

Instructor:
Camion Dunncliff-Vizthum
ENGL 1A (50036)
Room: CCI 202
Time: MW 4:00–5:50

Email: camion.dunncliff-vizthum@reedleycollege.edu

English 1A: Course Description

This semester, we will explore what Novelist Chimamanda Adichie calls “The Dangers of a Single Story.” Our class will be split into four major units, all of which center on a formal writing assignment that further develops why we must move past a “Single Story.”

Unit 1: Developing and Defining Grit and a Growth-Mindset

- Important Questions: Why are successful people successful? What can I do to ensure my own success and achieve my goals? What happens if I fail?
- Major Writing Assignment: Narrative Essay

Unit 2: “The Dangers of a Single Story”

- Important Questions: What is a “Single Story”? Why must we learn to move past a “Single Story” and what happens if we do not?
- Major Writing Assignment: Rhetorical Analysis Essay

Unit 3: Defining Truth and its Significance

- Important Questions: How do we know what we know? How do we construct reality? Who has the power to create truth? How does the truth change, and if it changes, is it still the truth?
- Major Writing Assignments: Synthesis Essay; Practice Annotated Bibliography

Unit 4: Complicating a Single Story

- Important Questions: Why are “Single Stories” dangerous? Why must we look at issues from multiple perspectives? What is the interconnection between storytelling and social power? How can we share stories that are not typically told in mainstream culture?
- Major Writing Assignments: Research Paper and Presentation; Formal Annotated Bibliography



INSIDE THIS SYLLABUS

Class Description	1
Catalog Description	2
Student Learning Outcomes.....	2
Important Dates.....	2
Course Objectives.....	3
Required Texts	4
Grades.....	4
Extra Help	5
Assignments	5
Email Etiquette	7
Classroom Behavior	7
Tentative Schedule.....	9



IMPORTANT DATES

- August 23: Last day to drop a Fall 2019 full-term class for a full refund
- August 30: Last day to register for a Fall 2019 full-term class in person
- August 30: Last day to drop a Fall 2019 full-term class to avoid a “W” in person
- September 2: Last day to drop a Fall 2019 full-term class to avoid a “W” on WebAdvisor
- **September 2: Labor Day Holiday! No Class!**
- September 20: Last day to change a Fall 2019 class to Pass/No-Pass grading basis
- October 11: Last Day to drop a full-term class (letter grades assigned after this date)
- **November 11: Veteran’s Day Holiday! No Class!**
- **November 28-29: Thanksgiving Holiday! No Classes!**
- **Wednesday December 11: Semester final! Normal class time! This cannot be changed!**

English 1A: Catalog Description

Students will read, analyze, and compose college-level prose, with emphasis on the expository; study writing as a process; explore different composing structures and strategies; edit and revise their own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

STUDENT LEARNING OUTCOMES

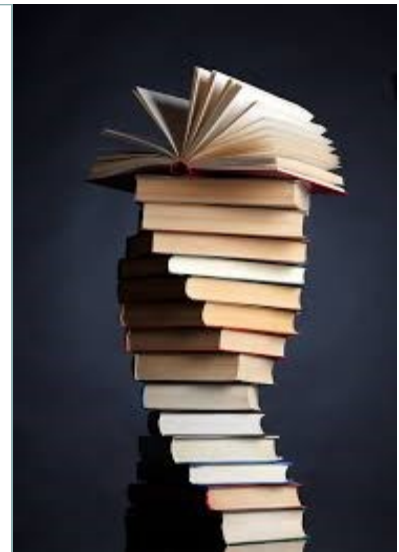
Upon completion of this course, students will be able to:

- A. Write a documented research paper of at least 1,500 words that includes:
 - A sophisticated introduction, multiple body paragraphs, and a conclusion
 - A clearly defined, arguable thesis sentence
 - Supporting details that exhibit critical thinking and use credible secondary sources
 - Correct usage of MLA format, including a works cited page
 - Sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments and mechanics
 - Controlled and sophisticated word choice
 - An avoidance of logical fallacies
 - Demonstration of an awareness of purpose and audience
 - Appropriate and purposeful use of quotations
 - Correct in-text citations
 - An annotated bibliography of multiple sources
 - An avoidance of intentional and unintentional plagiarism
- B. Complete a timed essay independently in class
- C. Summarize and comprehend college-level prose (will include a full reading)
 - Describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings.

COURSE OBJECTIVES:

In the process of completing this course, students will:

- A. Write multiple essays of at least 1,500 words, including at least one research paper with documentation.
- Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.
 - Indicate an arguable thesis.
 - Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.
 - Employ MLA formatting guidelines.
 - Reduce dependence on the instructor's guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.
 - Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.
 - Practice sound choices in identifying and avoiding logical fallacies.
 - Employ appropriate use of third person universal.
 - Identify appropriate audiences for their compositions.
 - Employ quotations, discriminating among sources for accuracy and validity.
 - Employ MLA formatting guidelines for Work Cited Page and in-text citations.
 - Develop annotated bibliography from sources for a research paper.
 - Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.
- B. Write an organized essay(s) with thesis and adequate support independently within a class period.
- C. Read and understand college level prose, including:
- Identifying the model, summarizing the thesis, and locating supporting information.
 - Naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author's intent, both explicit and implicit.
 - Answering questions from assigned reading differentiating between an author's intent and personal reaction



ON THE IMPORTANCE OF READING AND WRITING

“Writing the perfect paper is a lot like a military operation. It takes discipline, foresight, research, strategy, and, if done right, ends in total victory.” - Ryan Holiday

“The art of writing is the art of discovering who you are.” - Gustave Flaubert

“Words are a lens to focus one's mind” - Ayn Rand

“The most important thing is to read as much as you can, like I did. It will give you an understanding of what makes good writing and it will enlarge your vocabulary.” - J. K. Rowling

REQUIRED TEXTS AND MATERIALS:

- *They Say / I Say with Readings* by Gerald Graff, Cathy Birkenstein and Russel Durst (4th Edition. ISBN: 9780393631685)
- *Speaker for the Dead* by Orson Scott Card (ISBN: 9780312853259)
- A binder or folder for class notes, handouts and returned assignments (keep all assignments until the end of the semester)
- A notebook or binder with paper for taking and keeping track of notes.
- A way to store and save your work (such as a USB flash drive)
- Access to a computer, a printer and the internet
- Writing utensils and highlighters
- A stapler and/or large binder clips for submitting work
- A Hypothes.is Account for Sharing, Reading and Annotating Assigned Texts

GRADES

Your grades will be point-based. Each assignment will be given a point value. Your final grade will be determined by adding up all of the points you earned and comparing your points to the grading standard. This semester, the total points possible will be out of 1,000 points. This means that in order to earn an A, you will need to earn a minimum of 900 points. Please see the breakdown of assignments and points below.

Category:	Points
Timed, Narrative Essay: Developing Grit and a Growth Mindset	50 Points
Rhetorical Analysis Essay: The Dangers of a Single Story	100 Points
Synthesis Essay: Analyzing <i>Speaker for the Dead</i> through the “Dangers of a Single Story” Lens	150 Points
Practice Annotated Bibliography	50 Points
Formal Annotated Bibliography	150 Points
Research Project: Term Paper	200 Points
Final: Presentation and Reflective Final	100 Points
Classroom Activities/Participation and Homework Assignments	200 Points

Grading Scale:

- A: 100—90% (900—1,000 Points)
- B: 89.99—80% (899—800 Points)
- C: 79.99—70% (799—700 Points)
- D: 69.99—60% (699—600 Points)
- F: 59.99—0.00% (599—0 Points)

Warning: You must earn a C in order to pass this class, and for this class to count for transfer credit. As per the English 1A Course Outline of Record, you must be able to write a passing research paper, an annotated bibliography and an in-class timed essay in order to pass this class.

Grades will be updated regularly on Canvas. Make sure to check them frequently. Do not wait until the end of the semester to discuss your grade with me. If you see that I have made a mistake entering something in the grade book, please politely bring this to my attention. **Be sure to keep all of your work during the semester.**

NEED EXTRA HELP?

I will not be keeping office hours this semester. I will be available Monday and Wednesday afternoons **by appointment only**. If you would like to meet with me, please speak to me in person or send me an email in order to schedule an appointment. If you are unable to meet at this time, I can also try to host an online conference with you through Canvas. **Again, you will need to arrange an appointment with me ahead of time.**

Please feel free to email me about any specific questions or concerns you may have.

There are several other resources available to help:

- **The Reading and Writing Center** (HUM 58). Open Mondays—Fridays from 8-4. Walk-ins are welcome. They also have Tutorials available online.
- **The Learning Center** (in the library) also offers free tutoring for any subject. Tutoring is available in small group sessions or one-on-one. You can make an appointment or walk-in (you may need to complete a request for tutoring form if no tutor is available when you walk-in). The Learning Center is open Monday—Thursday 8:00-5:00 and Fridays 8:00-4:00
- **Free online tutoring through Canvas.** Just click on the “Smarthinking Online Tutoring” link.
- **24/7 Library Research Help:** this is available through Canvas. Just click on the link to open a chat session.
- **iPad and Laptop Rentals:** You can check out and use an iPad or Laptop from the Library for two hours at a time. This is important as you most of your reading assignments will be posted digitally through Canvas. This means you will either need to print them out or you will need to have access to them digitally (there are also laptops available in our classroom).
- **Computer Lab in the Library:** There is a computer lab available to you in the Library. You simply sign in and you are free to work until the library closes.

ASSIGNMENTS

Essays and Annotated Bibliography

Over the course of this semester, you will complete four different essays, including: a timed narrative essay, in which you will explore the concepts of Grit and a Growth-Mindset; a rhetorical analysis essay, which will require you to analyze how an argument is presented and why it is persuasive; a synthesis essay that will ask you to analyze *Speaker from the Dead* through the lens of “The Danger of a Single Story”; and, finally, a research paper on a person, topic or event that you feel has been neglected by the mainstream media/news (again, using the lens of “The Danger of a Single Story”).

You will also be required to complete two Annotated Bibliographies this semester. The first Annotated Bibliography will be a “Practice Annotated Bibliography” that you will complete in conjunction with your synthesis essay on *Speaker for the Dead*. The “Formal Annotated Bibliography” you will complete for your Research Paper.

ASSIGNMENTS

Submitting Late Essays

It is your responsibility to make sure your essays are completed and submitted on time. All essays will be submitted digitally to Turnitin (through Canvas). It is your responsibility to ensure that your essay has uploaded properly. If you have problems submitting an essay, you must—at the very least—email me a copy of your essay to prove that it was completed on time. **However, you may submit your essay up to one week late for a grade reduction. For each class meeting that you submit the essay late, a full grade will be deducted from the overall grade.** No essay will be accepted after this point.

Essay Revision

Very rarely will I ask you to revise an entire essay. Instead, I will point out parts of an essay that you should work on correcting. For example, I may ask you to rewrite your thesis statement and the topic sentences of your body paragraphs, so that they match and support one another. I may ask you to thoroughly rewrite your introduction or a specific body paragraph. I might tell you to work on adding metacommentary throughout your essay. If you would ever like to revise an essay, you will need to read the feedback I have provided, and meet with me to discuss the changes you plan on making to your essay. Then **you will have one week to make the proposed changes and resubmit your essay.** When you resubmit a revised essay, you will need to make sure to highlight the changes you made and provide an author's note with the essay in which you describe the changes you made and why you made those changes (explain how your changes strengthened and improved your essay).

**I will not completely rescore your essay. Instead, you will be able to earn up to 20 additional points on your original essay score. These points will be awarded based on the types of revisions you made, how well these revisions worked to strengthen your essay and how well you explain the revisions you made.*

Classroom Activities/Participation and Homework Assignments:

200 of the 1,000 points you have to earn this semester will be allotted to classroom activities and homework assignments. Please note, that while this only makes up 200 points, all of the major writing assignments are based on assigned readings and class discussions, which means your ability to successfully pass English 1A is directly tied to daily attendance and homework completion.

Most homework assignments will consist of outside reading assignments, discussion posts and drafts of assigned essays. When you are asked to complete a reading assignment, you will be required to complete some type of reading response. These reading responses will usually be in the form of a Double Entry Journal or a Discussion Post. **All homework assignments, unless otherwise noted, will be due to Canvas the hour before class starts (3 PM) the day the assignment is due. No homework assignments will be accepted late.**

In-class activities will typically consist of class discussions, small group or paired assignments, and workshops. **If you miss class due to being tardy or absent, you will not be able to make up the in-class activities you missed.**

ASSIGNMENTS:

Final: Research Project Presentation and Reflection

Your Final will consist of two parts:

Part I: A formal presentation on your Research Project (Research Paper)

Part II: A Reflective Timed-Essay given on the day of the semester final.

EMAIL ETIQUETTE

Feel free to email me whenever you have any questions or concerns. However, you need to remember that when you email me you are emailing your instructor. Make sure your email contains all of the following:

- A salutation: Dear Mrs. Vizthum
- The body of your email should be polite and should conform to Standard Written English (avoid slang, abbreviations, misspellings and inappropriate language).
- A closing: Sincerely...

Any email that fails to follow these guidelines—or an email that is unnecessarily rude or aggressive—will receive a “Try Again” message.

Please allow at least 24 hours during the week for me to respond. I don’t typically check or respond to emails over the weekend and holidays. If you do not hear back from me after 72 hours, please send me a new email, as it is safe to assume that your original email has been missed or lost. Please make sure to include your name and section information in the email’s subject line.

CLASSROOM BEHAVIOR AND EXPECTATIONS:

Absences

Attendance in this class is required. You are expected to attend all class sessions and to participate actively in all class activities (including group work, workshops, presentations, etc.). Attendance is taken at the beginning of class. You are responsible for completing all work on time, even when you miss class. You must check Canvas daily for announcements and reminders. You will not be allowed to make up tests, quizzes or other assignments that you missed. I consider an unprepared student (someone who has not completed the homework or who hasn’t brought the appropriate materials to class) to be absent. Do not pack up or leave early, as this will constitute an absence. If you must leave early for some reason, please tell me ahead of time. **Please note that you will be dropped if you miss the first or second class meeting without contacting me beforehand. You will also be dropped by the census date (September 2nd) if you miss three or more class sessions without contacting me and/or you are earning a failing grade.**

CLASSROOM BEHAVIOR AND EXPECTATIONS:

Tardy

If you come late to class, enter the room quietly and take the closest open seat (nearest the door). Do not interrupt class to tell me that you have arrived, to ask what we are doing or to turn in an assignment. At the end of class, politely remind me to update your attendance record. You will not be allowed to make up an assignment you missed on account of your tardiness. Remember, physical copies of assignments will only be accepted at the beginning of class. If you arrive to class after work has been collected, your work is late and will not be accepted.

Academic Behavior:

According to the Reedley College *Student Conduct Standards and Procedures*, if a student “Interferes with or disrupts faculty and administrators who are fulfilling their professional responsibilities that student is subject to discipline” (4). In order to maintain a safe learning environment, I expect you to be respectful and to work cooperatively with your classmates. This means coming prepared to class on time, staying on task and completing the assignment or activity, not talking out of turn or passing notes, and **keeping your cell phones turned off and put away**. If you are disruptive, I may ask you to leave (this will constitute an absence).

Ensuring a Safe and Welcoming Classroom Environment

We will work together the first couple of weeks of the semester to establish a list of rules (“Norms”) that will govern our behavior and how we treat and interact with one another. This list of Norms will be posted to our Canvas page and will ensure that we have created a safe learning environment that ensures each student feels safe and respected. You will be expected to abide by these rules daily, or you may be asked to leave class.

Electronic Devices

Cell phones should not be out during class. Cell phones should be switched off and put away. If you have a personal laptop or tablet, you will be allowed to use it during class. However, I expect you to stay focused and on task (see Academic Behavior above). If your personal device becomes too much of a problem or a distraction, you will not be permitted to continue using it during class, which means you will need to bring printed copies of all assignments with you to class.

Cheating and Plagiarism

- Cheating is defined as: acting dishonestly or unfairly in order to gain an advantage
- Plagiarism is defined as: *the practice of taking someone else's work or ideas and passing them off as one's own.*

If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. Additionally, a plagiarism report will be filed with administration. **Plagiarizing any of the major writing assignments (4 essays or annotated bibliography) will result in a failing grade in the class.** Please note that you will submit your essays to Turnitin through Canvas, so if you plagiarize, you will get caught.

MAKE SURE TO PLAN AHEAD

“By failing to prepare, you are preparing to fail.” - Benjamin Franklin

“Plan your work and work your plan.”

- Napoleon Hill

“The backbone of success is hard work, determination, good planning, and perseverance.”

- Mia Hamm

“Planning is bringing the future to the present so that you can do something about it now.”

- Alan Lakein

“For tomorrow belongs to the people who prepare for it today.”

- African Proverb

“A goal without a plan is just a wish.” - Antoine de Saint-Exupéry

“Have a bias toward action—let’s see something happen now. You can break that big plan into small steps and take the first step the right way.” - Indira Gandhi

9

CLASSROOM BEHAVIOR AND EXPECTATIONS:

Students with Disabilities/Special Accommodations

Disabled Students Programs and Services provide specialized counseling, support services, and resources to students with temporary or permanent disabilities. For more information, contact Disabled Students Programs and Services at (559) 638-0332. **If you are in need of an accommodation due to a disability please provide me with your notification of authorized services form from DSP&S as quickly as possible, so that arrangements can be made.**

TENTATIVE COURSE SCHEDULE

*“If you don’t think there is magic in writing, you probably won’t write anything magical.”
— Terry Brooks*

Changes to the Syllabus/Calendar

The instructor reserves the right to make changes as necessary for the benefit of the class, including: changes to policies on the syllabus or dates on the calendar. Updated policies and changes to the schedule will be posted to Canvas, which you are expected to check daily. **Not checking Canvas or your email account is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.**

Abbreviations:

- *T/I* = They Say / I Say
- *SfD* = *Speaker for the Dead*

Date	Agenda
Monday August 12 Unit 0: Wel- come!	Introduction: About English 1A “Shitty First Drafts” by Anne Lamott Homework: Read Syllabus and Bring any Questions to Class on Wednesday
Wednesday August 14 Unit 0: Wel- come!	Lost at Sea “High School English vs. College English” Homework: Read “Habits of Mind” (Canvas) and brainstorm plausible classroom “Norms”; Read Chapter 12 of <i>T/I</i> “I Take Your Point: Entering Classroom Discussion” (162 – 165)
Monday August 19 Unit 1: Grit	Create Classroom Norms “Brainology” by Carol Dweck Homework: Respond to Canvas Discussion Board; Read Chapter 1 of <i>T/I</i> “They Say” (19-29)
Wednesday August 21 Unit 1: Grit	“Grit” TedTalk with Angela Lee Duckworth “Why Understanding These 4 Types of Mistakes Can Help Us Learn” by Eduardo Briceno Homework: “You Can Grow Your Intelligence” by Lisa Blackwell (Canvas); <i>T/I</i> Chapter 14 “What is Motivating this Writer” (176 – 186)
Monday August 26 Unit 1: Grit	“The Power of Yet” TedTalk with Carol Dweck Making Connections: Defining a “Growth Mindset” and Grit Practice: They Say/I Say Format Homework: <i>T/I</i> Chapter 3 “As He Himself Puts it” (43 – 52)
Wednesday August 28 Unit 1: Grit	Working with Quotations: Cupcake/Sandwich Format Introduce Timed-Essay Prompt: Time to Outline Essay Homework: Finish Essay Outline; <i>T/I</i> Chapter 4 “Yes/No/Okay, But”: Three Ways to Respond (53 – 66)
Monday September 2 Unit 1: Grit	Labor Day Holiday! No Class!
Wednesday September 4 Unit 1: Grit	Timed-Essay! Do not Miss Class or Come late! This Cannot be Made up!
Monday September 9 Unit 2: Single Story	Rhetorically Analyzing a Text: Speaker, Situation, Audience, Purpose and Tone Practice: FDR Declares War on the Empire of Japan Homework: <i>T/I</i> Chapter 5 “And Yet”: Distinguishing What You Say From What They Say” (67 – 76)
Wednesday September 11 Unit 2: Single Story	What is Rhetoric and Why is it Effective? Ethos, Pathos and Logos Practice: “The Gettysburg Address” Homework: Analyze one rhetorical device used in “The Gettysburg Address”; Chapter 9 “You Mean I Can Just Say it That Way?”: Academic Writing Doesn’t Mean Setting Aside Your Own Voice (117 – 130)

<p>Monday September 16</p> <p>Unit 2: Single Story</p>	<p>“The Danger of a Single Story” TedTalk with Chimamanda Adichie</p> <p>Groups: Rhetorical Analysis Homework: Finish Rhetorical Analysis Notes; <i>T/I</i> Chapter 7 “So What? Who Cares?”: Saying Why It Matters (91 – 100)</p>
<p>Wednesday September 18</p> <p>Unit 2: Single Story</p>	<p>Introduce Essay Prompt: Time to Discuss and Outline Review: “The Danger of a Single Story” TedTalk with Chimamanda Adichie</p> <p>Homework: Complete Rough Draft and bring THREE copies to class on Monday</p>
<p>Monday September 23</p> <p>Unit 2: Single Story</p>	<p>Rough Draft Workshop! Bring Three Copies of your Rough Draft to Class! Submit Reverse Outline to Canvas (look for my feedback before your final essay is due!) Time to Edit and Revise Essay Homework: Final Essay due to Canvas by 3:00 PM on Monday, 10/7</p>
<p>Wednesday September 25</p> <p>Unit 3: Truth and Storytelling</p>	<p>Background: <i>Speaker for the Dead</i> “What to Trust in a Post-Truth World” TedTalk with Alex Edmans Homework: Read Prologue and Chapters 1 – 3 of <i>SfD</i></p>
<p>Monday September 30</p> <p>Unit 3: Truth and Storytelling</p>	<p>How to Apply “The Danger of a Single Story” to a Piece of Literature Group Practice: Applying “The Danger of a Single Story” Homework: Read Chapters 4 and 5 of <i>SfD</i></p>
<p>Wednesday October 2</p> <p>Unit 3: Truth and Storytelling</p>	<p>Introduce Practice Annotated Bibliography and Proper MLA Formatting Create Annotations for “The Danger of a Single Story” TedTalk with Chimamanda Adichie</p> <p>Homework: Read Chapters 6 and 7 of <i>SfD</i>; Create Entry on Practice Annotated Bibliography for “What to Trust in a Post-Truth World” TedTalk with Alex Edmans and bring THREE copies of your Practice Annotated Bibliography tomorrow!</p>
<p>Monday October 7</p> <p>Unit 3: Truth and Storytelling</p>	<p>Workshop: Two Entries on Practice Annotated Bibliography Revise Current Practice Annotated Bibliography Homework: Read Chapters 8 and 9 of <i>SfD</i></p>
<p>Wednesday October 9</p> <p>Unit 3: Truth and Storytelling</p>	<p>Introduce <i>Speaker for the Dead</i> Essay Prompt: The Power of Truth and Storytelling and the Danger of a Single Story Discuss Essay Prompt and Discuss how it Applies to the Novel Thus Far Homework: Read Chapters 10 – 12 of <i>SfD</i>; <i>Begin working on Evidence/Interpretation Notetaker (Part of Essay Prompt)</i></p>

Monday October 14	“The Essential Role of Storytelling in Searching for the Truth” by Lise Saffran Homework: Read Chapters 13 – 14 of <i>SfD</i>
Wednesday October 16	Homework: Read Chapter 15 – 16 of <i>SfD</i>
Monday October 21	“The Four Truths of the Storyteller” by Peter Guber Homework: Read Chapters 17 and 18 of <i>SfD</i>
Wednesday October 23	Discuss: <i>Speaker for the Dead</i> through the “Dangers of a Single Story” Lens Group Presentations: Assigned Text Homework: Practice Annotated Bibliography due to Canvas by 3PM on Monday 10/28; Finish Evidence/Interpretation Notetaker (Part of Essay Prompt)
Monday October 28	Synthesis Essay: What is it? How do you write one? Review Evidence/Interpretation Notes and Outline Essay Homework: Submit Detailed Essay Outline to Canvas by 3PM on 10/30
Wednesday October 30	Workshop: Share Outlines and Ask for Help Draft Rough Draft of Essay Homework: Bring THREE copies of your Completed Rough Draft to Class on 11/4
Monday November 4	Rough Draft Workshop Time to Revise and Edit Essay Homework: Final Draft of Essay due to Canvas by 3 PM on Wednesday 11/6
Wednesday November 6	Introduce Research Project and Formal Annotated Bibliography: Discuss and Brainstorm Ideas Guided Research Homework: Continue to Research
Monday November 11	Veteran’s Day Holiday! No Class!
Wednesday November 13 Unit 4: Complicating the Story	Invention Exercises Share Ideas and Continue Guided Research Homework: Formal Annotated Bibliography due by 3 PM on 11/18
Monday November 18 Unit 4: Complicating the Story	Thesis Proposal Homework: Thesis Proposal Due by 3PM on 11/20.
Wednesday November 20 Unit 4: Complicating the Story	How to Draft a Paper: Creating Effective Introductions, Body Paragraphs and Conclusions Homework: Begin Drafting Essay
Monday November 25 Unit 4: Complicating the Story	Time to Draft Essay Homework: Complete Rough Draft of Essay and bring THREE copies to class on 11/27.

Wednesday November 27 Unit 4: Complicating the Story	Rough Draft Workshop Time to Revise and Edit Essays How to Give an Effective Presentation Homework: Final Essay due by 3 PM on 12/2.
Monday December 2 Unit 4: Complicating the Story	Research Project: Presentations
Wednesday December 4 Unit 4: Complicating the Story	Research Project: Presentations
Monday December 9 Unit 4: Complicating the Story	Research Project: Presentations Prepare for Reflective Final
Wednesday December 11 Unit 4: Complicating the Story	Semester Final! Normal Class Time! This Cannot Be Changed!