

Course Information

Semester & Year: Fall 2022	Course ID & Section #: English 1A—V3466
Instructor's name: Cyndy Phillips	Day/Time or *Online: Fully Online —Asynchronous Late Start September 3
Course units: 4	Location or *Online: Fully Online —Asynchronous No proctored exams

Instructor Contact Information

Office location or *Online: Online via ConferZoom	Office hours: Available by appointment
Phone number: 707-476-4459 (school).	Email address: cyndy-phillips@redwoods.edu
<i>Personal cell given in Canvas “Start Here—Welcome” Module—please use this # for calls, texts, Facetime, Whatsapp, etc.</i>	
<i>Availability: Outside of college holidays, I strive to reply to emails within 24 hours M-R, 48 hours F-Su. If your question is urgent or you need help NOW, please don't hesitate to call my cell or text for even faster response.</i>	

Required Materials

Textbook Title: None required —all readings/videos/exercises are online	Other requirements: See page 3
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CATALOG DESCRIPTION

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

COURSE STUDENT LEARNING OUTCOMES

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

PREREQUISITES/CO-REQUISITES/ RECOMMENDED PREPARATION

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

ACCESSIBILITY

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.

SETTING YOUR PREFERRED NAME IN CANVAS

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

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, etc designed for CA community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

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

[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.

STUDENT SUPPORT SERVICES

Clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. We want every student to thrive. The following online resources are also 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.

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 & NETIQUETTE

In an online environment, good communication with one another is called netiquette. Sometimes it is difficult to convey nuance or humor through written (electronic) communication. When we disagree with others on controversial ideas, it can even be hard to be respectful and kind. But as an academic community, we share a mutual responsibility to create and maintain a supportive classroom environment where each student feels safe to speak up and apply new communication skills. This means that each student's ideas, feelings and questions are valued. It is okay *NOT* to agree with everything that is said in the course, either by your peers or myself. However, it is expected that you will be respectful and supportive of those with different opinions and perspectives than your own and that you will ground your interactions in the course content. Please make sure you watch the "Netiquette Video" in the "Start Here-Welcome" Module on Canvas so that you are clear on my expectations regarding your online communication. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

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.

Necessary Tools

English 1A: Analytical Reading & Writing

Theme: Perspectives

YOU'LL NEED:

- **CONSISTENT DAILY ACCESS** to a computer with internet, your Canvas email (*this means you need to CHECK your CR email*), and a word processing program (note Microsoft Word is available for free to all students at <https://www.microsoft.com/en-us/education/products/office> .
- **8-12 HOURS PER WEEK ACCESS** to Canvas—all coursework is provided there. The online modules are accessed by logging onto Canvas (<https://redwoods.instructure.com/login>), then selecting “Eng11A”)
- **THE MOST RECENT VERSION OF ONE OF THE FOLLOWING BROWSERS** in order to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (latest version). We don't recommend using Safari or Internet Explorer as it doesn't seem to play well with Canvas.
- **HIGH-SPEED INTERNET** (such as broadband) services from cable, DSL, or satellite providers as there are videos that require this speed.
- **A DIGITAL/VIDEO CAMERA WITH A MICROPHONE** or the use of a smartphone to upload videos and/or audios from your location.

YOUR LOGIN NAME IS THE SAME AS MYCR (first initial, last name, last three digits of your student I.D number (example: sgarcis567)).
Your password is your eight digit date of birth (06031996).
If you have a smart phone or a tablet, there is a free Canvas App available at:
<https://canvas.instructure.com/courses/1045977/pages/canvas-apps>

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

➔ **FOR ADDITIONAL HELP WITH CANVAS** contact CR's tech support via email at its@redwoods.edu or via phone at 707-476-4160

Textbooks:

➔ **Note: All readings, videos and exercises will be available through the weekly modules and the internet** ←

- Course readings & videos as assigned on Canvas (to be downloaded, viewed &/or printed as needed)
- Free Grammar & mechanics online “handbook” at: <https://www.grammarbook.com>
- Free online citation handbook at: https://owl.purdue.edu/owl/purdue_owl.html
- Current on-line or hardbound college-level dictionary and thesaurus

Supplies:

- A notebook, Pens/pencils, access to a printer, and/or money to print several drafts of your papers at CR or a local business.

Welcome to English 1A!

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

Course Objectives

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

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

WHAT DO YOU
MEAN BY
"PERSPECTIVES"

Course Commitments:

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

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

Most importantly, what you will need is a combination of internal drive and dedication to remain connected to class, manage your time well, and be a self-starter. It's important to create a schedule for yourself and stick to that conscientiously—no matter what—each day and each week, likely resisting many exciting temptations to do other more immediately fun things instead (*like maybe vacuum or organize your canned goods or your spices alphabetically, who knows?*). Passing this class is like training for a marathon: a bit of conscious, focused (possibly even painful) practice each day is the only surefire way to build up the strength and stamina to cross the finish line. **YOU CAN DO ANYTHING FOR 15 WEEKS.** You can definitely pass this course, but it will take devotion and be much more likely if you get into a consistent and reliable groove right from the start.

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

Please let me know me immediately by text or phone call if there are any problems with downloads, with opening any of the course materials or links, or with submitting files or assignments. Never wait. Tell me right

away so that I can correct any identified issues and make our learning as seamless and hassle-free as possible. After teaching this class online previously, I can tell you *we will* encounter occasional glitches, guaranteed, but with your help to alert me of any problems, I can fix any issues quickly and we can all be right back on track.

General Course Instructions:

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

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

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

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

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

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

- **Grammar & Mechanics**—We’ll spend some time working through citations and proper documentation. Plus although this course’s focus is not on teaching grammar and mechanics, we will spend some time in review of these parameters as well. Beyond this, you will be directed to use online “handbooks” for self-study. Extra exercises may be assigned according to your individual weaknesses (if any).
- **Reading & Critical Thinking**,— We will be using our class readings, on-line news/articles sources, videos, audio and other media forms as a springboard to practicing *critical thinking, reading, and writing*. These readings, videos, and other media forms will then be the basis for online class discussions, writings, and quizzes.

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

- **Class Discussions** — Each week’s online module on Canvas has discussions based on a prompt. Think of these online discussions like class attendance. You need to show up and fully participate for full credit. As long as you keep up with the assignments and are actively pursuing your own understanding of the difficult issues we take up, you should have no problem here. (*Note*: the key word above is “**actively**.”)
- **Module Quizzes**— Occasionally a module may have a quiz consisting of multiple-choice items revolving around the week's activities. None of them are timed (take as long as you like) and most offer multiple chances of submission. After the deadlines, quizzes will be made unavailable and will not be accepted. Quiz scores are available immediately upon submission.
- **Attendance and Participation**—Since the main purpose of this class is to engage in the process of discovery, *each of us needs to be active in our weekly modules on Canvas, ready to think, read, write, and share.* To encourage this behavior, the following attendance policies will be **STRICTLY** enforced:
 - **Students who do not log onto our Canvas site and post to the “Student Introductions” discussion forum as well as complete at least some of the other Week 1 Module activities by 11:59 p.m. on Friday, September 9 to confirm their presence in the online classroom will be dropped from the class as a no show so students who are on the wait list can be given their seats.** If you cannot do so for some (very important, exceptional) reason but want to remain in the class, you must notify me of your intent to remain in the course by email by that same deadline. No exceptions will be made. As the waitlist is full, and lots of people are eager to take this class, please don’t hog a spot if you don’t plan to give it your best effort. Please drop ASAP if it becomes clear this course is not right for you.
 - **Students are responsible for knowing the University policy, procedures, and schedule** for dropping or adding classes. For more information, please see CR’s website.
 - Students who have experienced extenuating circumstances can complete & submit the **Excused Withdrawal Petition** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Other Notable Class Policies:

STUDY GROUPS—You will exchange contact information with 4-5 other people in this class as a means to help you keep up with assignments. We’ll have sign-ups in week 2. If you need help at any time with understanding an assignment, “comparing notes” about what is due & when, getting writing ideas, peer reviews, etc (the sky is the limit according to your groups’ particular interest), please contact someone in your study group. If you have tried, yet failed, to reach any of your study group members in sufficient time, or if (after contacting them) you still need further information, you are always welcome to contact m.

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

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

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

An Invitation:

Together we’ll be nurturing an environment of continued growth as writers and as active community members. I am here to coach you through this process and help you achieve success in every way I can. As this is an intense class that expects a lot of self-discipline from you, *if you feel that you are falling behind, it’s imperative you communicate with me about your needs and talk to me as soon as possible.* Whenever you have questions, please call, text or email me. Remember you can always schedule an appointment for Zoom for one-on-one virtual assistance as well. I am always happy to help, clarify, or offer suggestions. Your questions are never unwelcome or a strain on my time; I am here to support your success—it’s my whole purpose, really. I look forward to sharing this journey with you. ~Cyndy

OUR FALL 2022 CLASS DAILY PLAN

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

Dates	Class Happenings	Online Modules—Available each Monday by noon. <i>Unless otherwise noted, for the first ~3 weeks of this course: Your homework is due on Wednesdays AND Sundays by 11pm.; After that, outside of first and second draft peer reviews, all work is normally due Sunday by 11 pm unless otherwise noted on the weekly Modules.</i>
Week 1 9/5=Labor Day. All college holiday. Enjoy the day! 9/6=Census date		
September 3–11	<ul style="list-style-type: none"> • Course Welcome • Virtual Introductions • Syllabus Intro • Critical Reading • TSIS Reading • Discussion Posts (henceforth “DP”) 	<p><u>HW due Wednesday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete assignments on Canvas for “Start Here—Welcome” Module AND Week 1 Module, Part 1 <p><u>HW due Sunday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete the rest of the Week 1 Module, Part 2 • Reminder: Paper #1, First Draft due next Sunday (9/18) by 11pm (Remember no lates are accepted)
Week 2 9/16= Last Day to File P/NP Option		
September 12–18	<ul style="list-style-type: none"> • Issues, Claims, Ideas, Thesis / Overview • Paper 1-3 Instructions • Writing Process & Prewrites • Reading and Discussion Post (DP) • Writing Workshop • Audience Introduction • MOP & Development <p>PAPER #1 FIRST DRAFT DUE BY SUNDAY (9/18) AT 11 PM</p>	<p><u>HW due Wednesday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete Canvas—Week 2 Module, Part 1 <p><u>HW due Sunday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete Canvas—Week 2 Module, Part 2 • Reminder: Paper #1, Second Draft due next Sunday (9/25) by 11pm (Remember no lates are accepted)
Week 3		
September 19–25	<ul style="list-style-type: none"> • Reading and DP • Writing Workshop • Study group sign-ups • Peer Virtual Review of Draft 1 <p>PAPER #1 SECOND DRAFT DUE BY SUNDAY (9/25) AT 11PM</p>	<p><u>HW due Wednesday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete Canvas—Week 3 Module, Part 1 <p><u>HW due Sunday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete Canvas—Week 3 Module, Part 2 • Reminder: Paper #1, Third Draft due next Sunday (10/2) by 11pm (Remember no lates are accepted)
Week 4		
September 26– October 2	<ul style="list-style-type: none"> • Introductions & PODs • Peer Virtual Review of Draft 2 • Writing Workshop • 3rd Draft Guidelines <p>PAPER #1 THIRD DRAFT DUE BY SUNDAY (10/2) AT 11PM</p>	<p>* START OF ALL ONLINE WORK DUE SUNDAYS AT 11 P.M. UNLESS OTHERWISE NOTED HERE AND/OR ON CANVAS WEEKLY MODULES</p> <ul style="list-style-type: none"> • Complete Canvas—Week 4 Module

Week 5		
October 3–9	<ul style="list-style-type: none"> • Conclusions & Citation Basics • Conclusion Writing Workshop on Paper #1 • Intro Paper #2 • Prewrites • Explore the Audience Assignment Introduced 	<ul style="list-style-type: none"> • Complete Canvas—Week 5 Module
Week 6		
October 10–16	<ul style="list-style-type: none"> • In Depth Citations • Writing Workshop <p><i>EXPLORING THE AUDIENCE DUE BY SUNDAY (10/16) AT 11PM</i></p>	<ul style="list-style-type: none"> • Complete Canvas—Week 6 Module • Reminder: Paper #2, First Draft due <i>next</i> Sunday (10/23) by 11pm (<i>Remember no lates are accepted</i>)
Week 7		
October 17–23	<ul style="list-style-type: none"> • Citations Workshop • Writing Workshop <p><i>PAPER #2, FIRST DRAFT DUE BY SUNDAY (10/23) AT 11PM</i></p>	<ul style="list-style-type: none"> • Complete Canvas—Week 7 Module • Reminder: Paper #2, Second Draft due <i>next</i> Sunday (10/30) by 11pm (<i>Remember no lates are accepted</i>)
Week 8		
<p>10/27= Last Day to Petition to Graduate or Apply for Certificate 10/28=Last Day for Student and/or Faculty Initiated Withdrawal (no refund)</p>		
October 24–30	<ul style="list-style-type: none"> • Writing Workshop • Peer Virtual Review of Draft 1 <p><i>PAPER #2 SECOND DRAFT DUE BY SUNDAY (10/30) AT 11PM</i></p>	<p><i>HW due Wednesday by 11 p.m.:</i></p> <ul style="list-style-type: none"> • Complete peer virtual review of Draft #1 <p><i>HW due Sunday by 11 p.m.:</i></p> <ul style="list-style-type: none"> • Complete rest of assignments on Canvas Module for Week 8
Week 9		
October 31–November 6	<ul style="list-style-type: none"> • Writing workshop • Peer Virtual Review of Draft 2 	<p><i>HW due Wednesday by 11 p.m.:</i></p> <ul style="list-style-type: none"> • Complete peer virtual review of Draft #2 <p><i>HW due Sunday by 11 p.m.:</i></p> <ul style="list-style-type: none"> • Complete rest of assignments on Canvas Module for Week 9 • Reminder: Paper #2 Third Draft due <i>next</i> Sunday (11/13) by 11pm (<i>Remember no lates are accepted</i>)
Week 10		
11/11= Veteran’s Day (All Campus Holiday)		
November 7–13	<ul style="list-style-type: none"> • Organization Workshop • Organization Exercise • Development Exercises <p><i>PAPER #2 THIRD DRAFT DUE BY SUNDAY (11/13) AT 11 PM</i></p>	<ul style="list-style-type: none"> • Complete Canvas—Week 10 Module

Week 11		
November 14–20	<ul style="list-style-type: none"> • Writing Workshop on Paper #2 • Prep for Final Paper #3 • Prewrites & Writing Workshops on Paper #3 	<ul style="list-style-type: none"> • Complete Canvas—Week 11 Module • Reminder: Paper #3 First Draft due by <u>NOON</u> the first <u>MONDAY</u> after break (11/28) (<i>Remember no lates are accepted</i>)
Week 12		
FALL BREAK (11/21-11/25)—Enjoy Your Break!		
November 21–27	<p>PAPER #3, FIRST DRAFT DUE NEXT MONDAY (11/28) BY NOON</p> <p>PAPER #3, SECOND DRAFT DUE SUNDAY (12/4) BY 11PM</p>	
Week 13		
November 28– December 4	<p>PAPER #3, FIRST DRAFT DUE MONDAY (11/28) BY NOON</p> <ul style="list-style-type: none"> • Peer Virtual Review of Draft 1 • Writing Workshop <p>PAPER #3, SECOND DRAFT DUE BY SUNDAY (12/4) AT 11PM</p>	<p><u>HW due Wednesday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete peer virtual review of Draft #1 <p><u>HW due Sunday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete rest of assignments on Canvas Module for Week 13
Week 14		
December 5–11	<ul style="list-style-type: none"> • Peer Virtual Review of Draft 2 • Writing Workshop • Final Instructions 	<p><u>HW due Wednesday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete peer virtual review of Draft #2 <p><u>HW due Sunday by 11 p.m.:</u></p> <ul style="list-style-type: none"> • Complete rest of assignments on Canvas Module for Week 14 • Paper #3, Third and Final Draft (Whew!) Due next <u>Monday</u> (12/12) by <u>5pm</u> (<i>Remember no lates are accepted</i>)
Week 15		
<p>Finals week (12/10-16) Semester Ends=12/16 & Grades Available (estimate). Grades available for transcript release ~1/6/21</p>		
	<p>PAPER #3 FINAL DRAFT DUE BY MONDAY, DECEMBER 12, BY 5PM Final Submission Close-down of course Conferences as needed</p>	<p><u>After</u> you submit your final paper, take some time off, go to a yoga class, or spend some time at the beach. You deserve it. We are sooooo done ☺ Have a great winter break. Grades Available on Webadvisor by 12/23 (estimate)</p>