CR COLLEGE OF THE REDWOODS

Course Information

Semester & Year: Spring 2020
Course ID & Section #: # 048536 Section #V8536
Instructor's name: Nicole Bryant Lescher
Day/Time or *Online: *online
Location or *Online: *online
Number of units: 3

Instructor Contact Information

Office location or *Online: SCI 216 J (Eureka Campus) **AND** *online
Office hours: available for on campus (Eureka), online and phone office hours by appointment
Phone number: 707-476-4233
Email address: Nicole-bryantlescher@redwoods.edu Please email through canvas once the course has started

Course Communication: Please use Canvas for email communication with your professor. Canvas is also where you will submit all of your assignments. If Canvas is down/not working, students may email the professor directly at Nicole-bryantlescher@redwoods.edu. If the CR website is down, students can interact directly with Canvas by entering the following URL: https://redwoods.instructure.com

Required Materials
Textbook title: No Textbook Required. All assigned readings are available within the Canvas course.

Other requirements: Students must be able to navigate the course learning website (Canvas); open and download files (.docx and adobe PDF); use a word processing program (Microsoft word or google docs) to create and format documents and submit files to assignment dropboxes on Canvas in .docx format. It is the student's responsibility to meet the technological demands of the course.

Technology Requirements: Most computers and internet providers are adequate. I recommend broadband services from cable, DSL, or satellite providers as they are required to access multimedia content (lecture videos,etc). You need to have reliable access to the internet from your computer (not a phone*) at least three times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines. **NOTE*** this course cannot be completed through using a cellular phone or tablet with the Canvas app only; many portions of the course do not fully display in the Canvas app. Plan to use a desktop or laptop for your coursework. If something is not showing or working, change browsers or check if you are working on your phone. This is almost always the problem.

Catalog Description
A course using literature as a basis for critical thinking and composition. Students analyze issues, problems, and situations represented in literature and develop effective short and long written arguments (6000 minimum word total) in support of an analysis. This course is designed for those students who seek to satisfy both the full year composition and the critical thinking transfer requirements.

Course Student Learning Outcomes (*from course outline of record*)
1. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
2. Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.

Evaluation & Grading Policy
Assignments and participation in this class are graded by percentage. The overall course grading breakdown is noted here and further details on evaluation and grading/feedback are included in the syllabus in section 2: how class works.

Minor Assignments (Process writing, online discussions, and reading discussion activities/quizzes)	40% of total grade
Essays 1, 2, and Essay exam (final essay)	60% of total grade

Prerequisites:
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 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, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

Student feedback policy
This course will create regular, effective contact through discussion forums, instructor-created lecture videos, weekly announcements, and weekly activities within the modules. Minor assignments will receive feedback within 10 days. Major assignments will receive feedback within 14 days.

Student Accessibility Statement and Academic Support Information
These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color. Students who discover access issues with this class should contact the instructor.

Canvas Information
Log into Canvas at https://redwoods.instructure.com
Password is your 6 digit birth date
For tech help, email its@redwoods.edu or call 707-476-4160

Free Microsoft Word Program: Students can obtain a free Office 365 license (includes Word, Excel, PowerPoint and more) with a valid CR email. This is a permanent program you install on your computer, not a trial. If you do not currently have Microsoft Word programs on your home computer or Laptop, I highly recommend downloading your free copy of the program. It is one of your benefits as a student at College of the Redwoods.

Technology Support
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 or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

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.

Syllabus Part 2: How Class Works

Necessary Internal Ingredients: we will build these all semester. Be ready to start on day 1
- Collegial and respectful manner
- Willingness to try new things and to consider revising things you already do
- Commitment to communication and dedication to this course, class colleagues, and your professor
- The patience to value difficult processes and listen respectfully to differing perspectives
- The willingness to ask for assistance
- The ability to recognize your own successes and champion the successes of others

Asking is Learning: Asking questions, talking out ideas for clarity, and seeking answers to your questions are essential habits for success in college (and life), yet most students say they are uncomfortable asking questions because it makes them appear as if they have not been paying attention, are not trying hard, or are not intelligent. I ask questions everyday to better understand stuff—to my colleagues, to my boss, to the teacher of my weightlifting class ("Like this? Really? Hold my arms like *this*?"). I email colleagues around the state when something is confusing to me. I read books to better understand stuff or refresh me on something I forgot. I ask my stepmother for her advice. I ask anyone I can find with small children what they do to help me learn how to be a good parent to my own kid. I ask for directions. I ask other people how they make recipes I like. I even ask people who know about something *how to ask questions about that thing* so I can learn more by asking the right types of questions. In general, I spend a lot of my day, every day, asking other people to help me make sense of the information I encounter. Because of this, I feel confident that I am learning.

Asking questions is part of how people learn. When students ask questions, I know they are actively learning.

If you have a question, consider the avenues available to answer your question (the syllabus, course materials, online materials, classmates, tutors, librarians, and your professor) and be persistent in finding solutions. Persistence starts with asking questions and seeking answers. Plan several routes to answer questions beyond just me, because if you have a question two hours before the due date, I may not get back to you in time. Please please please, keep asking.

Email process and response time:

What	Response Time
Canvas Email	I will respond within 24 hours to emails Monday through Friday. I will respond within 48 hours on weekends. Emails sent after 7pm will be answered the next day at the earliest
Major Assignments	Major Assignments will receive feedback within 14 days of the due date. See due date range information on each unit assignment for more details.

Life happens to all of us, including me. If something unexpected delays my feedback to you on email or in grading, I will post an announcement on canvas letting you know there is a delay and the new expected feedback date.

Grading: Assignments and participation in this class are graded by percentage. The overall course grading breakdown is as follows:

Minor Assignments (Process Writing, Online discussions, and Reading Discussion Activities/quizzes)	40% of total grade
Essays 1, 2, and Essay exam (final essay)	60% of total grade

Minor Assignments: The goal of minor assignments is to help you learn, step by step.
Reading quiz activities, discussion forum posts and responses, and process writing assignments (PW) will be scored complete (100%), incomplete (50%), or not submitted (0%).

If you demonstrate thorough and analytical thinking in the assignment and your responses are clear and focused, you'll earn a score of complete. An assignment does not need to be "right" or "perfect" to earn a complete. It just needs to show that you worked hard to engage with the reading and the analysis. Assignments that are fully

completed but lack clarity of ideas or connections to the texts (perhaps you read but did not understand the reading) will receive an incomplete score and I will check in to see if I can help with reading processes or the text to increase clarity. Partially completed assignments will receive an incomplete score.

Discussion forum posts and response posts need to be complete, thorough and detailed (not only meeting word count but specific and supported with direct quotes from the texts). The goal is to create a conversation. Posts like "I agree!" or "good job! I didn't think of that when I read it" are not enough. In real life, the conversation would die there in awkward silence. Instead, your post should demonstrate critical thinking and analysis and your response posts should not only ask questions or offer feedback but support those questions and feedback with additional quotes or interpretation or connections.

Essays Arguments: Essay 1 and 2 will be scored at meets (85%), can revise (70%) or must revise (55%). Students receiving the "can revise" and "must revise score" will have the opportunity to revise the essay by a specified due date in an attempt to earn a "meets" score. All students will receive suggestions to "upgrade" their essay to an A (100%). These revision suggestions are included as part of the rubric feedback. Students may submit upgrade revisions by a specified due date. All due dates for revisions are noted in the syllabus schedule.
Essay exam: The final essay will be scored by letter grade and percentage.

Late work and college success: Consistently submitting assignments late detracts your attention from the new learning occurring in class and creates barriers in my ability to give feedback to all students in a timely manner. And yet, the realities of our complex lives mean that sometimes things aren't completed on time. There needs to be some room, some grace, for the unexpected, but not so much room that students end up hurting themselves with negative patterns or hurting the class's ability to work as a team. There are several ways in which I try to strike this balance:

Late submission for minor assignments: reading quiz activities, discussion activities, and process writing activities can be submitted up to 48 hours late on Canvas for incomplete (50%) credit. Drafts for peer review can be submitted up to 48 hours late for incomplete (50%) credit, but late submissions may not receive peer review feedback if all reviewers have completed drafts by then. If you submit your peer review draft late, you should plan to have a tutor or trusted reader serve as your peer reviewer so you can complete the feedback analysis discussion forum assignment.

Essay 1 and 2 Due Date Range: Essays 1 and 2 have due date ranges. This means students can submit the essay on the due date or up to 48 hours following the due date with no impact on their ability to earn a "meets" score. Once the 48 hour due date range has passed, a major assignment is no longer eligible for submission.

Course Respect Policy and Netiquette: If a student's words or actions have demonstrated disrespectful behavior or intolerance to another student or students, I will stop the situation from continuing. This may mean I delete discussion posts or delete class colleague feedback online. *Most students do not intend to be disrespectful or intolerant the first time they say or do something in a class.* It is simply a breakdown of intent and audience awareness, or perhaps a lack of awareness for the best way to say something. Because of this, first time situations are regarded as well intended but poorly executed, and the student will have another chance to post and/or offer thoughts in response. If a student continues to demonstrate disrespectful or intolerant behavior towards other students or toward the professor, I will immediately involve the Dean of Arts and Humanities, refer to the Code of Conduct, and address the situation in a manner befitting the action and its severity. Classes that teach and study argument always have the potential to be inflammatory, but they also have the potential to be great places to learn to hear and work in collaboration with ideas that differ from one's own. Learning to be respectful and tolerant is a key life skill, and we practice it every day of the semester.

I expect you to submit original work and to give credit to all sources used by you.
Sometimes, students are unaware of what the term plagiarism means, other than to know it is a really bad thing to do. To clarify, plagiarism is using of someone else's words or ideas in your writing without giving credit. The "someone else" could be a published author or poet OR another classmate or student or writer on the internet OR reusing your own work from another course or situation. When you use someone else's words or ideas, you must cite (give credit) to your source. This includes paraphrasing and summarizing ideas from a text. Working with another student and submitting similar work is also plagiarism. My hope is that you will contact me if you have additional questions on

plagiarism. Asking is how we learn. I follow the academic misconduct code for the College if cheating/plagiarism occurs, so it is always better to ask. **Three suggestions to help you avoid plagiarism:**

1. **If you're unsure if it is ok to use a sentence or an idea from a source in your writing, send me an email first to ask rather than an apology after you've submitted.** *Asking shows you are trying to do the right thing but need some help. That's exactly what this class is for. Asking can also be a place where you tell me the assignment is confusing or really tough, and then I can partner with you to clarify and help you reach your next steps.*

2. **Do your own work unless a group project is the stated goal.** *I promise that I will make it incredibly clear when you can work with and share ideas with your class colleagues. Usually, this is reserved for class discussions. Writing essays is not a time to use another person's words or ideas in place of your own. You may find that having a discussion with your classmates helps clarify or illuminate an idea for you. That's totally fine. But using that person's words, developing an argument with the exact same texts, thesis, evidence, and/or supporting points is oversharing. Think together; write on your own.*

3. **Please do not re-use writing from other classes.** *If you have a continued interest in a project or subject from another course, please contact me and we can discuss whether it would be appropriate to continue that* <u>research</u> *for this course. Re-using drafts or writing from other courses is inappropriate. Your writing for this class should be the result of reading, thinking, and writing for this class; you are earning credit for this course independent from other courses you have taken or our currently taking.*

Census: Please be aware that you must be present and actively working through the modules during the first two weeks of class. If you are not present, completing assignments, and contributing to discussions, your name will be removed from the class roster during Census Week. Census is ==February 3, 2020==

Absences or Missing Work: If you have missed several assignments, I will check in on you. Online classes are challenging because students don't have the face to face contact to keep them engaged every week. Many students struggle at some point during a semester and, if they reach out, we can usually work together to successfully complete the course, even if a student was not actively engaged for a period of time. I want to partner and help, but I need you to stay in communication for me to help you. Please respond when I email and give us the opportunity to work together to find a solution.

Student-initiated withdrawal; you may withdraw up until ==04/03/2020==: The last date to remove yourself from the course and not receive a letter grade is ==04/03/2020==. Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps. Please also be aware that it is your responsibility to drop yourself prior to the withdraw deadline from the class if you do not wish to receive a letter grade for the course. If you stop submitting assignments and/or actively engaging in the course, you are still enrolled in the course. **Not completing work does not drop you from the course.** You must take action in Webadvisor or through the Admissions Office.

Contesting a Grade: Students have one-week from the time an assignment has been returned to contest the grade with the instructor; after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, please do not hesitate to contact me immediately.

Incomplete Grade: The professor makes the decision on whether to grant an incomplete opportunity based on individual student information. Incompletes will be considered only in extenuating circumstances and with the approval of the Dean. Incompletes are not an option to repair a low grade earned throughout the semester. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

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. 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.

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.

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.

Del Norte Campus Emergency Procedures
Please review the Crescent City campus emergency map for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the Redwoods Public Safety Page.

Klamath Trinity 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:
1. Evaluate the impact the emergency on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
4. If safe to do so, notify key Klamath-Trinity Instructional Site administrators and personnel.
5. Do not leave site, unless it is necessary to preserve life and/or has been deemed safe by the person in command.
6. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.

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
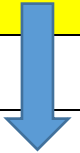
- Academic Support Center for instructional support, tutoring, learning resources, and proctored exams.
- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students including

- 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.

<table>
<tr><td rowspan="13" style="writing-mode: vertical-lr;">Unit 1</td><td colspan="4" align="center">Weekly Overview with major due dates
<i>The professor reserves the right to adjust the syllabus and course calendar as necessary.</i>
<i>Students will be notified of any changes in an announcement in Canvas.</i></td></tr>
<tr><td>Week 1   1/20</td><td>Reading Assignments</td><td>Learning Objectives</td><td>Activities/Assignments</td></tr>
<tr><td>Module A</td><td>Reading group 1.1</td><td>Class overview stuff
Academic Reading Techniques</td><td>Module A Discussion due 1/21 (response posts 1/23)
Sample quiz due 1/23
Annotation Discussion due 1/26</td></tr>
<tr><td>Week 2   1/27</td><td>Reading Assignments</td><td>Learning Objectives</td><td>Activities/Assignments</td></tr>
<tr><td>Module B</td><td>Reading group 1.2</td><td>QAIs
Literary Analysis (scientist)</td><td>1.2 Quiz due 1/28
Module B discussion due 1/30 (response posts 2/2)
PW1 due 2/2</td></tr>
<tr><td>Week 3   2/3</td><td>Reading Assignments</td><td>Learning Objectives</td><td>Activities/Assignments</td></tr>
<tr><td>Module C</td><td>Reading group 1.3</td><td>Rhetorical analysis
Analysis for argumentation (lawyer)</td><td>1.3 Quiz due 2/4
Module C Discussion due 2/6 (response posts 2/9)</td></tr>
<tr><td>Week 4   2/10</td><td>Reading Assignments</td><td>Learning Objectives</td><td>Activities/Assignments</td></tr>
<tr><td>Module D</td><td>Reading group 1.4</td><td>Synthesizing multiple sources as evidence</td><td>1.4 Quiz due 2/11
Module D Discussion due 2/13 (response posts 2/18*)
* Date adjusted for President's weekend
Argument 1 peer review draft due 2/23</td></tr>
<tr><td>Week 5   2/17</td><td>Reading Assignments</td><td>Learning Objectives</td><td>Activities/Assignments</td></tr>
<tr><td>Drafting Module Unit 1</td><td>None</td><td>Applying proper quotation and citation
Editing for grammar and polish
Drafting Argument 1</td><td>Module D Discussion responses due 2/18
Quotation and Citation Activity due 2/18
Grammar and punctuation Activity due 2/20
Argument 1 Peer review Draft due 2/23</td></tr>
<tr><td>Week 6   2/24</td><td>Reading Assignments</td><td>Learning Objectives</td><td>Activities/Assignments</td></tr>
<tr><td>Module E</td><td>none</td><td>Peer review & feedback</td><td>Argument 1 Draft Peer Feedback due 2/25
Feedback Analysis Post due 2/27 (response posts 3/1)
Argument 1 due on 3/1</td></tr>
</table>

Unit 2	Week 7 3/2	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Module F	Reading group 2.1	Developing a QAI	2.1 Quiz due 3/3 Module F discussion due 3/5 (response posts 3/8)
	Week 8 3/9	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Module G	Reading group 2.2	Analyzing visual messages	2.2 Quiz due 3/10 Module G discussion due 3/12 (response posts 3/15)
	Week 9 3/16	**No class**	**Spring Break**	**See assignment details for week of 3/23**
	Week 10 3/23	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Module H	Reading group 2.3	Practicing belief and doubt	2.3 quiz due 3/24 Module H discussion due 3/26 (response posts 3/29) **PW2 due 3/29** **Argument 1 revisions/upgrades due 4/5**
	Week 11 3/30	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Module I	Reading Group 2.4	Synthesizing academic research with other sources	2.4 quiz due 3/31 Module I discussion due 4/2 (response posts 4/5) **Argument 1 revisions/upgrades due 4/5** **Argument 2 Draft for Peer Review due 4/7**
	Week 12 4/6	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Module J	None	Peer review & feedback	**Argument 2 Draft for Peer Review due 4/7** Argument 2 Draft Peer Feedback due 4/9 Feedback analysis post due 4/12 (response posts due 4/14) **Argument 2 due next week on 4/14**

	Week 13　4/13	Reading Assignments	Learning Objectives	Activities/Assignments
Unit 3	Module K	Reading group 3.1 **AND** review readings 2.3	Reflection and Synthesis for argumentation	3.1 quiz due 4/14 **Argument 2 due 4/14** Module K discussion due 4/16 (response posts 4/19)
	Week 14　4/20	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Module L	Reading group 3.2 **AND** review readings 1.4		3.2 quiz due 4/21 Module L discussion due 4/23 (response posts 4/26)
	Week 15　4/27	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Module M	Reading group 3.3		3.3 quiz due 4/28 Module M discussion 4/30 (response posts due 5/3) **Argument 2 revisions/upgrades due 5/7**
	Week 16　5/4	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Module N	none	Preparing for essay exam	Module N Discussion due 5/5 (response posts due 5/7) **Essay exam due 5/13**
	Week 17　5/11	**Reading Assignments**	**Learning Objectives**	**Activities/Assignments**
	Final Exam week	None	Complete essay exam Reflection response optional extra credit.	**Essay Exam due 5/13 (no extended due date)** Complete online reflection by 5/14 for extra credit Have a wonderful break!

All readings are available as links or downloads on Canvas.

Reading Set	Creative Texts	Essays/Articles/Editorials
1.1	Dickinson	Ronson
1.2	Galchen	Jacquet Feiler Tenety
1.3	Dorfman Forche Smith (TED)	Lubin (TED)
1.4		Ali Arao and Clemens

Reading Set	Creative Texts	Essays/Articles/Editorials
2.1	Oliver versions 1 and 2 Fantastic Negrito	Courtney Martin (TED) Cooper Garber
2.2	Image analysis	Thompson Sanburn (2 articles) Fonger
2.3	Hughes Bambara	Siegel Thompson Fortin
2.4		Research module

Reading Set	Essays/Articles/Editorials
3.1	Krosch and Amodio Villafañe Adichie (TED)
3.2	Tatum Lamar Yossos
3.3	Chosen readings, **two** of: "Left Out" Executive Summary Harper Anzaldùa (NPR)