

Course Information

Semester & Year: Fall 2020
Course ID & Section #: E9705
Instructor's name: Ms. Shannon Mondor (she/her)
Day/Time or *Online: ONLINE
Location or *Online: ONLINE
Number of units: 4

Instructor Contact Information

Office location: ONLINE
Office hours: There will be no regular office hours held, but time to meet individually on Zoom can be arranged as needed. I will also be working regular Zoom hours as a faculty tutor through the Academic Support Center
Phone number: N/A. Please contact me via email using the address below or through your Canvas inbox.
Email address: shannon-mondor@redwoods.edu

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.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). 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

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Admissions deadlines & enrollment policies

Fall 2020 Dates

- *Classes begin: 8/22/20*
- *Last day to add a class: 8/28/20*
- *Last day to drop without a W and receive a refund: 9/4/20*
- *Labor Day (all-college holiday): 9/7/20*
- *Census date: 9/8/20 or 20% into class duration*
- *Last day to petition to file P/NP option: 9/18/20*
- *Last day to petition to graduate or apply for certificate: 10/29/20*
- *Last day for student-initiated W (no refund): 10/30/20*
- *Last day for faculty initiated W (no refund): 10/30/20*
- *Veteran's Day (all-college holiday): 11/11/20*
- *Fall break (no classes): 11/23/20-11/28/20*
- *Thanksgiving (all-college holiday): 11/25/20-11/27/20*
- *Final examinations: 12/12/20-12/18/20*
- *Semester ends: 12/18/20*
- *Grades available for transcript release: approximately 1/8/21*

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.

Evaluation & Grading Policy

There are no plus or minus grades in this class. Students must earn a final grade of 70 percent to pass the class. No Ds are awarded.

<u>Major Essay Grades and Final Course Grades</u>	<u>Point Values</u>
A	90-100
B	80-89
C	70-79
F	0-69

Your final course grade includes all the required reading and writing assignments as well as your preparedness, engagement, work ethic and study habits, contributions to discussion, and collaboration. Details about expectations and evaluation are provided later in the syllabus, on Canvas, and in specific assignment directions.

- **Major Paper #1: Essay and Working Portfolio** based on *Between the World and Me* 20%
 - **Major Paper #2: Persuasive Research Project (Annotated Bibliography required)** 30%
 - **Critical Reading, Writing, and Discussion Practices & Major Paper #3** 50%
- (All other shorter formal and informal reading and writing assignments such as freewriting, MRLs, weekly formal discussion posts, peer review, weekly informal small group discussion, vocabulary, reflections, etc...)

English 1A: College Composition Mondor/FALL 2020

IDENTIFYING AND CONTACT INFORMATION:

- **Course meets:** (E9705) **ONLINE** in Canvas starting Saturday, August 22 through 11:59 PM Thursday, December 17 (after this date, the course becomes read-only).
- **Instructor:** Ms. Shannon Mondor (she/her)
- **Email:** shannon-mondor@redwoods.edu
- **Office Hours:** Please email me with questions. I can hold individual conferences in Zoom if you would like, with or without video.

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

Required Texts (See links to these books in Canvas):

- ***Academic Writing Now: A Brief Guide for Busy Students***, David Starkey, Broadview Press, 2017, ISBN 978-1-55481-380-3. (About \$24 new. Please be sure you get the latest edition with the 2016 MLA updates.)
- ***Between the World and Me***, Ta-Nehisi Coates, Spiegel & Grau, 1st edition, July 14, 2015, ISBN 978-0-8129-9354-7. (About \$14 new.)
- ***The New Jim Crow: Mass Incarceration in the Age of Colorblindness***, Michelle Alexander, The New Press, 2011, ISBN 978-1-62097-193-2. (About \$15 new.)
- ***White Fragility: Why It's So Hard for White People to Talk About Racism***, Robin DiAngelo, Beacon Press, 2018, ISBN: 978-0-8070-4741-5 (About \$10 new.)
- All other course texts, videos, and readings will be made available via Canvas.

Required Materials and Attitude:

- **Daily access to a computer and the Internet** (Be prepared to access Canvas every day, but *at minimum* three days each week.)
- **An active CR email account** that you check regularly for messages and announcements
- The ability to post/submit **Microsoft Word** compatible documents or .pdfs (**I can't open or read .pages documents). **Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.
- A **USB Flash drive** for archiving your work. Back up all your files in a few different ways—email, Google Drive, Canvas, keeping paper copies, the flash drive, etc...Be sure to develop a good naming and organization system so you can find the appropriate files when needed.
- Dedicated chunks of **time** set aside in your weekly schedule/planner to devote to completing the work of our class—doing some work each day will help prevent you from feeling overwhelmed when facing the two due dates for submitting work each week (on Thursdays and Sundays).

- A **growth mindset**, which will allow you to take risks, try new things, and stretch your abilities through experimentation, dedication, commitment, trial & error, feedback, and reflection. You can do this. I believe in you. You need to believe that you can succeed in this course as well, especially when it gets tough.
- Willingness to ask questions, offer insights and observations, think out loud, write in your books, share ideas still in process, and figure out where you stand on issues through class discussion and writing. **Be present and engaged.**

COURSE DESCRIPTION AND OVERVIEW:

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

Our course theme: **Citizenship in America—**

Colorblindness, Racial Inequality, and Mass Incarceration

In this course, we will examine and write about race and citizenship in American life. Many recent tragic events highlight the disconnect between our nation's noble democratic ideals of equality and fairness and the lived experience of many of our citizens and residents, especially those who are poor and people of color. Race and racism remains a topic that concerns, interests, frustrates, unnerves, and even confuses many people in this country. Over one hundred and fifty years after the end of the Civil War (in 1865) and more than fifty years since the Civil Rights Movement made its major legislative achievements dismantling Jim Crow (in the early 1960s mostly), it is still exceptionally challenging for most Americans to talk about race: openly addressing issues involving race and deepening our understanding of racial inequality, its causes, and consequences makes many (white) people feel personally uncomfortable or threatened and potentially vulnerable to accusations of racism or prejudice. People of all colors feel anger, pain, resentment, guilt, shame, blame, confusion, or denial while thinking about issues of racial inequality, which only contributes to the silence and exaggerates the awkwardness of our often uninformed attempts to talk about it. We need to get better at talking and writing about sensitive issues from an informed perspective. The course theme has been chosen to help us do that. This course theme has been my choice of focus for over 5 years now, and the events of the past summer have demonstrated how badly we need to improve our ability to discuss race.

The enduring legacies of past and present, ongoing wrongs complicate how we each feel about who should be considered responsible or to blame, who has benefitted (and continues to), and what can and should be done to repair and rectify the inequalities, injustices, mutual mistrust, and continued pain and suffering Americans experience due to persisting systemic racism, unconscious and implicit bias, unearned privilege, micro-aggressions, and personal prejudices. Our course texts and our own experiences and backgrounds will help us have informed conversations on these crucially important current issues.

We will need to be gentle, kind, and respectful to each other as we examine these sensitive issues, but we will also need to push beyond our comfort zones to achieve new intellectual and empathetic insights. It is okay to feel uncomfortable as we navigate these conversations; that discomfort and uncertainty is an expected and important part of learning and challenging ourselves in new ways that will ultimately foster deeper compassion, awareness, and understandings of complex experiences regarding race, effects of social inequality, and mass incarceration. Taking risks can lead us all to valuable new insights, perspectives, and relationships, so I encourage you to be brave and participate as thoughtfully as possible. College is the place to hone these skills, where critical analysis and credible information is key to making and supporting sound arguments about issues that matter in our daily lives.

While individual acts of hateful bias and violent, explicit racism have greatly diminished when compared to earlier eras in history, and important legal victories have been secured, systemic inequalities remain integral to our segregated American political, economic, criminal justice, law enforcement, education, housing, and employment experiences and opportunities. In very recent years, an angry backlash of explicitly violent and racist expressions of supremacy is on the rise: in the spring of 2020, Black people have been murdered in this country while going for a jog (Ahmaud Arbery), because of suspicion of using a fake \$20 bill (George Floyd), and even while sleeping in their own beds at home (Breonna Taylor). These deaths sparked civil rights protests around the country that lasted into the summer, revealing racial violence as a persistent threat facing people of color in America, one that needs to be addressed at every level of policy, behavior, and thinking.

In the absence of substantive, critical, and honest inquiry into and exploration of race and how it functions in our society (in institutions, communities, families, and our personal lives), many implicit biases have only intensified as they have been pushed further from our conscious attention and scrutiny. These lingering, often unacknowledged biases routinely lead to unfair and discriminatory treatment, simultaneously impeding personal achievements and preventing us all from living in and contributing to a truly democratic society that values and respects its diverse members. Explicit bias has emerged unafraid and emboldened by a lack of accountability or censure on too many fronts. Analyzing persistent racial and social inequality, unconscious biases, conscious prejudices, micro-aggressions, and unexamined power dynamics together using critical academic, rhetorical, and intellectual inquiry can allow us to begin to know how to intervene positively in our daily personal, social, and institutional lives, should that be or become a goal.

It is my hope that looking critically at how race functions in our current society (and how race intersects with other aspects of our identities, such as gender, class, sexuality, etc...) can help us better understand how to actively work for and promote the freedom, equality, integrity, and justice for all as promised in our country's founding documents. Our inquiry this semester has very real consequences for ourselves and for our society. What we achieve on these fronts will largely depend on our individual and collective willingness to listen, learn, sit with discomfort, and confront our own experiences and preconceptions of what race means, what it

does, and how it functions in our own lives and the wider world. I invite you to embrace what I expect will be a difficult and challenging process of questioning, learning, and discovery. There is room for each person to arrive at his or her own conclusions, and where each one of us ends up at the end of this semester will depend on where we're starting and how vulnerable and open we are willing to allow ourselves to be throughout this learning process as we interpret the arguments in our course texts and come to understand how the ideas conveyed by the authors connect to our own experiences and values and the country we want America to be.

COURSE REQUIREMENTS:

In college classes, for every hour spent in class, students should expect to spend a minimum of 2 hours working outside of class. For this 4 unit, 4-hour per week class, expect to spend **at least 8** additional hours reading and writing to earn an average grade. That's a grand total of 12 hours each week devoted to this course work. Please dedicate enough time in your schedule to succeed in meeting the requirements. Earning excellent grades will likely involve investing more time and effort than the expected minimum.

Major assignments for English 1A include:

- Reading the 3 required books (*Between the World and Me*, *The New Jim Crow*, and *White Fragility*) and using the 4rd book (*Academic Writing Now*) as support as needed for your writing projects.
- (About 10) Metacognitive Reading Logs (MRLs)—notes of what you take away from your reading in a template to facilitate your understanding, retention, and ability to use the ideas in writing projects.
- (About 10) Formal Short Analysis Posts. Most of these posts will be Reading Responses (a minimum of 500 words each) that follow a set format on a provided template and get posted to discussion boards. Other posts will involve a different format of analysis.
- Major Paper #1: 1250+ word essay & accompanying Working Portfolio (required process assignments) on a key lesson in *Between the World and Me*.
- Major Paper #2: 1500+ word Persuasive Research Project requiring a variety of genres (proposal, annotated bibliography, analytical paper featuring MLA style and a Works Cited) on a topic inspired by *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.
- Major Paper #3: 1250+ word reflective essay on what has been learned about the course theme.
- Weekly informal small group discussion posts due every Thursday (and ongoing with replies to at least two students through Sunday).
- Weekly 30-minute freewriting sessions, plus other focused freewrites on assigned topics.
- Active, engaged, regular, thoughtful, and informed participation in class activities such as reading, taking notes, writing, reflecting, and collaborative work alone, in pairs, and in small groups.
- 2 Peer Response Groups: participation in respectful, critical response to rough drafts in small groups.

Meeting Deadlines:

Due Dates for assignments will be available on Canvas: Most things will be due Thursday or Sunday of each week. Assignments need to be posted to the appropriate Canvas location (in that week's module, the assignments link, or a discussion) by 11:59 PM on the due date. Though Canvas will mark assignments late if posted after 11:59, if they are submitted before noon the next day, I will not consider them late or take away any points (you have a 12 hour grace period built in to both submission deadlines).

After the grace period, missing deadlines could result in grading penalties or the inability to submit an assignment at all unless an extension has been granted in advance. After a 24-hour grace period, many shorter informal assignments (such as the weekly small group discussions and the freewrites) will be closed to submissions. Other assignments not submitted on time can lose 10% for each day they are late. No assignments can be submitted more than one week after the due date or once the assignment submission window has been closed. Instructor feedback may not be provided on late work.

You get 3 late passes that give you **one** extra week to submit one assignment with no late penalty. The passes cannot be used for a rough draft of a major paper, a peer review session, or the final assignment. These are a No Questions Asked (NQA) kind of late pass. Just post a comment under where your assignment should be saying you'd like to use a pass, and you get an extra week to turn it in. Or let me know in an email. If the assignment you've chosen to use your late pass for has closed, simply add the file in the comments section of that assignment, and let me know via email that you'd like me to grade your late work.

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

Expectations—Stay on top of your work:

Extensive independent reading and writing will be necessary for this class. I expect you to have your own copy of the books, to write in your books, take notes while you read, have something to say or ask about the readings in small group discussion forums, and to look up words and references you don't know yet or understand fully enough to help you really get what's going on in the reading. I also expect you to bring questions about what you want to understand more fully to your conversations with classmates in small group discussions. Coming online prepared and having done active reading and reflection about the ideas that stand out to you is important to make the most of our limited time together. Doing this kind of work online takes a tremendous amount of self-motivation and good organization skills. Build in accountability and a solid study schedule to keep yourself on track.

Students are responsible for keeping up with the class, for being prepared, for knowing when things are due, for following the schedule and syllabus policies, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. Your contributions will help create the vibe and community of our class. By enrolling in this section of English 1A, you are committing to meeting our course goals and must be willing to participate in the activities, assignments, and techniques involved. Don't just take up virtual space or check items off a to-do list: learn and grow. Put your stamp on our learning space.

Genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues concerning racial inequality, citizenship, and mass incarceration—none of which have simple answers. You must be willing to think critically about these topics. Expect to stretch your intellectual, human, and rhetorical capabilities. I will be pushing you into unfamiliar territory as a matter of intentional design. How much you learn and how much your writing, reading, and critical thinking improves

will depend on the intensity of your commitment, your willingness to interact and collaborate with each other, and your sincere engagement in academic and personal inquiry and reflection.

Members of this class are expected to show basic respect and tolerance for each other, but it is my hope you come to recognize and enjoy each other's unique strengths, quirks, and gifts as things to celebrate. We will undoubtedly hold and explore different views, but that should not prevent us from listening to and learning from each other in a respectful space that can embrace a wide variety of equally good and diverse ideas. Figuring out where we stand on issues and why is a foundational element of this course, of college, and of life.

Please conduct yourself in a respectful, professional manner appropriate for a college classroom even though we will be occupying virtual space together. Students whose behavior becomes disruptive or disrespectful will have offensive posts removed. Repeated violations will result in being asked to leave the course. We will be communicating online, but a college classroom has very different norms and expectations than open online forums where trolling and insults can take the place of respectful and reasonable discussions. Please focus on interrogating ideas, not people, and keep your attention on reason—credible claims and evidence—over emotions. Give yourself space and time to be sure what you want to say is kind, respectful, and clear, and express yourself in rational and reasonable ways.

The Working Portfolios:

The first two major papers will go through a process using many smaller assignments that will act as building blocks for your rough drafts and final versions of the essays. Save all of your work at least two different ways, such as email, a USB flash drive, GoogleDocs (in the Gmail Drive), Canvas, your computer hard drive etc... to protect against losing important thinking and writing to technology and software glitches or power failures.

The Working Portfolio serves to guarantee the intellectual integrity of your work by providing a record of your writing process—your ideas, labor, and efforts developing each assignment specifically for this course. Your essays in this class will go through a scaffolded process, not just be a one-shot deal you jam out the night before something is due. Students who do not produce preliminary work that is part of the process of each essay cannot earn credit on a final draft of the essay. The rough drafts are a required component. Commit to revising writing over time as your thinking and understanding of each book develops and deepens.

Formal Assignment Format:

Formal assignments you attach as downloadable documents should be typed using a standard 12-point font (Times, Calibri) with one-inch margins. Single spaced paragraphs are fine, as long as you skip a line between each paragraph to provide white space. Use a single-spaced heading that includes your name, the instructor's name, the course number, the assignment, the date, **and the word count**. Please type this heading on the **left side** of the first page of every assignment you attach. The heading does not need to be inside a header.

Example Heading: Student Name
 Ms. Shannon Mondor

English 1A
Reading Response #4—Coates, Part 2
September 9, 2020
Word Count: 523

Informal assignments or discussion posts that you complete do not need this special heading, but **most assignments do need to feature a word count**. Don't waste time counting the words yourself. Find the feature in your word processing program that tells you how many words are in your document.

Canvas: How this class works

Our course will be organized by weekly modules where you will be able to read explanations of your assignments, post assignments, participate in discussions, access copies of documents, and explore additional resources and links related to our course material. As each week passes, I will move that module to the bottom, so that the current module is always the first thing you see when you log in. Please make it a habit to visit the site regularly and explore the resources available. This course is organized so that it's asynchronous, which hopefully allows each of you to complete the work around your competing life commitments as it's most convenient for you, within a regular framework of submitting assignments twice each week.

Your work will generally be due in two weekly installments—every Thursday and Sunday expect to post several assignments by 11:59 PM. Only accessing course material twice a week on the days assignments are due will not be enough to allow you to prepare the work in a quality manner or to engage in regular communication and collaboration with your peers, who are the main source of discussion about the texts we're reading. Allow lag time for conversations to develop asynchronously. Check back periodically to read posts and respond as ideas come to you. Set aside time to focus on your role in the learning space. Also, please read all of the posts even though you only need to respond to two of them each week, so that ideas are not repeated. Add to or elaborate on the ideas, and let your peers know you are listening to them.

Each module will be divided in to three main sections 1) assignments due Thursday 2) assignments due Sunday, and 3) resources and materials you need for the week's work (featuring a weekly to-do list).

I will post an announcement each week on Monday detailing what work is due, when it is due, and providing any important instructions about how to complete your assignments. I'm expecting students to log in each Monday to preview and assess the weekly assignments, ask questions early about anything that's not clear, and make an individual reading plan to break up the work into manageable chunks so that it can be submitted on time. The first weekly assignments will need to be submitted by 11:59 every Thursday (except week 1 because you're confirming your presence in our class by posting an introduction by Tuesday at 11:59 PM). The second batch of weekly assignments will be due posted by 11:59 PM every Sunday.

I will read and respond to email almost every day between 9 and 10 AM. I will also check periodically throughout the day at other times to answer your questions as soon as possible to help facilitate your progress on assignments. Questions that come in a panic late on Thursday or Sunday nights will not likely get

answers before your deadlines, so please plan ahead and leave time for communication to happen in our asynchronous environment. I don't plan to be available to answer questions after 5 PM. But do send the questions when you have them. I'll wake up and answer your questions in the order I've received them in.

Every week, from the very first week, plan to spend 1-2 hours on this course each day: expect to read and take notes on Monday, Tuesday, and Wednesday, freewrite and complete work and written assignments on Wednesday and Thursday, submit all work that's due Thursday, re-read and review Friday and look at new posts from peers Friday and Saturday, and then submit your own remaining work and assignments on Sunday. It's a lot of work, but taking a 4 unit course online means you'll need to be doing something pretty important related to this course essentially every day. It's not a sprint; it's a marathon—slow and steady is key.

I will update grades every week, which will allow you to keep track of your progress. I will use rubrics for most assignments, so reading the rubric grading categories and descriptions before and while producing your work will help you focus on what's important and be sure you cover what you will be evaluated on. Zeroes will damage your grade severely. It is always better to submit some work, even if it's not perfect, than skip entire assignments. I will generally grade shorter assignments within a week. Essays (also known as major papers or MPs) will take me about two weeks to grade and provide feedback on. You'll be able to revise your MP #1, but not the MP #2 or MP #3, since they will be due in or near our last week of class.

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](#).

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

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.

Power Outage/Internet Outage Situations:

PG&E could potentially have planned or rotating power outages at some point in our semester together. Of course, if there's no power, there's no online class. But our work is still going to chug along in basically the same order as planned, even if we have to adjust the pace or deadlines because of lack of power. I do not have Internet access when the power is out. That's likely the case for most of you. Try not to get stressed at these times and be assured that I am a flexible human being who wants people to succeed and not face negative consequences for events that are out of our control. It would be a very good habit to print out the weekly to-do list each Monday morning so that you can still make progress on the assignments and know what work to do even if or when we lose power. This is another reason I recommend buying print books you can hold in your hands. Reading by candlelight is still possible and can even be enjoyable. Pretend it's the Renaissance.

When the CR Internet or main website is out, I tend to still have Internet (as do lots of other people in the county). Theirs is through AT&T. Mine is through Suddenlink. Bookmark the direct link to Canvas so that you don't need to get there through the CR website. Someone drives into a power pole almost every semester, and you don't want to not be able to access Canvas for a few days because you can't get directly there (see the link above under Canvas information). I plan to be somewhat flexible with this issue, within reason. Don't use it as an excuse to avoid work or procrastinate, as all of the work will eventually be due when the signals are restored. And I won't know you don't have Internet if you don't tell me. So keep in touch as possible.

Grading Policy and Criteria:

This class does not have plus or minus grades. Students must earn a final grade of 70 percent to pass the class. No Ds are awarded for this section of English 1A.

<u>Major Paper Grades and Final Course Grades</u>	<u>Point Values</u>
A	90-100
B	80-89
C	70-79
F	0-69

Your final course grade includes all the required reading and writing assignments as well as your preparedness, consistency, participation, collaboration, contributions to discussion, and peer response. Details of assignments in each category are on Canvas. More details about assignments, expectations, and procedures are provided in individual assignment directions.

- **Major Essay #1 Working Portfolio** **20%**
- **Major Essay #2: Persuasive Research Project (Annotated Bibliography required)** **30%**
- **Critical Reading, Writing, and Discussion Practices (and Major Essay #3)** **50%**
(This last grade category contains all other shorter formal and informal reading and writing assignments such as freewriting, metacognitive reading logs (MRLs), weekly formal short analysis discussion posts, peer review, weekly informal small group discussion, vocabulary, reflections, etc...)

Participation Requirements:

Students who do not submit an introductory discussion post by 11:59 on Tuesday, August 25 without contacting the instructor will be dropped. Students who go missing and do not submit any work for more than one entire weekly module may also be dropped for non-participation, especially if it occurs before week 10 and your efforts have been spotty or sporadic up until that point. Communicate any planned extended absence from course participation or assignment submission in advance of your absence from the course. I don't need details or a justification, just a date you plan to return and resume your work.

Chronic lack of preparedness or a pattern of not completing or submitting work on time will reduce your progress and achievement substantially. Being ready to post and share your work on time, with the reading done carefully and your writing assignments complete, is a crucial aspect of being successful in this course.

This is not an online class you can do independently and on your own schedule. This section of English 1A is an asynchronous online class, but it is not a self-paced/self-study online class. The activities we'll be doing—discussing readings and sharing drafts and revisions of writing assignments with each other—depends on interaction with your classmates. To make this work, you will be expected to “attend” and engage with the course several times each week. Assignments that other people (your peers) depend on you for are less likely to be accepted late. It defeats the purpose of joining a conversation that's already over, for example. So be mindful of others counting on you to show up and do your part so that they can do theirs in our community. Participation is evaluated as part of your course grade on a weekly basis through two main informal activities due by 11:59 PM each Thursday: independent freewriting on your choice of prompts about the readings and small group discussions. This weekly small group discussion is the equivalent of what would be independent and small group work in a f2f class, where you have freedom to ask each other questions, share observations, work through tough parts of a text, figure out what a quote means, etc...The point of these small group discussions is not to try to sound smart or perform, but to discuss, explore, wonder, critique, and help each other figure things out. There is no pressure to have it all understood yet, just to participate and generate meaning and ideas together. Have a conversation about what you're reading and how you're reacting to it.

To earn 10 weekly small group discussion forum points, a student must post on time (by 11:59 PM Thursday), having read and thought about assigned reading or writing, and contribute in positive ways to the conversation, including asking clarifying questions about confusing parts of the reading. 5 points are earned by the initial post, and 5 additional points are earned for responding to at least two classmates and truly extending the conversation to help each other arrive at insights about the reading, not merely saying that you agree or the person brought up a good idea (by 11:59 PM Sunday).

Six participation points each week are earned by completing the informal freewriting activity (FW) due each Thursday. These will usually be your choice of 3 prompts to write for 10 minutes each (or at least 10 sentences) on. Weekly participation points cannot be made up or earned any other way except by being prepared and participating on time. These activities are a way to keep you on pace with the course and to have good conversations about the ideas your peers are also thinking about. They'll help you get ready for the more formal work due every Sunday.

Other Important Matters:

Write for a Public Audience: All graded writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers. The instructor is not the only person who will read your work in this class. Your peers are an important audience and source of feedback on your work, and you can tell who can see your assignments by paying attention to the icons in Canvas. Anything you post to a “discussion” can be viewed by other students. All work submitted for credit in this class must have been created **expressly and exclusively** for this course. Unless you stipulate otherwise, I may use work produced in this class for professional or pedagogical purposes (as anonymous examples for future students or in professional conference presentations).

Get Connected: If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. Email is the best way to communicate with me. I check it daily and I'm usually thrilled to see questions from students. To me, that means you're taking things seriously and have the desire to do well and know how to ask for the kind of help and support that can facilitate your success and development as a writer and critical thinker. It may take me up to 24 hours to respond, especially if your question is complex or if I'm offline for the day, so please be patient. Please make it a habit to follow professional Netiquette in our electronic communications.

I am open to negotiate *some* course policies and due dates, but you must communicate with me in a timely manner in order for that to happen. Asking for extensions or different arrangements in advance is always better than missing deadlines and trying to get back up to speed. It's very tricky to complete work you've missed and also keep up with current work coming your way. Most of the time, I will suggest leaving the missed assignments behind so you can concentrate fully on what's ahead of you. But zeroes really hurt.

Stay Connected: Check Canvas regularly for course updates and for links to course related information, including handouts and readings. Activate your CR email account and check it several times each week, including the days we don't have class work due. Set up notifications in Canvas so that they work for you and give you just the right amount of information about who is posting and what needs to be done. Don't hesitate to send an email whenever you have a question. I don't want confusion or lack of clarity to slow you down or keep you from producing your best work. Also, seek connections with your peers! They are in this with you, and communicating outside of formal channels or assignments can be really helpful. You can email anyone or everyone in the class by using the Canvas Inbox. Forming your own informal online study groups might be a lifeline. You can even Zoom together without me around!

Academic Honesty:

Turning in work you did not produce will not help you grow intellectually, nor will it satisfy the requirements of the course. Any student who submits work that is not his or her own or work that has not been written expressly and exclusively for this course will fail the assignment. Do not find existing writing online and copy and paste these words or ideas into your own work you're submitting for credit. Do not submit assignments that your friends produced last semester for their English classes. Do not submit work you wrote last semester for another class. Do not submit work that you produce together with someone else from this class, or work you think is especially awesome another student has posted in this class.

I will not award points or credit to work that's not yours or to work that's already earned you credit for another course. The first time it happens, I'll give you a zero on the assignment. Depending on the severity of the offense, the student could ultimately face more serious disciplinary action from the college—sometimes people get expelled from college for plagiarizing. It's serious business. You may be referred to the Behavior Intervention Team, especially if I have already advised you about a specific assignment not earning credit because it hasn't given proper credit to outside sources used or quoted within your text. I'm full of trust in you, but I won't budge on this issue.

Learning how to blend others' voices into your own work is an important academic skill that you will use in this course and throughout your academic and professional careers. We will devote class time to proper MLA documentation and citation of sources so that you develop confidence in these skills. Ask me if you're unsure of how to bring ideas into your writing in a way that is credible and responsible. I'm happy to help you become good at this part of writing in the academic world.

**Sources included in writing produced for this class must be documented, whether sources have been required as part of the assignment directions or not. Be responsible. Have integrity. Cite all outside information you did not write yourself—otherwise it cannot be used in your work. Writing that includes unattributed passages of other people's work will not earn credit. I have to warn you my brain is unique in that I remember extremely well what I read—I sometimes forget why I walked into a room and what I was trying to retrieve, but I always know when I see a string of words again that I've already seen in print. It's not exactly a super power, but it does make me upset and disappointed when quotation marks are missing where I know they should be or when a student is pretending to give me their own ideas in writing but those ideas were actually written or published by someone else.

www.Turnitin.com: Each major writing assignment in Canvas will be automatically sent to Turnitin.com, which is a website that vets your work for authenticity and plagiarism. This service will identify every spot where outside words have been used in your work as well as links to the original websites containing them, whether cited properly or not. Don't be afraid of this tool. I can often tell when another voice enters your work without its assistance, as I read very carefully all the work you produce all semester long. You will have a style and voice that should be consistent and sound like you—not like professional or published writers who have also analyzed our course texts and topics. Do your best to think for yourself. Don't cave to pressure or try to find something brilliant online. I am most interested in hearing what you think and how you interpret and relate to the course material. There is no substitute for that.

Final Exam Policy / Plans:

Your final reflection paper (MP #3) will be due by the last day of finals week. No work will be accepted for credit after 11:59 PM on Thursday, December 17.

Institutional Policies and Support Services:

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 via the Academic Support Center (through Zoom)

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.

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

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](#).

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.

English 1A Fall 2020 Semester at a Glance

This is a fluid, living document. Changes to this plan will be announced on Canvas.

Week 1: Welcome & Overview; Introductions; Freewriting; Templates		
Saturday 8/22	Thursday 8/27	Sunday 8/30
<p>Activities for the week:</p> <ul style="list-style-type: none">Welcome!Forum: Self Introductions due Tuesday 8/25Post a profile picturePrompts for FW #1Read the syllabusSyllabus Q & A Forum—post a question, comment, or answer about the courseRead and take notes on “How to Mark a Book” & “How to Succeed in School”Metacognitive Reading Logs (MRLs) beginGet familiar with Canvas	<ul style="list-style-type: none">Discussion Post—small group #1 on “How to Mark a Book” and “How to Succeed in School”FW #1: 30 minutes of Freewriting about youMRL #1 DUE on “How to Mark a Book”	<ul style="list-style-type: none">Respond to small group discussion #1Post your profile picture to CanvasSyllabus Q & A Forum—post a question, comment, or answer about the course

Week 2: Critical Academic Practices: Reading, Writing, Rhetorical Appeals, and Mindsets		
Monday 8/31	Thursday 9/3	Sunday 9/6
<p>Activities for the week:</p> <ul style="list-style-type: none"> Prompts for FW #2 Read and take notes on “Brainology” by Carol Dweck Watch and take notes on Angela Duckworth’s TEDtalk on “Grit” Fixed & Growth mindsets Read and take notes on <i>Academic Writing Now</i> Introduction, Ch. 1 & 2 pp. 15-48 Rhetorical Appeals: ethos, pathos, logos, and kairos 	<ul style="list-style-type: none"> Discussion Post—small group #2 on “Brainology” and “Grit” MRL #2 due “Brainology” FW #2: 30 minutes of Freewriting Watch and take notes on selected videos about rhetorical appeals to develop a solid working definition of each one to get ready for next week’s reading response assignment 	<ul style="list-style-type: none"> Respond to small group discussion #2 Week 2 Short Formal Analysis— College Mindset & Intention for fall term (500 words; include 2 quotes) Coates Preview freewriting: FW #2B
Week 3: <i>Between the World and Me</i> by Coates Part 1, Reading Responses		
Monday 9/7	Thursday 9/10	Sunday 9/13
<p>Activities for the week:</p> <ul style="list-style-type: none"> Prompts for FW #3 Read and take notes on Coates pp. 5-71 Read <i>Academic Writing Now</i> Ch. 3 & 4 Analyze Richard Wright poem Short Formal Analysis: Reading Responses begin 	<ul style="list-style-type: none"> Discussion Post—small group #3 MRL #3 due (5-71) FW #3A: 30 minutes of Freewriting 	<ul style="list-style-type: none"> Respond to small group discussion #3 Week 3 Short Formal Analysis— Reading Response DUE on Coates, Part 1 (5-71)
Week 4: <i>Between the World and Me</i> by Coates Part 2; Begin Major Paper/Essay #1		
Monday 9/14	Thursday 9/17	Sunday 9/20
<p>Activities for the week:</p> <ul style="list-style-type: none"> Prompts for FW #4 Read and take notes on Coates pp. 75-132 Essay #1 Introduced 	<ul style="list-style-type: none"> Discussion Post—small group #4 FW #4: 30 minutes of Freewriting on Part 2 MRL #4 due on pp. 75-132 	<ul style="list-style-type: none"> Respond to small group discussion #4 Week 4 Short Formal Analysis— Reading Response DUE on Coates, Part 2 (pp. 75-132) Brainstorm: MP #1 ideas- Questions At Issue (QAI)/lessons/thesis statements

Week 5: <i>Between the World and Me</i> by Coates Part 3; Continue Major Paper #1 (MP)		
Monday 9/21	Thursday 9/23	Sunday 9/27
<p>Activities for the week:</p> <ul style="list-style-type: none"> • Prompts for FW #5 • Read and take notes on Coates pp. 132-152 • Discuss Coates key terms • Read <i>Academic Writing Now</i> Ch. 6, 7 & 8 • Peer Review and Response Techniques • Essay and paragraph structure • Discuss giving feedback 	<ul style="list-style-type: none"> • Discussion Post—small group #5 • FW #5: 30 minutes of Freewriting on Part 3 • MRL #5 due on Coates Part 3 • 3 Coates key term explanations DUE 	<ul style="list-style-type: none"> • Respond to small group discussion #5 • Zero drafts of MP #1 DUE (700 words)
Week 6: Peer Response for MP #1; View Ava DuVernay’s documentary <i>The 13th</i>		
Monday 9/28	Thursday 10/1	Sunday 10/4
<p>Activities for the week:</p> <ul style="list-style-type: none"> • Prompts for FW #6 • Watch <i>The 13th</i> (an hour and forty minute documentary) • Read <i>Academic Writing Now</i> Ch. 9 • Peer review for rough draft of MP #1 • Post MP #1 working thesis and topic sentences for feedback from Shannon • Get <i>The New Jim Crow</i> if you do not yet have the book. We begin reading it next week. 	<ul style="list-style-type: none"> • Post MP #1 rough draft (1000 words) • Peer Review groups for MP #1 rough draft assigned • Discussion Post—small group #6 on <i>The 13th</i> • MRL #6 on <i>The 13th</i> • FW #6: 30 minutes of Freewriting 	<ul style="list-style-type: none"> • Respond to small group discussion #6 • Complete MP #1 peer review

Week 7: Revise and Submit MP #1; Begin TNJC reading new Preface from author		
Monday 10/5	Thursday 10/8	Sunday 10/11
<p>Activities for the week:</p> <ul style="list-style-type: none"> • Prompts for FW #7 • Read and take notes on Preface to the Tenth Anniversary Edition from Alexander (about 40 pages) • Revise MP #1 • 3 Revising Techniques due for MP #1 • MP #1 (1250 words) & postwrites DUE 	<ul style="list-style-type: none"> • MRL #7 on TNJC Preface (pp. ix-xlv) • FW #7: Preface • Discussion Post—small group #7 on TNJC Preface • 3 Revising Techniques due for MP #1 	<ul style="list-style-type: none"> • Respond to small group discussion #7 • Week 7 Short Formal Analysis: Reading Response on TNJC “Preface to the Tenth Anniversary Edition” (about 40 pages) • MP #1 (1250 words) & MP #1 postwrites DUE
Week 8: <i>The New Jim Crow</i> Foreword, Preface, Introduction, Ch. 1 & 2		
Monday 10/12	Thursday 10/15	Sunday 10/18
<p>Activities for the week:</p> <ul style="list-style-type: none"> • Prompts for FW #8 • Read and take notes on Alexander Foreword, Preface, Intro, Ch. 1 & 2 (pp. xlv-120) 	<ul style="list-style-type: none"> • FW #8: on TNJC reading • Discussion Post—small group #8 on all this week’s reading • MRL #8: on TNJC Ch. 2 	<ul style="list-style-type: none"> • Respond to small group discussion #8 • Week 8 Short Formal Analysis—RR on TNJC Ch. 2 “The Lockdown” pp. 75-120
Week 9: <i>The New Jim Crow</i> Ch. 3; MLA Style and Citation; Introduce Major Paper #2 (research)		
Monday 10/19	Thursday 10/22	Sunday 10/25
<p>Activities for the week:</p> <ul style="list-style-type: none"> • Prompts for FW #9 • Introduce Essay #2: Persuasive Research Project • Read TNJC Ch. 3 “The Color of Justice” pp. 121-175 • Brainstorm topics for MP #2 	<ul style="list-style-type: none"> • FW #9: on TNJC Ch. 3 • Discussion Post—small group #9 on TNJC Ch. 3 • MRL #9 on TNJC Ch. 3 • Post to MP #2 Topic brainstorm discussion forum 	<ul style="list-style-type: none"> • Respond to small group discussion #9 • Week 9 Short Formal Analysis—Reading Response due on TNJC Ch. 3 “The Color of Justice” pp. 121-175 • Respond to MP #2 Topic brainstorm forum

Week 10: MP #2, *The New Jim Crow* Ch. 4; Topic Selection & Proposal for MP #2; Database Research and Draft of Annotated Bibliography Entry #1

Monday 10/26	Thursday 10/29	Sunday 11/1
<p>Activities for the week:</p> <ul style="list-style-type: none"> • Prompts for FW #10 • Read TNJC Ch. 4 “The Cruel Hand” pp. 176-220 • Introduce Essay #2: Persuasive Research Project • Narrow topics for MP #2 • Read and take notes on Academic Writing Now Ch. 5 • Familiarize yourself with MLA Style & Works Cited Entries and pages • Watch Database and AB demo videos from Shannon; start research to complete your draft AB entry • Read CRAAP test handout to help with your AB entries 	<ul style="list-style-type: none"> • FW #10: on TNJC Ch. 4 • MRL #10 on TNJC Ch. 4 • Discussion Post—small group #10 on TNJC Ch. 4 • Watch how to search database/do library research videos (if needed) • Read AB directions and get familiar with examples and the AB template 	<ul style="list-style-type: none"> • Respond to small group discussion #10 • Week 10 Short Formal Analysis—Reading Response due on TNJC Ch. 4 “The Cruel Hand” pp. 176-220 • MP #2 topic proposal and AB entry #1 draft due (separate documents to submit into two assignments, but it’s a combo deal on these).

Week 11: MP #2, *The New Jim Crow* Ch. 5; Research and AB Development; MLA

Monday 11/2	Thursday 11/5	Sunday 11/8
<p>Activities for the week:</p> <ul style="list-style-type: none"> • Prompts for FW #11 • Read TNJC Ch. 5 “The New Jim Crow” pp. 221-274 • Review MP #2 Topic Proposal & AB Feedback; continue research if approved; revise and resubmit if necessary • Continues... • Research/AB on MP #2 • 4 AB entries and Works Consulted Cover page DUE (AB #1 revised plus 3 new sources) • Revision Plan for MP #1 	<ul style="list-style-type: none"> • FW #11: on TNJC Ch. 5 • MRL #11 on TNJC Ch. 5 • Discussion Post—small group #11 on TNJC Ch. 5 • Research and develop the AB entries due on Sunday 	<ul style="list-style-type: none"> • Respond to small group discussion #11 • Complete Revision Plan for MP #1 prompts after reviewing Shannon’s feedback on MP #1 • 4 AB entries and Works Consulted Cover page DUE

Week 12: *The New Jim Crow* Ch. 6, Research and AB Development; MLA

Monday 11/9	Thursday 11/12	Sunday 11/15
<p>Activities for the week:</p> <ul style="list-style-type: none"> • Prompts for FW #12 • Read TNJC Ch. 6 “The Fire This Time” pp. 276-325 • Cubing for MP #2 • Continue Research on MP #2: 4 new AB entries & 8 entry Works Consulted Cover page DUE • Get <i>White Fragility</i> if you do not yet have the book. We begin reading it next week. 	<ul style="list-style-type: none"> • FW #12A: on TNJC Ch. 6 • FW #12B: Cubing for MP #2 (set aside about an hour for this work) • MRL #12 on TNJC Ch. 6 • Discussion Post—small group #12 on TNJC Ch. 6 	<ul style="list-style-type: none"> • Respond to small group discussion #12 • 4 new AB entries & 8 entry Works Consulted Cover page DUE • (maybe) Week 12 Short Formal Analysis: Reading Response on TNJC Ch. 6

Week 13: MP #2 AB due; Research Update/MP #2 Development; *White Fragility* preface, author's note, intro, and Ch. 1 & 2

Monday 11/16	Thursday 11/19	Sunday 11/22
<p>Activities for the week:</p> <ul style="list-style-type: none"> FW #13 prompts Research Update: 750 word Zero draft of MP #2 due. Answer all prompts. Set aside about 90-120 minutes to complete this Post MP #2 working thesis & topic sentences Watch 3-5 short Robin DiAngelo videos about white fragility Read <i>White Fragility</i> preface, author's note, introduction, and Ch. 1 & 2 (pp. ix - 38). 	<ul style="list-style-type: none"> FW #13: on DiAngelo videos Discussion Post—small group #13 Week 13 MRL on DiAngelo text (pp. ix - 38). 	<ul style="list-style-type: none"> Respond to small group discussion #13 on DiAngelo videos and/or text <i>White Fragility</i> Week 13 Short Formal Analysis: Reading Response on DiAngelo's <i>White Fragility</i> pp. ix-38. Research Update: 750 word Zero draft of MP #2 due. **Please complete the research update first, before posting your thesis, as you might write some things that lead to you changing it. Post MP #2 working thesis and topic sentences for feedback from Shannon

**Thanksgiving Week Vacation
Monday 11/23 - Sunday 11/29**

Enjoy turkey (or tofurkey), pie, mashed potatoes, the works! Fuel up for our last push. You're doing great!

Week 14: *White Fragility* Ch. 3, 4, 5, & 6; Peer Review of MP #2; Revising MP #2

Monday 11/30	Thursday 12/3	Sunday 12/6
<p>Activities for the week:</p> <ul style="list-style-type: none"> FW #14 prompts Peer Review on 1000 word rough draft of MP #2 Revising & developing MP #2 Thesis statement Feedback from Shannon Read and take notes on <i>White Fragility</i> Ch. 3-6 (pp. 39-98) 	<ul style="list-style-type: none"> FW #14: on <i>White Fragility</i> Ch. 3-6 Discussion Post—small group #14 on WF Ch. 3-6 MP #2 Rough draft due (1000 words); Check out your feedback on your thesis as you compose your paper MP #2 Peer groups assigned 	<ul style="list-style-type: none"> Respond to small group discussion #14 Complete peer response letters for MP #2

Week 15: White Fragility Ch. 7, 8, 9, 10, 11, & 12; Revising MP #2; Draft of MP #3

Monday 12/7	Thursday 12/10	Sunday 12/13
<p>Activities for the week:</p> <ul style="list-style-type: none"> FW #15 prompts Read and take notes on White Fragility Ch. 7-12 (pp. 99-154) 3 Revision Techniques for MP #2 DUE Drafting MP #3: Final Reflection on Insights Developed on our Course Theme 	<ul style="list-style-type: none"> FW #15: on White Fragility Ch. 7-12 Week 15 MRL on White Fragility Ch. 7-12 Discussion Post—small group #15 on WF Ch. 7-12 3 Revision Techniques for MP #2 DUE 	<ul style="list-style-type: none"> Respond to small group discussion #15 750 word Zero draft of MP #3 Due (get ideas together for this final assignment)

Week 16: Finals Week Completing the Course: Revise & Submit MP #2 & MP #3

Tuesday 12/15	Thursday 12/17
<p>Please submit 3 separate assignments for MP #2:</p> <ul style="list-style-type: none"> MP #2 Due 1500 words MP #2 postwrites Due MP #2 Works Cited Due 	<ul style="list-style-type: none"> Take the Optional Course Feedback Survey for Shannon MP #3 DUE (1200-1500 words)