

Course Information

Semester & Year: Spring 2021

Course ID & Section #: 040604 Section #V0604

Instructor's name: Nicole Bryant Lescher

Course is ONLINE

Course units: 3

Instructor Contact Information

Office location or *Online: Online. Office hours available online or phone by appointment

Email address: Nicole-bryantlescher@redwoods.edu or email within Canvas

Catalog Description

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

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

1. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
2. Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.

Prerequisites/co-requisites/ recommended preparation

English 1A

Accessibility

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

The sections below will walk you through course details and policies, important dates, emergency procedures, and student support services. Please click on the section heading (with the triangle) to expand or contract that section.

Required Materials

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

Other requirements: This course requires students to be able to navigate the course learning website (Canvas); open and download files (.docx and adobe PDF); use a word processing program (Microsoft word or google docs) to create and format documents and submit files to assignment dropboxes on Canvas in .docx format. It is the student's responsibility to meet the technological demands of the course, but instruction on canvas and submitting assignments will be provided within the course.

Technology Requirements: Most computers and internet providers are adequate. I recommend broadband services from cable, DSL, or satellite providers as they are required to access multimedia content (lecture videos, etc). You need to have reliable access to the internet from your computer at least three times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by submitting assignments in advance of the time deadline whenever possible. It is your responsibility to meet the class deadlines. **NOTE*** plan to use a desktop or laptop for your coursework whenever possible. It is easier and clearer than working on your phone. If something is not showing or working, change browsers. This is almost always the problem.

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

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. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

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

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

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

Evaluation & Grading Policy

I believe that, in order to learn, people need to practice without penalty or fear of failure and receive feedback. I also believe that an engaged community of learners sharing ideas benefits the individual learners within the community *and* refocuses the attention from competitive, individual pursuits to collective support for the strengthening of the community as a whole. My beliefs about learning and learning communities are reflected in the course grading policies of this course. In my classes, students have the chance to practice with weekly course concepts and skills without penalty and receive feedback in order to strengthen. **Weekly practice activities are scored for feedback but do not impact or contribute to the final grade.** Weekly discussions/collaborations increase engagement, co-create the learning community, and create opportunities for individuals to support one another and share ideas.

Weekly discussions/collaborations are worth 5% of the total course grade.

If learners have practiced, received feedback, shared ideas, and revised their processes and thinking, they should be able to demonstrate the course learning outcomes. This course is organized into 3 learning units. Each learning unit has an essay at the end. **Unit Essays and the revision analysis activities connected to the essays are worth 95% of the final grade.** Essays 1 and 2 can be fully revised. Essay 3 is an essay exam that can be retaken during the availability window.

Practice activities	0% of final grade. Scored for feedback only
Discussions/collaborations	5% of final grade
Essay 1, 2, Portfolio and feedback analysis activities	95% of final grade

How Class Works

Welcome to Class! Class works because you are here. We need you in our learning community!

College requires two sets of learning

1. learning the course concepts.
2. navigating the expectations, challenges, resources, and roadblocks while learning as an adult.

Courses are usually very clear about teaching #1, but may or may not spend time discussing how to remain committed and focused on #1 in the middle of figuring out #2. This class will do its best to help you with both because college-level reading and writing matter for success in every class, in every program, and in your life beyond your academic goals. I am committed to supporting you on your journey. Part of giving you that support is being radically transparent in how this course works and what it takes to be successful. Read on!

To be successful, you'll need to have tools and resources to actively (and regularly) engage in class.

This means having the technological tools, like reliable internet service and a laptop or tablet to complete your coursework AND having the time to complete the work. Online courses take as much if not more time than face-to-face classes. Adults are busy people. You likely have a job (or two), a family and/or community you care for, and commitments beyond your studies. You must sleep. These are essential elements in your life. If there's not time for all of these and you also plan to take classes, you have set yourself up for a tremendous challenge. Are you concerned about time and scheduling? Let's talk. We can look over your weekly commitments together and assess the situation honestly.

You'll need some strong internal ingredients and we will build these all semester. Be ready to start on day 1

- Willingness to try new things and to consider revising things you already do
- Commitment to communication and dedication to this course, class colleagues, and your professor
- The patience to value difficult processes and listen respectfully to differing perspectives
- The willingness to ask for assistance or identify challenges to your learning
- The ability to recognize your own successes and champion the successes of others

You'll need to lean into the practice of asking questions: Asking questions, talking out ideas for clarity, and seeking answers to questions are essential habits for success in college and life, yet most students say they are uncomfortable asking questions because it makes them appear as if they have not been paying attention, are not trying hard, or are not intelligent. I ask questions every day to better understand stuff—to my colleagues, to my boss, to friends and family. Because I ask questions frequently and it helps me learn, I have overcome my hesitancy to ask questions—it did not happen for me in reverse order. If I would've waited to start asking questions until it felt comfortable, I would still be waiting. Because I have lived this experience, I want to give you opportunities to practice asking, strengthening that muscle of saying 'I don't know' or "this is confusing" without judgement. It is an essential skill for lifelong learning, even if it feels squirrely. We will practice this a lot in class.

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

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

You'll need to lean into the idea that learning includes trying, struggling, and learning through the process. If learners could do everything perfectly the first time they tried, there would be no need to take a class for 16 weeks. Because real learning is a combination of trial, error, feedback, strengthen, try-again, all of our weekly opportunities to try are disconnected from your course grade. You'll get a score and feedback to learn how you did, but trying will not impact your final grade.

This means two things:

1. you can use weekly practice activities as a chance to learn rather than a judgement space.
2. but it also means you'll want to use your practice opportunities wisely because the only scores that strongly impact your final grade are the major essays and feedback analysis activities (95% of final grade).

Essays 1, 2, 3 and the essay analysis activities are where you demonstrate your knowledge and skill after having the chance to practice and learn, so that is where the majority of the course grade is generated. Weekly practice and discussions will prepare you for the essays and you'll even have chances to revise essays 1 and 2.

Email process and response time:

What	Response Time
<u>Canvas</u> Email	I will respond within 24 hours to emails Monday through Friday. I will respond within 48 hours on weekends. Emails sent after 7pm will be answered the next day at the earliest
Redwoods email	I will respond within 48 hours to emails sent to Nicole-bryantlescher@redwoods.edu

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

Late Work, Due Dates, and Revising

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

Late submission for homework (practice) assignments: because practice activities are scored for feedback rather than impact on final grade, submitting a practice assignment late does not hurt your grade. It may delay me or reduce my ability to get you feedback in time to help you develop your knowledge and skills for the essay, and that matters a lot, but my feedback is not the only way in which you learn. Just doing the activity will help you learn, so even if you cannot complete a practice assignment on time, consider doing it and if you have questions about whether to complete an earlier practice activity or focus on a current activity, just email me. I am happy to offer some suggestions to help you best prepare to be successful wherever you are in your homework.

Late submission for discussions and collaborations: discussion activities and collaborations (like peer review) can be submitted up to 48 hours late on Canvas for partial credit (2 points). Drafts for peer review can be submitted late, but late submissions may not receive peer review feedback if all reviewers have completed drafts by then. If you submit your peer review draft late, you should plan to have a tutor or trusted reader serve as your peer reviewer so you can complete the feedback analysis discussion forum assignment.

Essays and Revised Essay Due Date Ranges: Submitting major projects in a timely manner is critical to college success and we will practice that in this class. Practice means the ability to try, struggle, and strengthen. All three essay submissions and both revised essay submission deadlines have due date ranges. This means students can

submit the essay, essay exam, or revised essay on the due date or up to 48 hours following the due date with no impact on their ability to earn a “meets” score. Once the 48-hour due date range has passed, the essay or revised essay is no longer eligible to earn a meets score (4 points) or exceeds score (5 points). If a student earns a lower score for initial essay submission but meets the revision due date range, the revised essay is eligible to earn a meets or exceeds score.

Use of Sources, Documentation, Group Work, and Plagiarism

In this course, I expect that you will submit original work and to give credit to all sources used by you.

Sometimes, students are unaware of what the term plagiarism means, other than to know it is a really bad thing to do. To clarify, plagiarism is using of someone else’s words or ideas in your writing without giving credit. The “someone else” could be a published author or poet OR another classmate or student or writer on the internet OR reusing your own work from another course or situation. When you use someone else’s words or ideas, you must cite (give credit) to your source. This includes paraphrasing and summarizing ideas from a text. Working with another student and submitting similar work is also plagiarism. My hope is that you will contact me if you have additional questions on plagiarism. Asking is how we learn. I follow the academic misconduct code for the College if cheating/plagiarism occurs, so it is always better to ask. **Three suggestions to help you avoid plagiarism:**

- 1. If you’re unsure if it is ok to use a sentence or an idea from a source in your writing, send me an email first to ask rather than an apology after you’ve submitted.** *Asking shows you are trying to do the right thing but need some help. That’s exactly what this class is for. Asking can also be a place where you tell me the assignment is confusing or really tough, and then I can partner with you to clarify and help you reach your next steps.*
- 2. Do your own work unless a group project is the stated goal.** *I promise that I will make it incredibly clear when you can work with and share ideas with your class colleagues. Usually, this is reserved for class discussions. Writing essays is not a time to use another person’s words or ideas in place of your own. You may find that having a discussion with your classmates helps clarify or illuminate an idea for you. That’s totally fine. But using that person’s words, developing an argument with the exact same texts, thesis, evidence, and/or supporting points is oversharing. Think together; write on your own.*
- 3. Please do not re-use writing from other classes.** *If you have a continued interest in a project or subject from another course, please contact me and we can discuss whether it would be appropriate to continue that research for this course. Re-using drafts or writing from other courses is inappropriate. Your writing for this class should be the result of reading, thinking, and writing for this class; you are earning credit for this course independent from other courses you have taken or are currently taking.*

Admissions deadlines & enrollment policies

Spring 2021 Dates

- Classes begin: 1/16/21
- MLK Jr. Birthday (all campuses closed): 1/18/21
- Last day to add a class: 1/22/21
- Last day to drop without a W and receive a refund: 1/29/21
- Census date: 2/19/21 or 20% into class duration
- Last day to petition to file P/NP option: 2/12/21
- Lincoln’s Birthday (all campuses closed): 2/12/21
- President’s Day (all campuses closed): 2/15/21
- Last day to petition to graduate or apply for certificate: 3/04/21
- Spring Break (no classes): 3/15/21 – 3/20/21
- Last day for student-initiated W (no refund): 4/02/21
- Last day for faculty-initiated W (no refund): 4/02/21
- Final examinations: 5/08/21 – 5/14/21

- *Semester ends: 5/14/21*
- *Grades available for transcript release: approximately 5/31/21*

Census: Please be aware that you must be present and actively working through the modules during the first two weeks of class. If you are not present, completing assignments, and contributing to discussions, your name will be removed from the class roster during Census Week. Census is **02/19/21**

Student-initiated withdrawal; you may withdraw up until 04/02/2021: The last date to remove yourself from the course and not receive a letter grade is **04/02/2021**. Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps. Please also be aware that it is your responsibility to drop yourself prior to the withdraw deadline from the class if you do not wish to receive a letter grade for the course. If you stop submitting assignments and/or actively engaging in the course, you are still enrolled in the course. **Not completing work does not drop you from the course.** You must take action in Webadvisor or through the Admissions Office.

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

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

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](#).

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.

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.

Emergency procedures / Everbridge

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

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

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

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

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

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 emergencies within its own jurisdiction.

In the event of an emergency:

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

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility

of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
 - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

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](#) offers assistance to students in need of professional counseling services such as crisis counseling.

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 services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- 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

Weekly Schedule on Following Pages (scroll down)

Weekly Overview with major due dates			
<i>The professor reserves the right to adjust the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas.</i>			
Class begins 2/1	Reading Assignments	Learning Objectives	Activities/Assignments
Module A	Reading group 1.1	Learning community development Academic Reading Techniques	Module A Discussion and response posts (2) Reading 1.1 Practice Activity Class Community Activity Collaborative activity
Week beginning 2/8	Reading Assignments	Learning Objectives	Activities/Assignments
Module B	Reading group 1.2	QAIs Literary Analysis (scientist)	Reading 1.2 Practice Activity Module B Discussion and response posts (2)
Week beginning 2/15	Reading Assignments	Learning Objectives	Activities/Assignments
Module C	Reading group 1.3	Rhetorical analysis Analysis for argumentation (lawyer)	Reading 1.3 Practice Activity Module C Discussion and response posts (2)
Week beginning 2/22	Reading Assignments	Learning Objectives	Activities/Assignments
Module D	Reading group 1.4	Synthesizing multiple sources as evidence	Reading 1.4 Practice Activity Module D Discussion and response posts (2) Argument 1 peer review draft due 3/7
Week beginning 3/1	Reading Assignments	Learning Objectives	Activities/Assignments
Drafting Module Unit 1	None	Citation, formatting, grammar Developing e-portfolio Drafting Argument 1	Drafting Module Discussion Activity Drafting Module Practice activities Argument 1 Peer review Draft due 3/7
Week beginning 3/8	Reading Assignments	Learning Objectives	Activities/Assignments
Module E	none	Peer review & feedback	Argument 1 Draft Peer Feedback due 3/9 Feedback Analysis Post due 3/11 (response posts 3/14) Argument 1 due 3/22

Unit 1

Unit 2	Week beginning 3/15	Reading Assignments	Learning Objectives	Activities/Assignments
	Spring Break	No class	Spring Break	Argument 1 due 3/22 See assignment details for week of 3/22
	Week beginning 3/22	Reading Assignments	Learning Objectives	Activities/Assignments
	Module F	Reading group 2.1	Developing a QAI	Reading 2.1 Practice Activity Module F Discussion and response posts (2)
	Week beginning 3/29	Reading Assignments	Learning Objectives	Activities/Assignments
	Module G	Reading group 2.2	Analyzing visual messages	Reading 2.2 Practice Activity Module G Discussion and response posts (2)
	Week beginning 4/5	Reading Assignments	Learning Objectives	Activities/Assignments
	Module H	Reading group 2.3	Practicing belief and doubt	Reading 2.3 Practice Activity Module H Discussion and response posts (2)
	Week beginning 4/12	Reading Assignments	Learning Objectives	Activities/Assignments
	Module I	Reading Group 2.4	Synthesizing academic research with other sources	Reading 2.4 Practice Activity Module I Discussion and response posts (2) Argument 2 Draft for Peer Review due 4/18
Week beginning 4/19	Reading Assignments	Learning Objectives	Activities/Assignments	
Module J	None	Peer review & feedback	Argument 2 Draft Peer Feedback due 4/20 Feedback analysis post due 4/22 (response posts due 4/25) Argument 2 due 4/25	

Portfolio	Week beginning 4/26	Learning Objectives	Activities/Assignments
	Module K	Portfolio Curation: Revision	Revision discussion and response posts (2)
	Week beginning 5/3	Learning Objectives	Activities/Assignments
	Module L	Portfolio Creation: Reflection and Analysis Essay	Portfolio discussion and response posts (2)
	Week beginning 5/10	Learning Objectives	Activities/Assignments
		Portfolio Due 5/13	

All readings are available as links or downloads on Canvas.

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

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