



Syllabus for English 1A

Course Information

Semester & Year: Fall 2022

Course ID & Section #: E3445 (053445)

Instructor's name: Ms. Shannon Mondor (preferred pronouns: she/her/hers)

Day/Time of required meetings: Mondays and Wednesdays from 12:30 pm to 2:35 pm

Location: Humanities Building room 106 (on first floor directly across from the bathrooms)

Course units: 4

Instructor Contact Information

Office hours: Tuesdays in the ASC from 1 pm to 5 pm and by appointment online

Phone number: please use the email below to contact me or do so via the Canvas Inbox

Email address: shannon-mondor@redwoods.edu

Catalog Description

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

Course Student Learning Outcomes *(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.

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 their own writing and the writing of others
5. Write timed/in-class 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.

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

If you are taking online classes 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.

Student Support

Good information and 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. College of the Redwoods wants every student to be successful.

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. See details later in the syllabus and on Canvas.

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|---|-----|
| • Major Paper #1: Essay and Working Portfolio | 20% |
| • Major Paper #2: Persuasive Research Project (Annotated Bibliography required) | 30% |
| • Critical Reading, Writing, Discussion, and Engagement Practices | 50% |

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

Students who have experience 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. Request must be submitted no more than one year after the relevant term.

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.

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://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

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.

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 [CR Police Department-Public Safety](#) 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.

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.

English 1A: College Composition Mondor/Fall 2022

Identifying and Contact Information:

- **Course meets:** (E3445) Monday and Wednesday from 12:30-2:35 pm, 8/22 through 12/7
- **Final Exam Time Slot:** Monday, December 12 from 10:45 am to 12:45 pm in HU 106
- **Instructor:** Ms. Shannon Mondor (Preferred pronouns: she/her/hers)
- **Email:** shannon-mondor@redwoods.edu
- **Office Hours:** Please email me with questions when they arise. I will be working as a faculty writing tutor through the Academic Support Center each Tuesday from 1 pm to 5 pm starting in Week 2 (August 30). You can drop in or make an advance appointment. We can work in person or on Zoom, on English assignments or work from any of your CR courses.

REQUIRED TEXTS AND MATERIALS (Available at the online CR Bookstore)

Required Texts (See links to these books in the Canvas Week #1 Module on Required Books page):

- *Between the World and Me*, Ta-Nehisi Coates, Spiegel & Grau, 1st edition, July 14, 2015, ISBN 978-0-8129-9354-7 (hardcover) ISBN 978-0525510307 (paperback). (About \$13-26 new, depending on where you buy it and in what form.)
- *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*, Heather McGhee, One World, 2021, ISBN 978-0-52550-956-1 (hardcover) or ISBN 978-0-525-50958-5 (paperback). (About \$18 new, whether hardcover or paperback from CR or Amazon.)

Highly Recommended Text: ****If you do not buy this book, you need to read .pdf chapters from Canvas**

- *Academic Writing Now: A Brief Guide for Busy Students*, David Starkey, Broadview Press, 2021, ISBN 978-1554815098. (About \$26 new. Please be sure you get the edition with the 2021 MLA updates.)
- All other course texts, videos, and readings will be made available via Canvas or distributed in class.

****Both *Between the World and Me* and *The Sum of Us* are available as e-books through the CR library for one student at a time to read; print copies are on reserve at the CR library for 2-hour time blocks.**

Required Materials and Necessary Attitude/Approach:

- **Daily access to a computer and the Internet** (Access Canvas at least 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 .pages files, and they don't work well with Canvas. Problematic files will earn an invitation to resubmit assignments in a readable format. Assignments not in required file types will earn a zero).
**Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email. Please download this program or another word processing program in Week 1 if you need it. There are several free drop-in computer lab courses you can attend to help you learn important computer and Canvas skills to thrive in your classes at CR. I will share information about these opportunities in class.
- A **USB Flash drive** for archiving your work. Back up all your files in a few different ways and 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.
- 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. Be confident that you can succeed in this course, especially when it gets tough. We'll spend the first few weeks backing up this idea. Resources abound to help you. Please use them.

- 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, 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. Your engagement and contributions are going to make this course what it is. Please don't plan to skate by, expect lectures from me that tell you what to think, or assume lurking in the background will allow you to succeed. Show up, in whatever capacity you're able, and you will be welcomed, supported, nurtured, and appreciated.

Course Theme for Fall 2022:

Citizenship in America—What Racism Costs Everyone and How We Can Prosper Together

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, inequality, and racism remain topics that concern, interest, frustrate, unnerve, and even confuse 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 and ongoing to this day in more visible Black Lives Matter and other social protest and racial justice movements), 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 people (especially white people) feel personally uncomfortable or threatened and potentially vulnerable to accusations of racism or prejudice. People of all colors and backgrounds 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 poorly informed attempts to talk about it.

As a democratic nation depending on citizens to contribute to our prosperity and vibrance, we need to get better at talking and writing about many sensitive issues from an informed perspective. This course theme has been chosen to help us do that. This course theme has been my choice of focus for over seven years now, and the

continued relevance of this theme serves to demonstrate how badly we need to improve our ability to discuss race so that we can reduce racism and inequality in our nation.

The enduring legacies of both past and 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 unexamined personal prejudices. Our course texts and our own experiences and backgrounds will help us have informed conversations on these crucially important current issues. This topic is an ideal focus in a course devoted to analysis and critical thinking because there's such a pressing need to figure out where we stand and provide solid reasons for those positions. It's a ripe topic for academic inquiry and argumentation. I learn so much from students every semester as we discuss and read together and try to come up with ideas and solutions that will make a difference.

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 what makes a healthy and truly equitable and functional democracy.

Taking risks and being vulnerable 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. This topic will help us learn how to compose and critique compelling arguments that appeal to audiences rhetorically through logic, pathos (emotional appeals), and ethos (the credibility and authority of the writer).

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. 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. Academic literacy can be a powerful force for change. As an educator committed to anti-racist practices, I hope to interrogate the kinds of changes that can improve society by creating greater equity. I will be learning and pushing myself along with you on this journey. I view us all as lifelong learners continually growing wiser.

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 their own conclusions. 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.

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. 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 2 required books (*Between the World and Me* and *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*) and using the 3rd book (*Academic Writing Now* or one of the free digital OER composition textbooks linked in Canvas) as support as needed for your writing projects. **The reading load is heavy and will range between 40-80 pages each week. Pace yourself accordingly.
- (About 10) Metacognitive Reading Logs (MRLs)—notes on your reading in a template to facilitate your understanding, retention, and ability to use the ideas in writing projects. 5 on each book.
- (About 4) Reading Responses—(minimum 500 words) a fixed format of meta-cognitive reflection, summary, rhetorical appeals, response, and quote analysis. 2 on each book.
- College Mindset & Intention Essay—(500+ words) covering your educational history and current mindset about learning
- Major Paper #1: 1200+ word essay & accompanying Working Portfolio (required process assignments) on a key lesson in *Between the World and Me*.
- Major Paper #2: 1300+ 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 Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*.
- ICWs: 10-15-minute focused freewriting sessions that begin each class.
- Active, engaged, regular, thoughtful, and informed participation in class routines and activities such as reading, taking notes, freewriting, reflecting, discussion, and research working alone, in pairs, and in small groups.
- Peer Response Groups for each Major Paper: participation in respectful, critical response to rough drafts in small groups to generate ideas for improvement through revision.

Meeting Deadlines:

Due Dates for all assignments are in the semester assignment calendar, which will be distributed the first week of classes, and will also be available as a GoogleDoc on Canvas. Ideally, assignments prepared outside of class should be posted to the appropriate Canvas location (in that week's module in the assignment link) by 11:59 pm on the due date. I will grade assignments in Canvas and provide feedback there. This policy is particularly important during Covid-19, when exchanging physical copies of papers is not in compliance with efforts to socially distance and keep physical contact to a minimum.

While all the Canvas assignments will have a default deadline of 11:59 pm, please bring your work to class each day so that it's available to use in class discussion. You can take notes during class and add to your developing ideas prior to submitting, if you'd like. If you post work prior to the start of class and don't have a paper copy, please have a device available to access the file during your independent and group work. We will have

computers in our classroom, but it might be awkward to work in a group if everyone needs to see a monitor, since they are set up in fixed rows that don't accommodate groups well.

Though Canvas will mark assignments late if posted after 11:59 on the due date, if they are submitted within one week, I will not consider them late or take away any points. You essentially have a weeklong grace period built in to submission deadlines for most assignments. Think of them as flexible submission windows, so that you can complete assignments within a given time frame when it works best for you.

Both major papers will automatically be submitted to Turnitin.com. This database checks student work for originality. Submitting original work is required to earn a grade on the assignments for this course.

After the weeklong grace period, missing deadlines will result in the inability to submit an assignment unless an extension has been granted in advance. All assignments close to submissions one week after their due dates. Assignments submitted more than one week after the due date or once the assignment submission window has been closed will not earn credit.

The weeklong submission window policy means you get an extra week to turn in almost any work except for a rough draft of a major paper, peer review, or assignments due the final two weeks of the semester.

Please communicate with me before due dates to request extensions or alternate due dates should the need arise. Occasional extensions may be provided beyond the one-week late policy. Such decisions will be at the discretion of the instructor and will be made on an individual basis.

If you are granted an extension and need to submit work after the assignment is closed, add the file as an attachment in the comments section of that assignment, and let me know that you've done so via email so that I will know to grade it for you. Canvas will not notify me of submissions made in this way. Also include the assignment as an attachment to the email message.

Expectations—Do your best to stay on top of your work:

Because details of your homework and assignments will be explained and handed out in class when they are assigned, your **regular attendance is crucial** for success in the course and for understanding the expectations of individual assignments. Extensive independent reading and writing will be necessary for each class meeting, where you will often work individually or in small groups using the materials you've been asked to prepare. Often, you will generate or revise writing assignments during class using new techniques modeled for you. We will always discuss the reading assigned for each 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 class discussions, 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 and me. Coming to class prepared and having done active reading and reflection about the ideas that stand out to you is important. Doing this kind of work takes self-motivation and good organization skills. Build in accountability and a solid study schedule to keep yourself on track. Ask for help as soon as you need it. In the event that you haven't read or prepared for class, it is always better to attend class than to skip class to try to catch up. We'll cover really important things that you'll miss and can't recover.

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. Don't just take up virtual space or check items off a to-do list: learn and grow. Bring your unique self to enrich our work and put your stamp on our learning.

Genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues concerning racial inequality, citizenship, implicit bias, public policy, democracy, and colorblindness—none of which have simple answers. Be willing to think and write 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. Your performance and growth will depend on the intensity of your commitment, your willingness to interact and collaborate with each other, and your level of authentic engagement in academic inquiry and personal 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. I'm honored to facilitate this important work with you.

Please conduct yourself in a respectful, professional manner appropriate for a college classroom. Students whose behavior becomes disruptive or disrespectful will be asked to leave. A college classroom has very different norms and expectations than 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. 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. You have the power and responsibility to delete and/or edit your own posts in discussion forums so that they comply with this very important academic community expectation of respectful dialogue. In class discussions in person, things can get heated and intense at times, but please prioritize respect. Give each other grace as you encounter new concepts and ideas or share and hear about sensitive experiences, reflections, wonderings, and insights. Let's trust each other enough to be vulnerable and brave. Let's be willing to hold each other accountable in responsible and kind ways.

The Working Portfolios for Major Paper #1 and Major Paper #2:

The two major papers (aka MPs) 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 attachments, a USB flash drive, GoogleDocs (in the Gmail Drive), Canvas, the cloud, DropBox, your computer hard drive etc... Protect yourself 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 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 and they must be submitted in

appropriate sequence (prior to the revised drafts). Revised drafts must truly be different from rough drafts in order to meet expectations. Commit to revising your writing over time as your thinking and understanding of each book and your selected focus develops and deepens.

Formal Assignment Format & Word Counts:

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 and meeting time of your section, 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 formatted inside a header.

Example Heading: Student Name
 Ms. Shannon Mondor
 English 1A—M/W 10:15-12:20
 Reading Response #4—Coates, Part 2
 February 9, 2022
 Word Count: 523

Informal assignments that you complete in class 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.

Please include word counts for all assignments that provide a required minimum. Include the word count as part of the header on any assignment where I designate a word count. You can always exceed the minimum requirements. The word count is meant to be a general guideline, not an exact length requirement. Stick to a reasonable range so that you don’t submit more than twice the required minimum without first consulting me.

How this class works—meeting face to face with Canvas playing back-up support

Our Canvas part of the 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 of all the modules, so that the current module is the first thing you see when you log in.

This face-to-face course is organized so that it’s synchronous. We meet in person for two hours at a pop every Monday and Wednesday of the semester. This design is what everyone would have described as normal prior to March of 2020. But then we all had to retreat to our houses and go online for almost two years. I have extensive back up material on Canvas because that’s the way I have always taught and because who knows what this semester is going to throw at us given the recent spike in the Omicron variants of Covid-19. We’re still figuring out how to conduct life amidst a raging global pandemic. Even though I have been vaccinated and even boosted now, and nearly everyone has to have been vaccinated to enroll in this section of English 1A or be on campus at all, people are now testing positive for Covid even though they have been vaccinated. Basically, any or all of us might get sick ourselves, or have a loved one who gets sick and needs us to be a caregiver. I want to be as flexible as

possible this semester given that absences might be necessary to protect the health and safety of everyone enrolled in this class.

However, please don't abuse this built-in flexibility by flaking on attendance or assignments. We are committing to be together, live, in person, twice a week. That time and space is golden, special, and demands a lot from each one of us, particularly me. Please do not have me show up to an empty classroom after working my tail off to make this an incredible in-person learning experience. If you need to be absent, Canvas will be there to keep you updated on what we're covering. Create a little study buddy system with someone else in class so that you can check in with them to get up to speed. Check in with me if you need to. I will appreciate being informed of when you plan to return. Your health details are your own private information, and I do not need proof of doctor visits or test results for any reason. I trust you to make the right call to keep your classmates safe and healthy.

I typically read and respond to email every day. I will check to answer your questions as soon as possible to help facilitate your progress on assignments. Questions that come in a panic late at night will not likely get answers before your deadlines, so please plan ahead and leave time for communication to happen. I don't plan to be available to answer questions after 5 PM. But do send me 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 what you're reading every day, freewrite and complete work and written assignments in between our class days, and submit all work that's due typed on Canvas. It's a lot of work, but taking a 4-unit course 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 regularly to allow you to keep track of your own progress. I use rubrics for most assignments. Reading the rubric grading categories and descriptions while producing your work will help you focus on what's important and be sure you cover requirements. I also add comments to your work. Click the "see feedback" link at any assignment to read personal advice and feedback. Zeroes will damage your grade severely. It is always better to submit a partially completed attempt than skip entire assignments. If you begin to fall behind, contact me so we can make a plan to get you back on track.

I will generally grade shorter assignments within a week. Essays will generally take me about two weeks to grade and provide feedback on. If you see a zero in the gradebook and the submission window is still open for the assignment, that just means I have already graded the ones turned in. I will take away the zero once I have the chance to read your work.

Power Outage/Internet Outage Situations (aka wildfires and other natural catastrophes):

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 part of the class, but f2f plans will remain in place. 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. But don't slack.

When the CR Internet or main website is out, I tend to still have Internet (as do other people using Suddenlink). Bookmark the direct link to Canvas so that you don't need to get there through the CR website (it's the address in the box at the top of your screen when you're in our course). I plan to be somewhat flexible with this issue, within reason. Don't use it as an excuse to avoid work or procrastinate. Keep in touch as possible to alert me of your situation if you're in special circumstances that prevent you from keeping up.

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 in the three categories below. Details about individual assignments, expectations, and procedures are provided in individual assignment directions and on Canvas.

- **Major Essay #1 & Working Portfolio** based on *Between the World and Me* **20%**
- **Major Essay #2: Persuasive Research Project (Annotated Bibliography required)** **30%**
- **Critical Reading, Writing, Discussion, and Engagement Practices** **50%**

This last and largest grade category contains all shorter formal and informal reading and writing assignments such as freewriting, metacognitive reading logs (MRLs), Reading responses (RRs), participation, In-class writing (ICWs), freewrites, discussion posts, peer review, brainstorming, reflections, and other class activities.

Participation Expectations:

I will take attendance at every class meeting. If you are absent, submit your work to Canvas. Email me to keep me informed. It's not necessary to tell me why you're absent, just that you're going to be missing class and when you plan to return. Also, exchange contact information with a few classmates so that you can find out about any new work assigned or changes in the schedule before returning to class to avoid missing assignments or falling behind. If you anticipate needing to miss a lot of classes, for whatever reason, please consider registering for an online section of this class. You need to be present regularly to accomplish our goals. Students who go missing and do not submit work for more than two weeks without contacting me may 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.

Being ready to submit and share your work on time, with the reading done carefully and your writing assignments complete, is a crucial aspect of being successful and thriving in this course.

This is not an online class you can do independently and on your own schedule. This section of English 1A is a traditional face to face class, not a self-paced/independent study class. The activities we'll be doing— discussing readings and sharing drafts of writing assignments with each other— depend on interaction with your classmates. To make this work, you will be expected to attend most class sessions and engage with the course several times each week. Assignments that other people (your peers) depend on you for will not earn credit if submitted late. So be mindful of others counting on you to show up and do your part so that they can do theirs in our learning community. If you have to be absent from class, it's on you to figure out what's going down and keep up with us as well as post your work to Canvas. Find a buddy or several for help with this.

Participation is evaluated as part of your course grade through two methods: daily independent freewriting on prompts and a variety of individual and small group class activities. There will be many opportunities to work in pairs or small groups where you have a task but also some 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 activities is not to try to sound smart or outperform each other, but to discuss, explore, wonder, critique, and help each other figure things out—to learn through talking about your ideas and the way the readings connect with your experiences. There is no pressure to have it all understood yet, just to participate and generate meaning and ideas together. Having genuine conversations about what you're reading and how you're reacting to it, and offering ideas as they come to you, will help you generate good ideas and evidence for your writing assignments.

- **Informal In-class Activities:**

Class will typically involve individual, partner, or small group work and activities involving reading, discussing, and writing. All of these activities are designed to help students gain skills needed to be successful in meeting the class outcomes; to become stronger in their self-advocacy, confidence, and independent learning; to engage in inquiry; to become better at collaborative work; and to improve habits of the mind and behaviors used by effective and successful college students. Embracing these activities and being prepared to do so in a way that leads to the intended learning, production, and sharing of ideas will help determine the number of engagement points you earn out of 3 each day. If you're absent, you miss out on these points. I will have some back-up discussion forums available so that if you have to miss class or stay away due to health concerns, you can still earn participation points by posting there to demonstrate your engagement with the material.

- **Daily In-class Writing (ICW):**

The first 10-15 minutes of class will usually involve students writing in response to a prompt. Please do everything in your power to arrive on time each day. These points can be made up by completing the ICW on your own time and submitting the work to Canvas in the weekly optional forum that serves as a catch-all for housing work done in class that otherwise does not have a designated turn-in spot.

- **Participation, Preparedness, and Persistence:**

Unlike in high school, where you may not have needed to work much outside of class time to produce strong enough work to pass, this class has high expectations and will require extensive time outside of class to be successful. Not everything will be easy or fun, but every activity and assignment has a purpose designed to help you improve. None of it is busy work. With time, I hope you will come to see learning challenges as fun, and meeting them as deeply satisfying. Learning is power. Participation and preparedness mean that every day, you should arrive on time, having done the homework, read the assigned pages, written and printed the required materials, and after all of that, be ready to talk about the ideas in the texts and in your head, connecting them to your experiences. Persistence is how people achieve a goal that takes time. Persistence is hanging in there through all of the tough spots, not giving up when you feel like it's too hard, asking for help when you know you

need it, and pushing through obstacles and challenges, understanding that coming out the other side of them will mean you are growing, learning, and making something valuable happen from the time you invest in our course. These attitudes and behaviors are what separate success and failure in college, so make it your goal to practice them like you've never done before. Doing a little work each day will help you keep on track.

Earning engagement and ICW points: ICWs are worth two points each day, and you earn them by being in class on time and writing in response to the given prompts. Participation/engagement is evaluated as part of your course grade by earning up to three points for each class meeting. To earn these points, a student should arrive on time, having read and thought about assigned reading or writing, and contribute in positive ways to the class discussion, activities, and community. Deviation from that expectation will result in fewer than full points, as will negative types of participation such as having side conversations, or being on the phone or off task. If you're absent due to health considerations, you can earn these 5 daily points by posting to the discussion forum set up for this purpose.

Other Important Matters:

Unplug: My tendency is to ask that you please leave your personal electronic equipment turned off and out of sight while this class is in session—unless you are using devices to enhance your learning or success in the course. Texting back and forth in extended exchanges is not appropriate during class. Neither is listening to music, unless I indicate students can do so if they choose during a specific activity. Please remove headphones or earbuds during class. I really prefer that you are all present and focused on each other and our activities, not distracted by the phone. But I know that you can use your phones for amazing, relevant, and appropriate reasons. So, I will try to relax and be chill about your phones unless it's clear you're paying the wrong kind of attention to them. Focusing on the tasks at hand is crucial for success; cell phones tend to be a huge distraction for the user and everyone else. We are in a unique situation where after having to shelter in place and squirrel away from Covid-19 for a couple of years, we have beautiful two-hour chunks of time to spend with each other twice a week. Let's focus on each other, not social media or things that can wait for your free time.

Write for a Public Audience: All graded formal 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. Informal writing will typically not be read unless you decide to share it or I let you know in advance that I'd like to collect it. 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. You can tell who can see your electronically submitted assignments by paying attention to the icons in Canvas. Anything you post to a "discussion" can be viewed by other students. Submitting to a blue "submit assignment" button means only I can read your work. Unless you stipulate otherwise, I may use work produced in this class for professional purposes (as anonymous examples for future students or in 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. 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. Netiquette guidelines are provided in Canvas.

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. Something has to change when you consistently do not have time to complete your work—fewer hours at your job, more help with child care, better organization of study time, or being more strategic about how you progress through the material, maybe even accessing tutoring or support or other kinds of resources. Ask sooner rather than later about how to make it work so that you don't need to dig yourself out of a hole that feels like it's getting deeper every week.

Stay Connected: Check Canvas regularly. Activate your CR email account and check it several times each week, including the days we don't have class. 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. Forming your own informal online or f2f study groups might be a lifeline and provide important accountability. Pronto, which is a pretty cool social media-like app. that works on your phone or when you're in Canvas, could be a key tool. You can add memes, use emojis, and casually chat and connect with each other there. I'm going to check in every once in a while, but I'd like you to think of Pronto as space for you to be yourselves. Use email for important questions for me.

Please collect the contact information of three classmates, in case you need to find out what happened in class—or add them right into your cell phone contacts, if you're comfortable with that. You can also email peers using the Canvas Inbox—email addresses are already there for all students in our section.

Academic Honesty: Please do not cheat or submit work that's not yours.

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 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. Do not submit assignments that your friends produced for their English classes. Do not submit work you wrote last semester for another class. Do not submit identical work as someone else from this class. All these things have gone down, and none of them have been pretty. Plagiarism is a total drag for everyone.

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 include ideas of other people in 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.

www.Turnitin.com: Each major paper will be automatically sent to Turnitin.com, which is a website that vets your work for authenticity and plagiarism. This service will identify where outside words have been used in your work as well as links to the original websites, 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 the work you produce all semester long. You will have a style and consistent voice that sounds like you—not like professional or published writers who have analyzed our course texts. 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:

Our scheduled final exam slot is on Monday, December 12 from 10:45 am to 12:45 pm. There will not be an actual exam to take, but instead we'll watch and discuss a movie that is related to our course theme during this 2-hour chunk.

Your persuasive research paper aka MP #2 and related assignments will be due posted to Canvas by 11:59 pm on Thursday of finals week, December 15.

No work will be accepted for credit after 11:59 PM on Friday, December 16. Canvas will become read-only at that point and no submissions can be made.

Assignment Calendar

The last page of this syllabus has a preview of our semester's work featuring due dates of major assignments in bold. This is my best estimate of how we will proceed through the planned activities and material. This plan is subject to change at the discretion of the instructor. Changes will be announced in class and reflected on Canvas. I'll be handing out a detailed daily calendar that lists each day's activities and homework to complete for each class.

Week	Monday	Wednesday
1	8/22 <ul style="list-style-type: none"> Course Overview & Theme: Anti-racism Freewriting about you Interviews & Introductions Handout “How to Succeed in School” 	8/24 <ul style="list-style-type: none"> Syllabus Q & A Canvas Overview & Demo of posting documents Post a profile picture to Canvas Watch Angela Duckworth’s “Grit” TEDtalk Discuss “How to Succeed in School” MRLs (metacognitive reading logs) explained
2	8/29 <ul style="list-style-type: none"> MRL Week #2A DUE on Dweck Discuss “Brainology,” Mindsets, & Success <i>Academic Writing Now</i> Intro. & Ch. 1, 2, 3 (15-64) Writing Process Freewriting 	8/31 <ul style="list-style-type: none"> MRL Week #2B DUE on Adler Discuss “How to Mark A Book” Personal Reading History Introduce College Mindset & Intention Essay Rhetorical appeals—ethos, pathos, logos & kairos
3	9/5 NO CLASS TODAY: HAPPY LABOR DAY	9/7 <ul style="list-style-type: none"> College Mindset & Intention Essay DUE Richard Wright poem “Between the World & Me” Close Reading of a Text handout Prep. for reading Coates—preview cover & TOC, freewriting
4	9/12 <ul style="list-style-type: none"> Discuss Coates Part 1 (5-39) Review MRL guidelines 	9/14 <ul style="list-style-type: none"> Discuss Coates Part 1 (39-71) MRL Week #4 DUE Part 1 (5-71) Introduce Reading Responses (RR) Practice/review RR guidelines
5	9/19 <ul style="list-style-type: none"> Discuss Coates Part 2 (75-111) RR Week #5 DUE Part 1 (5-71) Lessons Coates teaches Samori & readers 	9/21 <ul style="list-style-type: none"> Discuss Coates Part 2 (111-132) MRL Week #5 DUE Part 2 (75-132)
6	9/26 <ul style="list-style-type: none"> RR Week #6 DUE Part 2 (75-132) Discuss Coates Part 3 (136-152) MRL Week #6 DUE (Part 3 136-152) Group work on timelines for book Introduce MP #1 & Brainstorm topics 	9/28 <ul style="list-style-type: none"> MP #1 Key Concept Definitions Due—2 terms <i>AWN</i> Ch. 4 (69-80) & Ch. 6, 7, & 8 (103-149) Thesis, Paragraph, & Essay Structure MP #1 Topic selection/thesis work
7	10/3 <ul style="list-style-type: none"> Watch <i>Between the World and Me</i> HBO film Handout—“10 Response Techniques” Get a copy of <i>The Sum of Us</i> by next week MP #1 Zero Draft DUE (500 words with working thesis) 	10/5 <ul style="list-style-type: none"> In class work with MP #1 Zero draft Quote analysis & integration practice Thesis and topic sentence development Discuss “10 Responding Techniques” for peer review
8	10/10 <ul style="list-style-type: none"> MP #1 Rough Draft DUE/Peer Review Bring 4 copies of your 800-1000-word rough draft Descriptive Outlines & Revision Techniques 	10/12 <ul style="list-style-type: none"> MP #1 Peer Letters DUE 3 Revision Techniques for MP #1 DUE Post MP #1 thesis and topic sentences to Canvas Revision Tips for MP #1 (Bring latest draft for work in class) Preview of <i>The Sum of Us</i>—cover, TOC, freewriting

Week	Monday	Wednesday
9	10/17 <ul style="list-style-type: none"> Revised MP #1 DUE (closes 10/24) Postwrites for MP #1 Introduction of <i>The Sum of Us</i> pp. xi-xxiii 	10/19 <ul style="list-style-type: none"> Ch. 1 & 2 of <i>The Sum of Us</i> pp. 3-39 MRL Week #9 on Ch. 1 & 2 of <i>The Sum of Us</i> MLA Style Overview—practice Works Cited entries Analyze an academic article
10	10/24 <ul style="list-style-type: none"> Ch. 3 of <i>The Sum of Us</i> pp. 41-65 Introduce MP #2: Persuasive Research Project AWN Ch. 5 (83-98) & Appendix II (213-223) Analyze an academic article 	10/26 <ul style="list-style-type: none"> Ch. 4 of <i>The Sum of Us</i> pp. 67-100 MRL Week #10 DUE on Ch. 3 & 4 Practice Annotated Bibliography Entry Analyze academic article
11	10/31 <ul style="list-style-type: none"> Ch. 5 of <i>The Sum of Us</i> pp. 103-137 RR Week #11 DUE on Ch. 1, 2, 3 or 4 of <i>The Sum of Us</i> MP #2 Topic Brainstorming & Development 	11/2 <ul style="list-style-type: none"> Ch. 6 of <i>The Sum of Us</i> pp. 139-164 MRL Week #11 DUE on Ch. 5 & 6
12	11/7 <ul style="list-style-type: none"> Ch. 7 of <i>The Sum of Us</i> pp. 167-191 MP #2 Topic Proposal DUE Annotated Bibliographies Credible Sources: CRAAP Test Searching Databases Demo/AB templates 	11/9 <ul style="list-style-type: none"> Ch. 8 of <i>The Sum of Us</i> pp. 193-218 MRL Week #12 DUE on Ch. 7 & 8 MP #2 Topic Approval Review Database Demo & AB Templates Independent research on MP #2 topic to begin building AB
13	11/14 <ul style="list-style-type: none"> Ch. 9 of <i>The Sum of Us</i> pp. 221-253 RR Week #13 DUE on Ch. 5, 6, 7, or 8 of <i>The Sum of Us</i> Developing MP #2: Cubing Revision Plan for MP #1 DUE 	11/16 <ul style="list-style-type: none"> Ch. 10 of <i>The Sum of Us</i> pp. 255-289 MRL Week #13 DUE on Ch. 9 & 10 2 Annotated Bib. Entries DUE
Enjoy Thanksgiving Break. No school from 11/21-11/25		
14	11/28 <ul style="list-style-type: none"> Bonus RR DUE on Ch. 9 or 10 of <i>The Sum of Us</i> Annotated Bib (3 entries) & Works Consulted DUE In-class Research Update (MP #2 Zero Draft 750 words) 	11/30 <ul style="list-style-type: none"> Review MLA Considerations (in-text and Works Cited) Post MP #2 Working Thesis for instructor feedback Feedback on AB Entry drafts/research & MLA tips
15	12/5 <ul style="list-style-type: none"> MP #2 Rough Draft DUE/Peer Review Bring 3 copies of your 1000-word draft. Include Works Cited. 3 Required Revision Techniques Overview for MP #2 	12/7 <ul style="list-style-type: none"> Peer Response Letters DUE on MP #2 In-class work on MP #2—bring your draft Revision Tips handout for MP #2 (maybe) Watch & discuss DiAngelo videos on White Fragility Reflection on Learning—freewriting and discussion
Final Exam Week	12/12 <p>Meet today from 10:45 am to 12:45 pm, or 3:15-5:15 pm, or on Wednesday 12/14 from 10:45 – 12:45 pm to watch & discuss <i>The 13th</i> by Ava DuVernay.</p> <ul style="list-style-type: none"> 3 Revision Techniques DUE on MP #2 DUE 	12/15 (Thursday) <ul style="list-style-type: none"> MP #2 Revised Draft DUE by 11:59 pm MP #2 Postwrites DUE by 11:59 pm MP #2 Works Cited page DUE by 11:59 pm Optional Reflection on <i>The 13th</i> DUE by 11:59 pm 12/16 <p>**Submit all work by 11:59 pm Friday 12/16 to earn any credit.</p>