paper coupon included in the course booklet, and it will serve as your cover sheet for your late paper. The freebie is good to turn in a paper one week late; that is seven days. As for excuses beyond the freebie date, unless it is an emergency, remember that I

have heard better than you can imagine: quarantined for chicken pox, assault with a deadly weapon, AIDS test, etc. Papers that go beyond the deadline will lose a letter grade a day.

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

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

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

Grammar Quizzes: The grammar that we review in this class will be testable. It's important that you read the grammar sections that are assigned and try some of the practice problems, so you have a clear understanding of the grammar concepts. Quizzes will be given in the first five minutes of class, so if you're late, you'll receive a zero (unless you've spoken with me about it in advance or it's an excused absence.) These will be 5-10 pt. quizzes.

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

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

Group 1: 32a-c

Group 2: 32d-f

Group 3: 32g-j

Group 4: 19

Group 5: 20

Group 6: 34

Group 7: 35

Group 8: 22

Group 9: 23

Group 10: 9

Your Portfolio: Please save all your work this semester so that you can verify your improvement, so that you're covered in case I accidentally do not record the grade, and so that you will be able to choose one essay to rewrite at the close of the semester.

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.

Student feedback policy: Feedback on writing: If you would like to get feedback on a draft of a paper, you can schedule an appointment with me, or in cases where you cannot meet with me due to schedule conflicts, you can email me the paper as a Word document with questions in the email about what you want help with. Otherwise, you are welcome to see an on-campus tutor through the ASC, Writing Center, DSPS, or EOPS.

This syllabus is subject to modification at the instructor's discretion, but all changes will be announced through the syllabus calendar, so everyone is aware of any changes.

Calendar TTH Spring 2020 Calendar

Week 1

Tuesday

Introductions

Introduce syllabus and syllabus groups

Find your triad partners

Fill out student information sheets

Discuss environmental concerns and introduce letter assignment (handout)

HW:

Buy your materials

Read over the syllabus

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

Thursday

Quiz on syllabus

Share your letters with one another

Learn the copy editing marks (and take notes on grammar)

Introduce Metacognitive Reading Logs

HW:

Study the copy editing marks for a quiz on Monday

Watch Greg King's youtube video on the Smith River, lily production, pesticides, and salmon

Fill out Metacognitive Reading Log #1 for that reading (and bring the marked up reading and MRL #1 to class)

Week 2

Tuesday

Go over weekly syllabus
Quiz on copy editing marks
Share MRL #1 and discuss Greg King's video

Lottery for grammar groups (note: if you're absent, you need to check with Dave about which group you've been assigned to)
Go over strategies for introductions & conclusions

HW:

Read and annotate "No Response..." and "State Finds New Evidence" articles about the Smith River watershed and pesticide contamination
Fill out MRL #2 and bring the articles and completed MRL to Wednesday's class

Thursday

Share MRL #2, discuss the reading, and turn in
Go over strategies for transitions & transitions practice (in booklet)
Go over how to use full and embedded quotes (PowerPoint from website)

HW:

Grammar group 1 prepares for a presentation at Class 8, and everyone reads over section 32 a-c in the *Bedford Handbook*.
Read three articles on the Klamath River dam issues and fill out MRL #3
Bring your *Bedford Handbook* to class on Wednesday for an introduction to MLA documentation

Week 3

Tuesday

Review weekly calendar
Finish MLA documentation introduction with *Bedford Handbook*

Thursday

Grammar Group 1 presents and everyone takes the quiz
Share MRL #3, discuss, and turn in
Review MLA paper format for typing
Look at Paper 1 assignment; also, look at the scoring rubric.

HW:

Read through "The Arguable Thesis" in your class booklet.
Read through "The Arguable Topic Sentence" on p. 38 in your class booklet.
In the *Bedford Handbook*, review 45c, the rules for capitalization of titles; 42, the rules for italicization; 37, the rules for quotation marks.
Grammar group 2 prepares for a presentation at Class 7, and everyone reads over section 32 d-f in the *Bedford Handbook*.

Read two articles on the widening of Richardson Grove
Bring your Bedford Handbook again on Monday.

Week 4

Tuesday

Review weekly calendar
Grammar Group 2 presents and grammar quiz given
Guest Speaker on local environmental topics

HW:

Read last two articles on the Klamath River dam issues
Based on your reading, discussion, and writing on the local environmental topic, decide which topic you'll write on. If you feel you need to do more research on this topic that's fine. Do avoid junk sources, such as Wikipedia, etc. Also, remember, however, that if you use other evidence, you are required to cite your sources, both in-text and in the bibliography.
Fill out your planning worksheet for Paper 1 (due Wed. for 10 pts.)
Type up your introductory paragraph in MLA format for Paper 1 (due Wed. for 10 pts.)

Thursday

Planning worksheets checked off
Share intro paragraphs aloud and critique
Reading "Shitty First Drafts"
Library tour

HW:

Finish your first draft of Paper 1 for Wednesday, Week 5
Look over Paper 3 assignment, so you've given some thought to a research paper topic in advance of our library tour on Friday
Also, after the library tour, you should order one of the books for Paper 3 and get started reading it. You'll be describing the problem/solution to the class at the start of Week 10.
Grammar group 3 prepares for a presentation next Monday, everyone reads over section 32g-j in the *Bedford Handbook*.
Bring your *Bedford Handbook* on Monday to begin the MLA exercise
Continue with your work on the draft of Paper 1 for Wednesday

Week 5

Tuesday

Review weekly calendar
Work handed back
Grammar group 3 presents and grammar quiz given
Reminders about Paper 1 draft
MLA exercise begun with Bedford Handbook

HW:

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

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

Thursday

Draft workshop for Paper 1
Start of film on global warming

HW:

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

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

MRL #4 on reading through Two Degrees
Bring your book to the next class for discussion
Grammar group 4 prepares for a presentation next Monday, and everyone reads over section 19 in the *Bedford Handbook*.

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

Week 6

Tuesday

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

HW:

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

Thursday

Turnitin.com mailbox
Read-around of Paper 1
Turn in Paper 1
Introduce sentence variety and practice various sentences types

HW:

Read Three and Four Degrees by the end of this week.
Bring your book to the next class for discussion
Look over Paper 2 assignment in your class booklet.
Journal 1: Posit what you think is a solid argumentative thesis for Paper 2 (based on your reading of Six Degrees and watching the film). Your thesis should be no more than two sentences. Make sure to underline that claim and provide evidence from the reading and the viewing as a means to substantiate your claim.
Type up your sentence types for turn in during Week 7.
Grammar group 5 prepares for a presentation next Monday, and everyone reads over section 20 in the *Bedford Handbook*.

Week 7

Tuesday

Review of weekly calendar
Sentences collected (can be turned in through Friday of this week)
Grammar group 5 presents and grammar quiz given
Share Journal 1 and discuss what are viable arguments from the journals

HW:

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

Thursday

Late coupon Paper 1s collected
The gift that keeps on giving
Strong Paper 1 modelled
Paper 1 returned
Introduce revision process
Share MRL #5, discuss, and turn in
Journal 2s returned and strong one or two modelled

HW:

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

Bring book to next class

Grammar group 6 prepares for a presentation next Monday, and everyone reads over section 34 in the *Bedford Handbook*.

If you haven't already finished the book, finish up as soon as possible

Fill out your planning worksheet for Paper 2 (with a modified version of your thesis from Journal 2) and write your introductory paragraph for Paper 2. These two pieces of work are due at the next class and are worth 20 pts.

Week 8

Tuesday

We'll review the calendar for the week

Grammar group 6 presents and everyone takes the grammar quiz

Dave will check off your introductory paragraphs and collect your planning worksheets for Paper 2

We'll share and critique the introductory paragraphs

Timed writing introduced

HW:

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

Spring Break

Thursday

Revisions of Paper 1 due

More practice on timed writings

HW:

Read prompt for the timed writing on Monday

Prewrite in preparation for the class

Grammar group 7 prepares for a presentation next Wednesday, and everyone reads over section 35 in the *Bedford Handbook*.

Continue your work on Paper 2 first draft for next Thursday

Week 9

Tuesday

Midterm: Timed writing

HW:

Finish your first draft of Paper 2 for Thursday

Study your grammar for grammar group 7 quiz

Thursday

Grammar group 7 presents and everyone takes the quiz
Draft workshop for Paper 2

HW:

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

Week 10

Tuesday

Go over weekly calendar
Grammar group 8 presents, and everyone takes the quiz.
The gift that keeps on giving
Strong midterm modelled
Look at "Guidelines on Responding to Other ... Texts"
Look at "Using Quotes"
Review Confusing Pairs Worksheet
Look at Paper 3 assignment: We'll cover the various aspects, including the Discovery Draft, which will be due on the Wednesday of Week 11
Everyone in class will give us an overview of the problem in the book they're reading and what solution(s) need to be employed to address that problem

HW:

Finish your final draft of Paper 2 for Thursday using the checklist
Turn your Paper 2 into turnitin.com including your Works Cited page

Thursday

We'll watch *Food, Inc.*
Turnitin.com mailbox
Read-around of Paper 2 and turn in

HW:

Start your Discovery Draft, which is due on the Thursday of next week
Read "Power Steer"

HW:

Write Journal 2: How does reading this article and watching the film affect your attitude toward your dietary choices? Will you change anything about your diet?
Grammar group 9 prepares for a presentation next Wednesday, and everyone reads over section 23 in the *Bedford Handbook*.

Week 11

Tuesday

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

HW:

Finish your Discovery Drafts for Thursday

Thursday

Grammar group 9 presents, everyone takes the quiz.

Discovery Drafts due

Begin drafting your Paper 3. The first draft is due on the Tuesday of Week 14. It must include your in-text citations and Works Cited page.

Week 12

Tuesday

Work on drafting Essay 3

Thursday

We'll review the calendar

Grammar group 10 presents, and everyone takes the quiz

Discovery Drafts returned

Paraphrasing exercise

Discussion and modelling of various approaches to problem/solution

HW: Continue your work on Paper 3

Week 13

Tuesday

Other issues to avoid in research papers

Some techniques for "How to Win Your Argument"

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

HW: Continue your work on Paper 3

Thursday

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

HW:

Continue your work on the first draft of Paper 3 (due Tuesday)

Week 14

Tuesday

We'll review the calendar

Draft workshop

HW:

Continue your work on Paper 3

Thursday

Library work day

HW:

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

Week 15

Tuesday

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

Thursday

Last grade check in
Article distributed for final

HW:

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

Week 16

Finals week

