

## Course Information

<b>Semester &amp; Year:</b> Fall 2020	<b>Course ID &amp; Section #:</b> <a href="#">English 1A—E9708</a>
<b>Instructor's name:</b> Cyndy Phillips	<b>Day/Time or *Online:</b> <b>Fully Online —Asynchronous</b>
<b>Course units:</b> 4	<b>Location or *Online:</b> <b>Fully Online —Asynchronous</b> <b>No proctored exams</b>

## Instructor Contact Information

<b>Office location or *Online:</b> Online via ConferZoom	<b>Office hours:</b> <a href="#">Wednesday 7-8 P.M. &amp; by appointment</a>
<b>Phone number:</b> 707-476-4459 (school).	<b>Email address:</b> <a href="mailto:cyndy-phillips@redwoods.edu">cyndy-phillips@redwoods.edu</a>
<b>Personal cell given in Canvas "Start Here—Welcome" Module—please use this # for calls, texts, Facetime, Whatsapp, etc.</b>	

## Required Materials

<b>Textbook Title:</b> <i>The Salt Path: A Memoir</i>	<b>Author:</b> Raynor Winn
<b>ISBN:</b> 978-0143134114	<b>Other requirements:</b> See page 3

## 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

1. Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation
2. Utilize flexible strategies for writing expository and argumentative college-level essays.
3. Incorporate primary and secondary sources into essays using appropriate documentation format. Evaluation & Grading Policy

## PREREQUISITES/CO-REQUISITES/ RECOMMENDED PREPARATION

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

## 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, 1<sup>st</sup> 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 we all adjust to this change, clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. We want every student to thrive.

## SETTING YOUR 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](#).

Disclaimer: Because education is a journey involving people with varying needs, this syllabus is subject to change. You will be notified of any changes in writing.

## 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 inclusive and respectful.

## 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

This class requires that students demonstrate mutual respect in their interactions. During the study of interpersonal communication issues may arise that are sometimes difficult and/or controversial. As an academic community we share a mutual responsibility to create and maintain a supportive classroom environment where students feel safe to speak up and apply new communication skills. This means that each student's ideas, feelings and questions are valued. It is okay not to agree with everything that is said in the course, either by your peers or myself. However, it is expected that you will be respectful of those with different opinions and perspectives than your own, and that you will ground your interactions in the course content. Please make sure you watch the "Netiquette" video in the "Start Here—Welcome" module so that you are clear on my expectations regarding your online communication. 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](#).

## Netiquette

In an online environment, good communication with one another is called netiquette. Sometimes it is difficult to convey nuance or humor through written (electronic) communication. When we disagree with others on controversial ideas, it can even be hard to be respectful and kind. But as an academic community, we share a mutual responsibility to create and maintain a supportive classroom environment where students feel safe to speak up and apply new communication skills. This means that each student's ideas, feelings and questions are valued. It is okay *NOT* to agree with everything that is said in the course, either by your peers or myself. However, it is expected that you will be respectful and supportive of those with different opinions and perspectives than your own. Please make sure you watch the "[Netiquette](#)" video in the "Start Here-Welcome" Module on Canvas so that you are clear on my expectations regarding your online communication.

## 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](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

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

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel
- Do not leave campus, unless it has been deemed safe by the campus authorities.

## EUREKA CAMPUS EMERGENCY PROCEDURES

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

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College of the Redwoods-Fall 2020  
English 1A: Analytical Reading & Writing  
CRN#E9708— Online (Asynchronous)  
Theme: Perspectives

**Instructor:** Cyndy Phillips

**Cell:** Given in “Start Here—Welcome” Module on Canvas.  
(preferred method of contact)

**Office:** Online via Confer Zoom

**Availability:** Outside of college holidays, I strive to reply to emails within 24 hours M-R, 48 hours F-Su. If your question is urgent or you need help NOW, please don't hesitate to call my cell or text for even faster response.

**Email:** [cyndy-phillips@redwoods.edu](mailto:cyndy-phillips@redwoods.edu)

**Class Website:** <https://redwoods.instructure.com/login>

**Office Hours:** Wednesday 7-8 p.m. & by appointment

**Computer & Internet Access:**

- **CONSISTENT DAILY ACCESS** to a computer with internet access, your Canvas email (*dudes, this means you need to CHECK your CR email!!*), and a word processing program (note Microsoft Word is available for free to all students at <https://www.microsoft.com/en-us/education/products/office>)
- **8-12 HOURS PER WEEK ACCESS** to Canvas—all coursework is provided there. The online modules are accessed by logging onto Canvas (<https://redwoods.instructure.com/login>), then selecting “Eng1A”)
- **THE MOST RECENT VERSION OF ONE OF THE FOLLOWING BROWSERS** in order to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (newest version). We don't recommend using Safari or Internet Explorer as it doesn't seem to play well with Canvas.
- **HIGH-SPEED INTERNET** (such as broadband) services from cable, DSL, or satellite providers as there are videos that require this speed.
- **A DIGITAL/VIDEO CAMERA WITH A MICROPHONE** or the use of a smartphone to upload videos and/or audios from your location.

**YOUR LOGIN NAME IS THE SAME AS MYCR** (first initial, last name, last three digits of your student I.D number (example: sgarcis567)).

Your password is your eight digit date of birth (06031996).

If you have a smart phone or a tablet, there is a free Canvas App available at:

<https://canvas.instructure.com/courses/1045977/pages/canvas-apps>

**IF YOU'RE NEW TO CANVAS**, there are instructions on how to log in, Canvas student help guides, and additional support for taking an online course at College of the Redwoods on <https://www.redwoods.edu/online>.

There is also an **OPTIONAL CANVAS ONLINE ORIENTATION workshop** at: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

**FOR ADDITIONAL HELP WITH CANVAS** contact CR's tech support via email at [its@redwoods.edu](mailto:its@redwoods.edu) or via phone at 707-476-4160

**Textbooks:**

- {Note: Please have access to the first text by the second week of class.}**
- Winn, Raynor. *The Salt Path: A Memoir*. Penguin, 2018. ISBN: 978-0143134114—you can purchase whatever format of this book you like (paperback, ebook, etc)
  - Course readings & videos as assigned on Canvas (to be downloaded, viewed &/or printed as needed)
  - Free Grammar & mechanics online “handbook” at: <https://www.grammarbook.com>
  - Free online citation handbook at: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
  - Current on-line or hardbound college-level dictionary and thesaurus

**Supplies:**

- A notebook, Pens/pencils, Highlighters (5 different colors)

## Welcome to English 1A!

**Course Lowdown**—This is a heavy workload, fast-paced, **fully online, asynchronous course** that relies on video/audio/lectures, podcasts, group discussions, peer critiques, and interactions with both me and your peers to help us focus on the elements of analysis and argument. Working together will help us seize the opportunity to be adventurous and take risks with our reading, thinking, and writing in a supportive, creative environment.

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## General Course Instructions:

### Course Objectives

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

WHAT DO YOU  
MEAN BY  
“PERSPECTIVES”

**Theme: Perspectives**—Our course theme is really about looking at life through a variety of perspectives, our own—of course—but also others’. This semester, we’ll use our class and its many components to explore the ways we see each other, ourselves, and the world; it is also my hope that through this exploration we will become more mindfully connected with people, places, and situations foreign to us by helping us to think critically about what we value, what other individuals in our community value, and how we can work together to merge our values and contribute to a better world.

### Course Commitments:

**Instructor Commitment:** In addition to uploading and facilitating Module activities for our classes every week, I will also access the class Canvas site regularly and respond to posted questions in the manner stated previously. Additionally, I read every discussion forum post and occasionally participate. There is also regular, virtual instructor-based communication with announcements, lectures, evaluative feedback to your discussion posts and formal paper assignments, announcements, and emails/messages to students who fall behind.

**Student Commitment:** Your commitment will require at least as much time as you dedicate to a traditional face-to-face class, possibly more time if you need to get your computer skills up to speed to complete online work. A reliable formula for course work is 2-3 times the units. Since this class is 4 units, that means a minimum of 8 (and more like 12) hours of your life need to be available for reading, writing, thinking, taking notes, analyzing, researching, typing, revising, responding, and reflecting on our work each week. Dedication, attention to details, and asking questions in areas of uncertainty are **CRITICAL** for success


Most importantly, what you will need is a combination of internal drive and dedication to remain connected to class, manage your time well, and be a self-starter. It’s important to create a schedule for yourself and stick to that conscientiously—no matter what—each day and each week, likely resisting many exciting temptations to do other more immediately fun things instead (*like maybe vacuum or organize your canned goods or spices alphabetically, who knows?*). Passing this class is like training for a marathon: a bit of conscious, focused (possibly even painful) practice each day is the only surefire way to build up the strength and stamina to cross the finish line. **YOU CAN DO ANYTHING FOR 16 WEEKS.** You can definitely pass this course, but it will take devotion and be much more likely if you get into a consistent and reliable groove right from the start.


**Also remember I will not be able to read or see confusion on your face, so I will depend on you to communicate with me when you need a different kind of explanation of any of our course work or assignments.**

**Please let me know me immediately by text or phone call** if there are any problems with downloads, with opening any of the course materials or links, or with submitting files or assignments. Never wait. Tell me right away so that I can correct any identified issues and make our learning as seamless and hassle-free as possible. After teaching this class online previously, I can tell you **we will** encounter occasional glitches, guaranteed, but with your help to alert me of any problems, I can fix any issues quickly and we can all be right back on track.

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**Course Requirements**—In this class, you are expected to keep up with all the requirements as outlined below:

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- **Computer Requirements & Online Homework**— Each week this semester, all work assigned for that week will be loaded online for you as a block (called a "Module") *by noon each Monday. For the first five weeks of the semester or so, you will have work due Wednesday evenings at 11:00 p.m. AND Sunday evenings at 11:00 p.m. After that... outside of first and second draft peer virtual reviews, you will nearly always have the entire week to complete the work at your leisure—asynchronous or as your individual schedule allows—with assignments generally due at the end of that week by Sunday at 11:00 p.m. Late work is not accepted. Outside of documented medical emergencies (from the hospital), there are no exceptions.* (However, note the “Golden Carrot” below.) As a side note, *if you wait until the last second to do your work, EXPECT things to go wrong (Murphy’s Law).* I will not accept yee ‘ol “my computer crashed...I couldn’t load my file....turnitin.com wasn’t working” excuses. Ultimately it is up to you to meet the technological demands and deadlines of this course (though know tech support is always ready and willing to help should you need them).
  - **Writing** — Three formal analytical/argument papers will be completed. Each formal paper needs to be compiled from a minimum of 3 distinctly different drafts (50 points each, 100 points for the final draft) and the first two drafts will be virtually reviewed by your peers (50 points each). *For the third drafts of the first and second formal papers, you will meet up SYNCHRONOUSLY with your peers for virtual critiques using Zoom, at a day and time you decide upon together.* Using our course’s final draft rubric guide, I will score, but not comment upon the final draft of each paper...if you want comments, that’s what your study group and my virtual office hours are for :). Also note one formal paper must also include substantial research with MLA documentation. And for creative, communal lovers, the last two papers can be multi-genre and/or communal projects done with your peers if you like (more on this later).



You will also be responsible for completing shorter writing assignments: peer feedback letters, peer responses, an exploring the audience assignment, along with weekly discussion posts. All in all, you should count on writing ~500 words a week.

### **THE GOLDEN CARROT—OUTSIDE OF LEGALLY DOCUMENTED EMERGENCIES, NO LATE ASSIGNMENTS ARE ALLOWED....HOWEVER...**

*I recognize that because a good percentage of your grade will come from our course's line-up of “low stakes” assignments, and it's easy to have a “bad day” or even miss an assignment completely, I offer you...the Golden Carrot. What's that you ask? Ah ha! It's free “grace” points that are automatically added onto your grade toward the end of the course (~Week 15). These free extra points add up to the combined points for one missed discussion post (10 points), one minor assignment (15 points), & one first draft of any formal paper (50 points)—a total of 75 points, so your final grade is not affected by a few “oops” moments. If it ends up you complete all the assignments and do well on all your work, these points then function as extra credit for your hard work. Don't you just love carrots??*

*You will also have the opportunity to complete extra credit assignments to help boost your grades. Plus, bonus of all bonuses, there are no formal exams--not even a final one! Instead, we'll be using our weekly modules to provide a springboard for writing and revising formal papers that help us work through some important issues.*

- **Grammar & Mechanics**—We’ll spend some time working through citations and proper documentation. Plus although this course’s focus is not on teaching grammar and mechanics, we will spend some time in review of these parameters as well. Beyond this, you will be directed to use online “handbooks” for self-study. Extra exercises may be assigned according to your individual weaknesses (if any).
- **Reading & Critical Thinking**,— We will be using our class readings, current print & on-line news/articles sources, videos, audio and other media forms as a springboard to practicing **critical thinking, reading, and writing**. These readings, videos, and other media forms will then be the basis for online class discussions, writings, and quizzes.
- **Class Discussions** — Each week’s online module on Canvas has discussions based on a prompt. Think of these online discussions like class attendance. You need to show up and fully participate for full credit. As long as you keep up with the assignments and are actively pursuing your own understanding of the difficult issues we take up, you should have no problem here. (*Note: the key word above is “actively.”*) Starting in Week 2 of the course

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there will also be a “Questions for the Instructor” Discussion Forum at the top of our homepage that will be open/viewable to all so you can (optional) post questions you have that you believe others in the class could benefit from (specific questions pertaining to you personally should be emailed/texted). I will check and respond to this forum at least once every day, M-F.

- **Module Quizzes**— Occasionally a module may have a quiz consisting of multiple-choice items revolving around the week's activities. None of them are timed (take as long as you like) and most offer multiple chances of submission. Quizzes will be made unavailable and will not be accepted after the deadlines. Quiz scores are available immediately upon submission.
- **Conferences (25 points)**— I will be scheduling individual, virtual conferences in weeks 4-5. Each of you will be expected to meet online (or via phone) with me at least once this semester (for ~10-15 minutes) in order to discuss your formal papers and your progress in the course. It's the law (it's also a free 25 points). You can sign up for a time slot for these virtual Zoom conferences during Weeks 4-5 of the course (on Mondays or Wednesdays, any 15 minute slot from 6-8 pm or at another mutually agreeable time using an agreed upon platform).
- **Attendance and Participation**— Since the main purpose of this class is to engage in the process of discovery, *each of us needs to be active in our weekly modules on Canvas, ready to think, read, write, and share.* To encourage this behavior, the following attendance policies will be **STRICTLY** enforced:

- *Students who do not log onto our Canvas site and post to the “Student Introductions” discussion forum as well as complete at least some of the other Week 1 Module activities by 11:59 p.m. on Friday, August 28 to confirm their presence in the online classroom will be dropped from the class as a no show so students who are on the wait list can be given their seats. If you cannot do so for some (very important, exceptional) reason but want to remain in the class, you must notify me of your intent to remain in the course by email by that same deadline. No exceptions will be made. As the waitlist is full, and lots of people are eager to take this class, please don't hog a spot if you don't plan to give it your best effort. Please drop ASAP if it becomes clear this course is not right for you.*

- *Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. For more information, please see CR's website.*
- *Students 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.*

### Other Notable Class Policies:

**CLASSROOM BEHAVIOR & TIPS FOR SUCCESS**—In order to create a positive and productive working environment, disruptive and disrespectful behavior will not be tolerated (see second page of syllabus for details). Perhaps most importantly, students' actions and words should always demonstrate respect and appreciation of diversity. I expressly prohibit aggression, harassment, bullying, etc., and I treat such as violations of the Student Code of Conduct.

*Anyone who disrupts the learning environment by acting inappropriately will be given one warning. Any future disruptions will result in being kicked out of the class, and the case will formally be turned over to the college's Conduct Review Committee.*

**STUDY GROUPS**—You will exchange contact information with at least 4 other people in this class as a means to help you keep up with assignments. We'll have sign-ups in week 3. If you need help at any time with understanding an assignment, “comparing notes” about what is due & when, getting writing ideas, peer reviews, etc (the sky is the limit according to your groups' particular interest), please contact someone in your study group. If you have tried, yet failed, to reach any of your study group members in sufficient time, or if (after contacting them) you still need further information, you are always welcome to contact m.

**GRADES**—Your final grade will be based on the total points you have earned through the semester. You will be able to keep track of your total points throughout the semester in the Gradebook section of our course Canvas site. Grading rubrics are also available for each Canvas assignment and for your formal writing assignments.



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

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

## Further Resources

### STUDENT SUPPORT SERVICES

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

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

Learning Resource Center includes the following resources for students

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

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran’s Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

### STUDENT HEALTH AND WELLNESS

- [Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.
- 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](mailto:counseling@redwoods.edu).

## An Invitation:

Together we’ll be nurturing an environment of continued growth as writers and as active community members. I am here to coach you through this process and help you achieve success in every way I can.

As this is an intense class that expects a lot of self-discipline from you, if you feel that you are falling behind, it’s imperative you communicate with me about your needs and talk to me as soon as possible. Remember you can always check in during my weekly Zoom office hours or schedule an appointment for one-on-one virtual assistance as well. Whenever you have questions, please call, text or email me. I am always happy to help, clarify, or offer suggestions. Your questions are never unwelcome or a strain on my time; I am here to support your success—it’s my whole purpose, really.

I look forward to sharing this journey with you. ~Cyndy

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**OUR FALL 2020 CLASS DAILY PLAN**

**CAUTION: WE MAY SHIFT INTO NEW DIRECTIONS THIS SEMESTER...I will inform the class of any such changes in class verbally and in writing through the announcement board on canvas.**

<b>Dates</b>	<b>Class Happenings</b>	<b>Online Modules—Available each Monday by noon.</b> <i>Unless otherwise noted, for the first ~5 weeks of this course: Your homework is due on Wednesdays AND Sundays by 11pm.; After that, outside of first and second draft peer virtual reviews, all work is normally due Sunday by 11 pm unless otherwise noted on the weekly Modules.</i>
<b>Week 1</b> 8/28 =Last Day to Add a Class		
August 22–30	<ul style="list-style-type: none"> <li>• Course Welcome</li> <li>• Individual Virtual Introductions</li> <li>• Syllabus Intros</li> <li>• Critical Reading</li> <li>• TSIS Reading</li> <li>• Discussion Posts (henceforth “DP”)</li> </ul>	<p><b><u>HW due Wednesday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete assignments on Canvas for “Start Here—Welcome” Module AND Week 1 Module, Part 1</li> </ul> <p><b><u>HW due Sunday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete the rest of the Week 1 Module, Part 2</li> </ul>
<b>Week 2</b> 9/4=Last Day to Drop without a “W” and Receive a Refund		
August 31–September 6	<ul style="list-style-type: none"> <li>• Issues, Claims, Ideas, Thesis / Overview</li> <li>• Paper 1-3 Instructions</li> <li>• Writing Process &amp; Prewrites</li> <li>• <i>Salt Path</i> Reading and DP</li> <li>• Writing Workshop</li> <li>• DP</li> </ul>	<p><b><u>HW due Wednesday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete assignments on Canvas for Week 2 Module, Part 1</li> </ul> <p><b><u>HW due Sunday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete the rest of the Week 2 Module, Part 2</li> </ul>
<b>Week 3</b> 9/7=Labor Day. All college holiday. Enjoy the day! 9/8=Census date		
September 7–13	<ul style="list-style-type: none"> <li>• Audience Introduction</li> <li>• <i>Salt Path</i> Reading and DP</li> <li>• MOP &amp; Development</li> <li>• Class Writing Workshop</li> <li>• Study group sign-ups</li> <li>• DP</li> </ul>	<p><b><u>HW due Wednesday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete assignments on Canvas for Week 3 Module, Part 1</li> </ul> <p><b><u>HW due Sunday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete rest of assignments on Week 3 Module, Part 2</li> <li>• Reminder: Paper #1, First Draft due <i>next</i> Sunday by 11pm <b>(Remember no lates are accepted)</b></li> </ul>
<b>Week 4</b> Individual Virtual Conferences with Instructor—Sign up for your 15 minute slot in week 4 or 5 9/18= Last Day to File P/NP Option		
September 14–20	<ul style="list-style-type: none"> <li>• <i>Salt Path</i> Reading DP</li> <li>• Writing Workshop</li> <li>• Individual Virtual Conferences with Instructor (<i>Choose your time slot M or W 15 min anytime between 6-8 p.m. and sign up online</i>)</li> <li>• DP</li> </ul> <p><b>PAPER #1 FIRST DRAFT DUE BY SUNDAY AT 11 PM</b></p>	<p><b><u>HW due Wednesday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete assignments on Canvas for Week 4 Module, Part 1</li> </ul> <p><b><u>HW due Sunday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete rest of assignments on Week 4 Module, Part 2</li> <li>• Reminder: Paper #1, Second Draft due <i>next</i> Sunday by 11pm <b>(Remember no lates are accepted)</b></li> </ul>



<b>Week 5</b>		
<b>Individual Virtual Conferences with Instructor—Sign up for your 15 minute slot in week 4 or 5</b>		
September 21–27	<ul style="list-style-type: none"> <li>• <i>Salt Path</i> Reading and DP</li> <li>• Writing Workshop</li> <li>• Peer Virtual Review of Draft 1</li> <li>• Individual Conferences with Instructor (<i>Choose your time slot M or W 15 min anytime between 6-8 p.m. and sign up online</i>)</li> <li>• DP</li> </ul> <p><b>PAPER #1 SECOND DRAFT DUE BY SUNDAY AT 11PM</b></p>	<p><b><u>HW due Wednesday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete assignments on Canvas for Week 5 Module, Part 1</li> </ul> <p><b><u>HW due Sunday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>• Complete rest of assignments on Week 5 Module, Part 2</li> <li>• Reminder: Paper #1, Third Draft due <b>next</b> Sunday by 11pm (<b>Remember no lates are accepted</b>)</li> </ul>
<b>Week 6</b>		
September 28– October 4	<ul style="list-style-type: none"> <li>• Introductions &amp; PODs</li> <li>• Peer Virtual Review of Draft 2</li> <li>• Writing Workshop</li> <li>• 3<sup>rd</sup> Draft Guidelines</li> <li>• DP</li> </ul> <p><b>PAPER #1 THIRD DRAFT DUE BY SUNDAY AT 11PM</b></p>	<p><b>* START OF ALL ONLINE WORK DUE SUNDAYS AT 11 P.M. UNLESS OTHERWISE NOTED HERE AND/OR ON CANVAS WEEKLY MODULES</b></p> <ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 6</li> </ul>
<b>Week 7</b>		
October 5–11	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS ZOOM CALL TO CRITIQUE THIRD DRAFT OF PAPER #1 WITH YOUR STUDY GROUP AT A DAY (M-F) AND TIME OF YOUR CHOOSING</b></li> <li>• Conclusions &amp; Citation Basics</li> <li>• Conclusion Writing Workshop on Paper #1</li> <li>• Intro Paper #2</li> <li>• Prewrites</li> <li>• Explore the Audience Assignment Introduced</li> <li>• DP</li> </ul>	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 7</li> </ul>
<b>Week 8</b>		
October 12–18	<ul style="list-style-type: none"> <li>• In Depth Citations</li> <li>• Writing Workshop</li> <li>• DP</li> </ul> <p><b>EXPLORING THE AUDIENCE DUE BY SUNDAY AT 11PM</b></p>	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 8</li> <li>• Reminder: Paper #2, First Draft due <b>next</b> Sunday by 11pm (<b>Remember no lates are accepted</b>)</li> </ul>
<b>Week 9</b>		
October 19–25	<ul style="list-style-type: none"> <li>• Citations Workshop</li> <li>• Writing Workshop</li> <li>• DP</li> </ul> <p><b>PAPER #2, FIRST DRAFT DUE BY SUNDAY AT 11PM</b></p>	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 9</li> <li>• Reminder: Paper #2, Second Draft due <b>next</b> Sunday by 11pm (<b>Remember no lates are accepted</b>)</li> </ul>

<b>Week 10</b>	<b>10/29= Last Day to Petition to Graduate or Apply for Certificate 10/30=Last Day for Student and/or Faculty Initiated Withdrawal (no refund)</b>	
October 26– November 1	<ul style="list-style-type: none"> <li>• Writing Workshop</li> <li>• Peer Virtual Review of Draft 1</li> <li>• DP</li> </ul> <p><b>PAPER #2 SECOND DRAFT DUE BY SUNDAY AT 11PM</b></p>	<ul style="list-style-type: none"> <li>• <u><b>HW due Wednesday by 11 p.m.:</b></u></li> <li>• Complete peer virtual review of Draft #1</li> <li>• <u><b>HW due Sunday by 11 p.m.:</b></u></li> <li>• Complete rest of assignments on Canvas Module for Week 10</li> </ul>
<b>Week 11</b>		
November 2–8	<ul style="list-style-type: none"> <li>• Writing workshop</li> <li>• Peer Virtual Review of Draft 2</li> <li>• DP</li> </ul>	<ul style="list-style-type: none"> <li>• <u><b>HW due Wednesday by 11 p.m.:</b></u></li> <li>• Complete peer virtual review of Draft #2</li> <li>• <u><b>HW due Sunday by 11 p.m.:</b></u></li> <li>• Complete rest of assignments on Canvas Module for Week 11</li> <li>• Reminder: Paper #2 Third Draft due <b>next</b> Sunday by 11pm (<b>Remember no lates are accepted</b>)</li> </ul>
<b>Week 12</b>	<b>11/11= Veteran’s Day (All Campus Holiday)</b>	
November 9–15	<ul style="list-style-type: none"> <li>• Organization Workshop</li> <li>• Organization Exercise</li> <li>• Development Exercises</li> <li>• DP</li> </ul> <p><b>PAPER #2 THIRD DRAFT DUE BY SUNDAY AT 11 PM</b></p>	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 12</li> </ul>
<b>Week 13</b>		
November 16–22	<ul style="list-style-type: none"> <li>• <b>SYNCHRONOUS ZOOM CALL TO CRITIQUE THIRD DRAFT OF PAPER #2 WITH YOUR STUDY GROUP AT A DAY (M-F) AND TIME OF YOUR CHOOSING</b></li> <li>• Writing Workshop on Paper #2</li> <li>• Prep for Final Paper #3</li> <li>• Prewrites &amp; Writing Workshops on Paper #3</li> <li>• DP</li> </ul>	<ul style="list-style-type: none"> <li>• Complete assignments on Canvas Module for Week 13</li> <li>• Reminder: Paper #3 First Draft due by <b>NOON</b> the first <b>MONDAY</b> after break (<b>Remember no lates are accepted</b>)</li> </ul>
<b>Week 14</b>	<b>FALL BREAK (11/23-11/28)—Enjoy Your Break!</b>	
November 23–29	<p><b>PAPER #3, FIRST DRAFT DUE NEXT MONDAY (11/30) BY NOON</b></p> <p style="text-align: right;"><b>Paper #3, Second Draft Due next Sunday by 11pm.</b></p>	

<b>Week 15</b>		
November 30– December 6	<p><b>PAPER #3, FIRST DRAFT DUE MONDAY BY NOON</b></p> <ul style="list-style-type: none"> <li>Peer Virtual Review of Draft 1</li> <li>Writing Workshop</li> <li>DP</li> <li>Conferences as needed</li> </ul> <p><b>PAPER #3, SECOND DRAFT DUE BY SUNDAY AT 11PM</b></p>	<p><b><u>HW due Wednesday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>Complete peer virtual review of Draft #1</li> </ul> <p><b><u>HW due Sunday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>Complete rest of assignments on Canvas Module for Week 15</li> </ul>
<b>Week 16</b>		
December 7–13	<ul style="list-style-type: none"> <li>Peer Virtual Review of Draft 2</li> <li>Writing Workshop</li> <li>Final Instructions</li> <li>DP</li> <li>Conferences as needed</li> </ul>	<p><b><u>HW due Wednesday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>Complete peer virtual review of Draft #2</li> </ul> <p><b><u>HW due Sunday by 11 p.m.:</u></b></p> <ul style="list-style-type: none"> <li>Complete rest of assignments on Canvas Module for Week 16</li> <li><b>Paper #3, Third and Final Draft (Whew!) Due next Monday by 5pm (Remember no lates are accepted)</b></li> </ul>
<b>Week 17</b>	<b>Finals week (12/12-17)</b> Semester Ends=12/18 & Grades Available (estimate). Grades available for transcript release ~1/8/21	
<b>Monday</b> <i>Dec 14</i> <b>5 p.m.</b>	<p><b>PAPER #3 FINAL DRAFT DUE BY MONDAY, DECEMBER 14, BY 5PM</b></p> <p>Final Submission Close-down of course Conferences as needed</p>	<p><b><u>After</u></b> you submit your final paper, take some time off, go to a yoga class, or spend some time at the beach. You deserve it. We are sooooo done ☺ Have a great winter break. <i>Grades Available on Webadvisor by 12/18 (estimate)</i></p>