



Instructor: Camion Dunncliff-Vizthum
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Office Hours: By Appointment Only
ENGL 1A (55621)
Online—Asynchronous
9 Week Class: August 9—December 8

English 1A: Course 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 (24 pages) in formal academic language

Please note: This is an accelerated, 9-week class. This means you will be expected to complete a full semester's worth of work in half the time. This class will ask you to read complex, collegiate-level writing and to complete formal, academic essays in which you demonstrate complex and sophisticated thinking.

The expected workload for this class is between 12 and 16 hours a week (4 lecture or class hours with two to three hours of outside homework and study time, for each lecture hour), please plan and budget your time accordingly.

Further Description:

This semester we will discuss the importance of recognizing "Single Stories" and the inherent dangers they pose.

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?
- Review of Necessary Skills: Close Reading, Talking-to-the-Text, Summarizing, Paraphrasing and Annotating.



"Let us step into the night and pursue that flighty temptress, adventure." - J. K. Rowling

"Isn't it funny how day by day nothing changes but when you look back everything is different." -C.S. Lewis

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, Timed!

Unit 3: Determining the Truth and its Consequences

- 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
- Major Reading Assignment: *The Crucible* by Arthur Miller

Unit 4: Complicating the Single Story

- Important Questions: Why are “Single Stories” dangerous? Who has the power to create and control “single stories”? Who decides what is—and is not—worthy of study and discussion? Why must we look at issues from multiple perspectives? What is the interconnection between storytelling and social power?
- Major Writing Assignments: Research Paper and Presentation; Formal Annotated Bibliography
- Major Reading Assignment: *Fahrenheit 017* by Ray Bradbury


Required Materials:

- *The Crucible* by Arthur Miller (9780142437339)
- *Fahrenheit 451* by Ray Bradbury (9781451673319)
- Other readings posted to Canvas
- A computer or laptop and access to the internet in order to complete and store/organize assignments.
- Access to Microsoft Word (the College provides each student with a free Office 365 account, which includes Word, PowerPoint, etc.).
- **When you submit assignments—especially essays—you will need to upload Microsoft Word documents (.doc). I will not accept PDFs.**

Course Objectives:

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes:
 - a sophisticated introduction, multiple body paragraphs, and 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 which exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and which show a command of mechanics.
 - controlled and sophisticated word choice.
 - writing in the third person.
 - 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.
 - a lack of intentional and unintentional plagiarism.
2. Write one or more organized, independently-written in-class essays with thesis and adequate support.
3. Read and understand college-level prose.

Course Outline:

- A. Expository Essays and a Narrative-Descriptive Essay (at the instructor's discretion)
 - Reading, discussion of models
 - The writing process
 - Thesis and support
 - Paragraphing, topic sentence
 - Introductions and conclusions
 - Use of showing details to support assertions
 - Editing for grammar, punctuation, and usage
 - B. Planning, Developing, and Writing the Research Paper
 - Library and Internet research
 - Evaluation of sources for accuracy and reliability
 - Evaluating and selecting evidence which supports a defensible thesis
 - Summarizing with accuracy and academic respect
 - Paraphrasing with attribution
 - Use of quotation to develop, support, or refute an idea
 - Planning, organizing, and outlining information and ideas
 - Correct MLA documentation
 - Completion of an annotated bibliography
 - Reading discussions of arguments
 - Reasoning, refuting opposition
 - Avoiding fallacies
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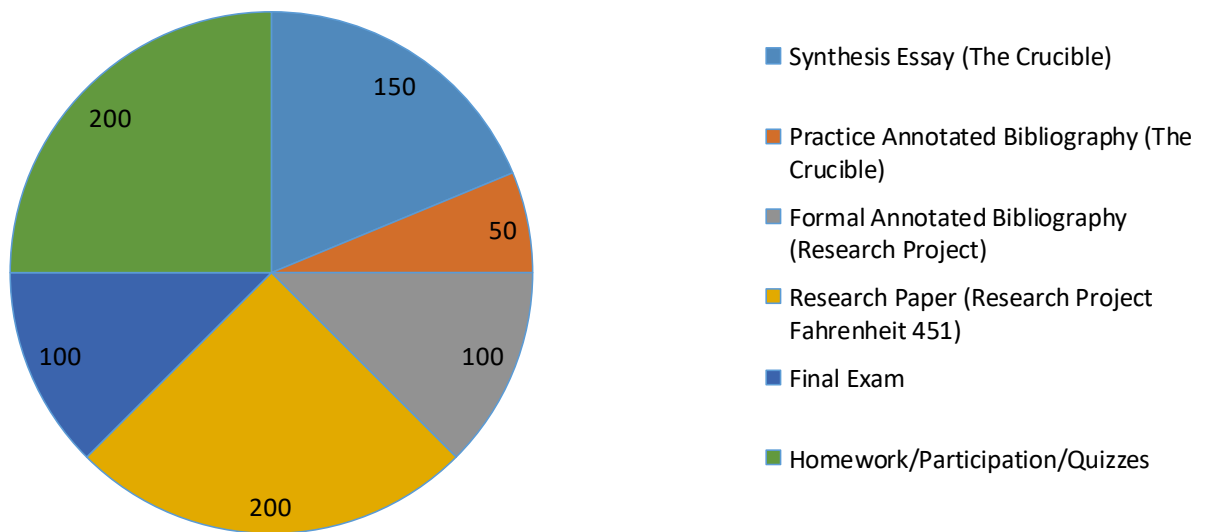
- C. Full-length work: Instructors should have students read a full-length novel, book, short stories or poems.
- D. Assignments based on the work will vary.
- F. In-class timed essay
- Planning and organizing ideas under pressure
 - Composing quickly
 - Editing independently and within given time
- G. College-level reading skills
- Analyzing/synthesizing
 - Interpretation
 - Evaluation
 - Compare/contrast
 - Drawing conclusions
 - Distinguishing fact from inference
 - Summarizing/paraphrasing

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
Rhetorical Analysis Essay (Timed Essay): “The Dangers of a Single Story”	100 Points
Synthesis Essay: Analyzing <i>The Crucible</i> through the “Dangers of a Single Story” Lens	150 Points
Practice Annotated Bibliography (<i>The Crucible</i>)	50 Points
Formal Annotated Bibliography (Research Project)	100 Points
Research Paper <i>Fahrenheit 451</i> (Research Project)	200 Points
Final Exam	100 Points
Classroom Activities/Participation and Homework Assignments and Quizzes	200 Points
Reading Responses	100 Points

Assignment Breakdown



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.

I do not round grades, do not ask.

Grades will be updated regularly on Canvas. Make sure to check them frequently. Do not wait until the end of the 9-week class 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.**

Reminder: Failure to participate in mandatory rough draft workshops will result in your essays not being accepted. Further, failure to complete the formal Annotated Bibliography (part of your research paper) will result in your research paper not being accepted.

“The best way to predict the future is to create it.” - President Abraham Lincoln

“Whether you think you can, or you think you can’t—you are right.” - Henry Ford

“Learning to fail might be the most crucial learning of all.” - Chip Wilson

“You are not defined by your setbacks. You’re defined by your comebacks.” - Robyn Benincasa

“Procrastination makes easy things hard and hard things harder.” - Mason Cooley

“It’s our life. It’s the years awaiting us, and all that is still left to us, still possible– if we fight for it.” - Ayn Rand

Do You Need Extra Help?

In order to be successful in college you must become your own advocate. If you ever need extra help—ask. If you are ever confused about something—ask. I cannot help you if you do not let me know you need help, do not wait until it is too late to ask for help. Luckily, there are several ways and opportunities for you to get the help you need at Reedley College:

For now, office hours will be by appointment only. I will let you know if this changes. I will be able to respond to emails and Canvas messages rather quickly Monday—Friday (usually within 24 hours). If you email me over the weekend, it may take me a couple of days to get back to you. If you need more specific help with an assignment, please email me and we may be able to arrange a Zoom meeting. Please feel free to email me drafts of your essays before they are due, so that I can give you helpful and meaningful feedback.

There are several other resources available to help:

- **Embedded Tutor:** Our class has two embedded tutors! If you have need extra help, please feel free to contact Iman Alamri through Canvas or email IAlamri1@MY.SCCCD.EDU, and/or Luis Barba through Canvas or email labarba1@my.sccd.edu
- **Enroll in Small Group Tutoring ST 300 (Supervised Tutoring):** This course provides tutoring assistance to increase the probability of a student’s successful completion of his or her educational objectives, including English 1A. Hours will vary depending on individual student need
- **Free online tutoring through Canvas:** Just click on the “Smarthinking Online Tutoring” link. “Smarthinking Online” is a good resource for getting help/feedback on essays.
- **Enroll in the Reading and Writing Center Canvas Course:** this is where you can connect with tutors.
- **Enroll in the Learning Center Canvas Course:** this is where you can connect with tutors.
- **Enroll in My RC Librarian Canvas Course:** this is where you can contact the library and the librarians for help. This is the virtual way to go to the reference desk for help. You can even arrange 1-on-1 Zoom meetings for help.

“No matter what your ability is, effort is what ignites that ability and turns it into accomplishment.”
- Carol S. Dweck

“It is our choices...that show what we truly are, far more than our abilities.” - J. K. Rowling

“Perseverance is not a long race; it is many short races one after the other.” - Walter Elliot

“You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it.” — Maya Angelou

“It is not enough that we do our best; sometimes we must do what is required.”
— Winston S. Churchill

- **Grammarly:** Grammarly is a free grammar/spell check resource available online. You can sign up for a free account to help proofread your work.
- **Hemingway App:** Hemingway is another free resource that will help you improve and revise your writing. You can copy and paste your work onto the website and it will provide suggestions for how best to improve your writing.

Classroom Policies & Expectations

“Asynchronous” Learning Environment: Because this class is all online, we will be following the “Asynchronous” learning and teaching format. This means that our course will be organized into Modules on Canvas. Each week will have its own Module where the week’s calendar/agenda, notes and assignments will be posted. Each Module will automatically unlock at midnight on the first day of the week (Sunday), and each Module will automatically lock at 11:59 PM on the last day of the week (Saturday). This means you will have the entire week to review notes, discussions and complete assignments at your own pace.

- **There are some exceptions to this, as there will be some assignments that require specific due dates and times. This includes, but is not limited to, essay workshops, discussion boards, quizzes and tests and final drafts of written assignments (essays).**
- **And, as a word of warning: do not wait until the last day and try to do all of the work at once. You won’t have time to read through all of the notes and examples and complete the assignments successfully. This will cause you to fall behind and produce substandard work.**
- **Please Note: You will not be able to complete the weekly assignments (they will appear as “locked” to you) if you do not go through the Modules on Canvas sequentially. This means you will not be able to access and complete assignments until you have reviewed the weekly calendar, and read the notes and examples first.**

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 completing homework assignments, reading assignments and discussion board activities. Most homework assignments will consist of outside reading assignments, discussion posts and drafts of assigned essays. **All homework assignments, unless otherwise noted, will be due to Canvas by 11:59 PM the day the assignment is due. No homework assignments will be accepted late.**

Late Work: Late homework assignments, classroom activities, reading assignments, etc. will not be accepted late. Do not ask.

- **Because no late work will be accepted, make sure you understand how to navigate and use Canvas (how to locate, open, download, complete and upload assignments) - I will not provide extensions on assignments because you don't know how to use Canvas. I have provided links to Canvas tutorials on our course page. Please look at these if you are new to Canvas.**

Quizzes: There may or may not be quizzes. If there are quizzes, they will be on the assigned readings and/or weekly notes. Quizzes will be timed and will become locked. You will not be allowed to retake quizzes and I will not unlock them for you if you missed them or forgot to take them.

Attendance: Because this is an online class, attendance will be based on the assignments you complete—or fail to complete. If you fail to complete an assignment that is due on any given day, you will be considered absent. I do not distinguish between excused and unexcused absences. **Please note that you will be dropped if you fail to complete the first day's assignment, as you will be considered a "no show." Further, you will be dropped if you do not complete each assignment for the first week of the course, as there will be concerns regarding your ability to successfully complete the class.** Logging on and completing assignments each week is essential. It will not guarantee a passing grade; however, it is definitely a step on the road to success. Please note that your instructors can also see how long you have been logged into Canvas and how much time you have spent completing work on Canvas.

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.

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 (formal essays, presentation or annotated bibliographies) 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.

Submitting and Revising Essays:

English Department Student Error Statement: Your instructors at Reedley College want you to be successful in your classes and therefore request you submit your best work. Successful students in reading and writing classes make sure that they carefully address the prompt, proofread their writing, and follow MLA guidelines. **Please note that an instructor may choose to read only the first page or less of an assignment and return it to you with little or no feedback if the paper demonstrates lack of attention to correctness. This paper is also likely to receive a failing grade.** Successful students do the following:

- Follow their instructor's instructions and pay close attention to the rubric requirements.
- Seek assistance from the Reading and Writing Center, Tutorial Center, or Smarthinking
- Ask their instructor for guidance during his/her office hours
- Look for answers in their MLA handbook or online at the PurdueOWL website (<https://owl.english.purdue.edu/owl/>) **DAYS BEFORE** their paper is due.

Sharing Your Work and Workshops: You will be required to share your whole essay or parts of your essay for peer review during mandatory workshops. Additionally, at my discretion, sentences and/or paragraphs may be taken from essays or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines and more. If/when I choose to share your work with the class, your name will be removed to protect your privacy. **Please note that the workshops are mandatory—if you fail to share your rough draft and to provide your group members with feedback, your essay will not be accepted.**

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 day late for a grade reduction. A full grade will be deducted from the overall grade.** No essay will be accepted after this point.

Essay Revision: Due to the time constraints associated with a 9-week class, you will not be allowed to revise essays for a higher grade. This means you will need to get help from me, our embedded tutor, or Smarthinking online before your essay is due.

Small Group Tutoring and Embedded Tutor Incentives: Weekly small group tutoring has been shown to help students stay on track and to pass their English 1A class. If you sign up for weekly small group tutoring (ST 300) and attend weekly meetings, you can earn extra credit. For each documented tutoring session you attend, you will earn 2 extra credit points (up to 18 extra credit points by the end of the class). **It will be your responsibility to ensure that the tutors you meet with verify your attendance and detail the assignments you completed during your tutoring sessions. Please make sure that the tutors email me updates regarding your attendance and progress.** Further, each time you meet with one of our embedded tutors to get help on one of your assigned essays or annotated bibliographies, you can earn extra credit points on that particular assignment. **These points will only be awarded if the tutor is able to verify that you met with them, and that you were prepared to discuss and work on the assignment in question. Simply emailing a draft of your assignment to one of the tutors for “feedback” will not be enough to earn extra credit. You must meet with the tutors (digitally through Zoom or in person, if possible) in order to earn extra credit points.** See the breakdown of extra credit points available for these assignments below:

- Synthesis Essay on *The Crucible*: 8 Points
- Practice Annotated Bibliography (*The Crucible*): 3 Points
- Formal Annotated Bibliography (Research Project): 5 Points
- Research Paper (*Fahrenheit 451*): 10 Points

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.**

“The question isn't who is going to let me; it's who is going to stop me.” - Ayn Rand

Proper 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/Mrs. Viz/Mrs. V
- 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/Thank you...

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 48 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.

“A reader lives a thousand lives before he dies...The man who never reads lives only one.” - George R. R. Martin

Semester Units & Calendar:

As previously stated under the section titled “Asynchronous” Learning Environment, all of the assignments for this summer school class will be organized under weekly Modules on Canvas. Each module will unlock at midnight on the first day of the week (Sunday) and will automatically lock at 11:59 PM on the last day of the week (Saturday). This means that—for the most part—your assignments will be due by 11:59 PM on Saturdays. However, there are exceptions to this rule! Please review the section on “Asynchronous” Learning Environment and make sure to pay close attention to the due dates/times posted on Canvas.

A tentative schedule for the entire class will be posted to Canvas for your convenience, and each week a weekly calendar will be posted.

Please note that I reserve the right to make changes to this syllabus, my policies and assignments if I feel that it is what is best for the class as a whole.

Tentative Schedule: I reserve the right to change the assignments and due dates listed below. Please pay attention to any changes made on the weekly calendar and through Canvas announcements.

Day 1 August 9 Module: Failure to complete the Day 1 Module will result in your being dropped from the course as a No Show.

- Read the policies outlined in the syllabus
 - ⇒ Take the syllabus quiz!
- Read the tentative course schedule
- If you’re new to online learning and/or Canvas review the Tutorials available to you under the “Reedley College: Resources” Module on the Home page.
- Respond to the “Getting to Know You” Discussion Board
- Respond to our Tutor’s Discussion Board

Week 1 August 8 – 14: Necessary Skills for Success

Failure to complete this week’s assignments may result in your being dropped from the course, due to low participation and effort.

- Notes: Metacognitive Strategies – Think-Alouds, Talking-to-the-Text, Active Reading, Annotating
 - ⇒ Practice (Assignment): Actively read and annotate “Brainology” by Carol Dweck
- Notes: Close Reading – Identifying the Speaker, Occasion, Audience and Purpose
 - ⇒ Practice (Assignment): “You Can Grow Your Intelligence” by Lisa Blackwell
- Notes: How to Summarize a Text with Proper Quote Integration
 - ⇒ Practice (Assignment): “Grit” by Angela Lee Duckworth

Week 2 August 15 – 21: Introduction to Rhetorical Analysis

- Review: Close Reading – Identifying the Speaker, Occasion, Audience and Purpose
- Notes: Types of Appeals – Ethos, Pathos and Logos
 - ⇒ Practice (Assignments):
 - ◇ Ethos: “Every Kid Needs a Champion” by Rita Pierson
 - ◇ Pathos: “What Teachers Make” by Taylor Taylor Moli
 - ◇ Logos: “Mosquitoes, Malaria and Education” by Bill Gates
- Notes: How to Write Rhetorical Analysis Essay – Clear Thesis Statements, Topic Sentences and Body Paragraphs
 - ⇒ Practice (Assignment): Pick one of the TedTalk videos from this week and write a Rhetorical Analysis style Thesis Statement and Body Paragraph

Week 3 August 22 – 28: “The Dangers of a Single Story” (Rhetorical Analysis Essay)

- Review Notes: Types of Appeals, Close-Reading, How to Write a Rhetorical Analysis Essay
- Group Work (Your Groups will be Assigned, You Cannot Change Them!): “The Dangers of a Single Story” by Chimamanda Adichie
 - ⇒ Close Reading: Speaker, Occasion, Audience, Purpose, Subject, Tone
 - ⇒ Appeals: Ethos, Pathos, Logos
 - ⇒ Respond to your Group’s Discussion Board by 11:59 PM on Tuesday, 8/25. Wrap Discussion by 11:59 PM on Thursday, 8/27.
- **Timed-Essay on Friday 8/27! You will have two hours to complete the essay. This cannot be changed or made up.**

Week 4 August 29 – September 4: “Single Stories” in Literature (*The Crucible* by Arthur Miller)

- **Major Reading Assignment: *The Crucible* by Arthur Miller**
 - ⇒ Link to Audiobook posted – I don’t care if you listen to the audiobook (in fact, this is a play, it is meant to be performed so you may find it helpful to listen to a recording!); however, you must actively listen to the recording. You should follow along in your group and take notes/annotate while you are listening. It is not enough to just “listen” to the recording while you are actively doing something else.
- Notes: Background information on *The Crucible*
- Reading Response due by 11:59 PM on Saturday, September 4.
- Whole Class Discussion Board: Identifying the “Single Stories” in *The Crucible*
- Group Work Assignments (You will be placed in new groups for this; no you cannot choose or change groups!)
 - ⇒ “What to Trust in a Post-Truth World” by Alex Edmans
 - ⇒ “The Dark Side of Storytelling” by Suzanne Duncan
 - ⇒ “Regaining Control of the Narrative” by Kristy Lee Hochenberger
 - ⇒ “How Conformity can be Good and Bad for Society” by Zaid Jilani

Week 5 September 5 – 11: MLA Formatting, Annotated Bibliographies and Incorporating Sources in Your Writing

- Notes: MLA Formatting and Annotated Bibliographies
 - ⇒ **Major Assignment:** Working in your groups (from last week), you will complete an Annotated Bibliography on the sources you read and discussed with your group members. I will provide each group with a collaborative Office 365 Doc (this will allow me to see who completed what – or who did not participate! – for the assignment). **One member of your group will submit the completed Annotated Bibliography by 11:59 PM on Saturday, September 11.**
- Notes: How to Incorporate and Synthesize Outside Sources in your Writing
- Notes: How to Draft an Essay
 - ⇒ **Major Writing Assignment: Complete Rough Draft Essay on *The Crucible***

Week 6 September 12 – 18: *Fahrenheit 451* by Ray Bradbury

- **Major Reading Assignment: *Fahrenheit 017* by Ray Bradbury**
 - ⇒ Link to Audiobook posted – I don't care if you listen to the audiobook; however, you must actively listen to the recording. You should follow along in your group and take notes/annotate while you are listening. It is not enough to just "listen" to the recording while you are actively doing something else.
- Notes: Background information *Fahrenheit 017*
- Reading Response due by 1159 PM on Saturday, September 18.
- Whole Class Discussion Board
- **Rough Draft Workshop: *The Crucible* Essays in Groups (*Crucible* Groups)**
 - ⇒ Post your rough draft by 11:59 PM on Wednesday, September 15. As a reminder, failure to participate in the workshop will result in your essay not being accepted.
 - ⇒ Respond and provide feedback on the essays of each group member by 11:59 PM on Saturday, September 18. Failure to participate in the workshop will result in your essay not being accepted.

Week 7 September 19 – 25: Research Project

- Notes: What is the Research Project – Invention Exercises with Research Question and Working Thesis, Annotated Bibliography and The Thesis Proposal with Paper Outline
 - ⇒ Essay Prompt and Invention Exercises, Annotated Bibliography Directions, and Thesis Proposal with Paper Outline
- Notes: How to use the Library Databases, How to Research and How to Find Credible Sources
- **Major Assignments**
 - ⇒ **Research Project: Invention Exercises due by 11:59 PM on Tuesday, September 21**

Week 8 September 26 – October 2: Research Project

- Review: How to Draft an Essay
- **Major Assignments:**
 - ⇒ **Annotated Bibliography due by 11:59 PM on Monday, September 27**
 - ⇒ **Thesis Proposal due by 11:59 PM on Tuesday, September 28**
- **Rough Draft Workshop (assigned groups! You cannot choose or change your groups!)**
 - ⇒ Post your rough draft by 11:59 PM on Thursday, September 30
 - ⇒ Complete workshop by leaving comments and feedback on the essays of each of your group members by 11:59 PM on Saturday, October 2.
 - ⇒ Failure to fully participate in your workshop groups will result in your paper not being accepted.

Week 9 October 3 – 8: Finals Week

- **Final Paper due by 11:59 PM on Tuesday, October 5.**
- **Final Exam on Friday, October 8. The exam will automatically close (and kick you off) by 11:59 PM on Friday evening. Watch your time carefully.**