English 1A

Section 44350
MW 10:15-12:20
Quad 26
websites.rcc.edu/dougl

Writing Center Hours:
M/W 2:15-3:15; Tues 2-3

Assoc. Prof. Kelly Douglass, PhD
kelly.douglass@rcc.edu
Office: Quad 222 F
951-222-8768
Office Hours: M-Th 9:15-10:00
and T/Th 12:50-1:40

English 1A Summary:
This class emphasizes and develops skills in critical reading and academic writing. Reading and writing assignments include exposition, argumentation, and academic research. Students will write a minimum of 10,000 words. Classroom instruction integrates Writing and Reading Center activities. Students may not receive credit for both ENG-1A and ENG-1AH. 72 hours lecture and 18 hours laboratory.

STUDENT LEARNING OUTCOMES
Upon successful completion of the course, students should be able to:

(Critical Reading)
☑️ Analyze college-level expository & argumentative texts of intrinsic value and directed at advanced readers;

(Writing Academic Prose)
☑️ Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments;
☑️ Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer’s own experience and knowledge;
☑️ Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling;

(Research Methods and Conventions)
☑️ Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper;

(Rhetorical Knowledge)
☑️ Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality;
☑️ Write essays that employ, at an advanced level, the standard methods of academic discourse (including effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument;

(Awareness of Writing Process)
☑️ Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others.

Texts and Materials you must have in class:
- An active email account that you check regularly

Texts and Materials you may purchase, but you don’t need to; there will be a copy on reserve at the library:

There are also a few other readings on reserve at the library and linked online to the course webpage – you are responsible for having paper copies of these readings in class on the day we will discuss them.
### Assignment Values for Final Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation (in-class writings, quizzes, group work and discussion participation)</td>
<td>8%</td>
</tr>
<tr>
<td>Resource Use (WRC hours and grammar assignments)</td>
<td>7%</td>
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<tr>
<td>Essay Exam</td>
<td>8%</td>
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<tr>
<td>Critical Thinking paper #1 (1200 word minimum)</td>
<td>11%</td>
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<tr>
<td>Revision of CT1 or Essay Exam (1200 word minimum)</td>
<td>13%</td>
</tr>
<tr>
<td>Critical Thinking paper #2 (1500 word minimum)</td>
<td>12%</td>
</tr>
<tr>
<td>Critical Thinking paper with Research support #1 (1800 word minimum)</td>
<td>15%</td>
</tr>
<tr>
<td>Critical Thinking paper with Research support #2 (1800 word minimum)</td>
<td>16%</td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>10%</td>
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**About Your Assignments:**

In all of the reading and writing for this class, the ideas you present – oral and written – should be exclusively and completely your own. You may not consult sparknotes, cliff notes, about.com, Wikipedia or any other source to help you understand and interpret what you are reading. The job of asking and answering interpretive questions – or being stuck – is the work of this class. NO CONSULTATION OF OUTSIDE READINGS IS ALLOWED. The single and very narrow exception to this is any reading you feel you need to do to brush up on a historical event that is referenced in the works that you do not recall or have not learned about.

You will write four major papers, one required revision, and two essay exams in this class. The last two major papers will require you to do research beyond the materials provided in class. On all of these assignments you should visit me or an instructor or tutor in the WRC for drafting, writing, and/or revision assistance. Also, you will always submit two copies of your papers: You will submit an electronic copy to turnitin.com to prevent plagiarism, and you will turn in a paper copy that I will grade (if you are absent the day something is due, you must email it as a doc, docx, pdf, or rtf file).

You will do in-class writing and have various quizzes based on the reading in this class. These assignments will almost never be announced ahead of time, and they cannot be made up. Reading quizzes are usually given in the first ten minutes of class – so don’t be late – you cannot make them up.

You should be annotating your readings as you go along. This is an important practice for success in college courses; it assists your memory and also helps you to develop your own ideas in response to and interaction with the texts. Plus, when those texts are allowed on your midterm and final, you will have many helpful notes that otherwise would be unavailable to you.

Class Participation: This grade will be the average of all in-class writing assignments, quizzes, and a grade assigned daily based on your participation in the class – this is not a grade for attendance. You must earn your class participation grade by contributing to class discussions. You and I together are responsible for the success of your learning environment. This class will engage in a lot of cooperative and collaborative learning through discussion, writing projects, presentations and other activities. The basic principle for your success is that you need to come to every class, on time, and participate in discussion every time we meet. Showing up earns you an F or D for the day. But, every time you participate thoughtfully in the class discussion you earn another letter grade for the day. Think critically about the readings before you arrive – take notes in the margin of your book, ask questions of the texts and bring those questions and ideas to class for discussion. If you do not participate actively in class discussion, group and partner activities, or other conversations designed to facilitate your learning, then it will affect your grade, and perhaps this is not the class for you.

The Resource Use grade category is explained in the WRC syllabus addendum.
Class Policies and Information:

Attendance and your grade: You should not miss class or your lab hour ever. Important discussions occur and information is provided that cannot be made up or recreated, and in the lab you have activities and conference opportunities that cannot be recreated at another time as we cannot accommodate multiple “make-up hours” in the lab. Work missed in class and hours missed in the lab cannot be made up. I understand that emergencies and illnesses occur. You can miss three class periods without it affecting your grade other than work missed. After those three periods, you will also earn a zero for class participation – YOU CANNOT MAKE UP QUIZZES AND OTHER CLASS TIME WORK. Make absolutely sure that you do not miss class on the midterm or final exam days. There will be no option to even discuss the possibility of a make-up unless you have a documentable and serious emergency. You can be excused from a lab absence only in the case of a medical or life-threatening emergency or a pre-arranged campus function for which you provide a schedule at the beginning of the semester. Any other absence in the lab is one for which you will have to absorb a zero in the “resource use” part of your grade.

Attendance and dropping the class: Any student who decides that he/she does not want to be in the class and receive a grade must drop him/herself. Students who drop after March 8 and before May 15 will receive a “W” for withdrawal. Students who drop after May 15 must earn a grade. This is the English department policy on attendance:

Attendance in classes and labs is mandatory. English and Media Studies Department policy establishes the equivalent of one week of absence in a full-term semester (lecture and lab), absence on the first day, and/or irregular attendance as sufficient cause for dropping a student from a class, unless prior arrangements have been made with the instructor for valid absence. Students who are absent from class after the final drop date will miss necessary instruction and assignments, which may affect their final course grade. Students who arrive at a class session after the official starting time may be considered absent that particular day.

Again, if you WANT to drop the class, that is your responsibility. These are the situations in which I am likely to drop a student:

☑ Any student who is not present in class on the first day. (ABSOLUTELY WILL BE DROPPED)
☑ Any enrolled student who has not logged into the WRC by the end of the first week and logged at least 50 minutes (.84 in WebAdvisor) the week before census (Friday, March 6). (Everyone should have this done by Monday, March 2 with no problems as you will have had two weeks to go, so students who aren’t at a full hour (one week of attendance) by the end of week 3 (when you should have three weeks) will be dropped – this is a state attendance funding issue.)
☑ Any student who misses class for two consecutive weeks (that’s four class sessions in a row) and who has not contacted the instructor to explain or discuss the circumstances of the absence.
☑ Any student who misses more than six classes and who has not contacted the instructor to explain or discuss the circumstances of the absence (though you should know that except in the rare cases of serious medical emergencies, this is just too much class to miss and still succeed, and you will likely be dropped.)

(BUT DO NOT DEPEND ON ME TO DROP YOU BY JUST DISAPPEARING. This policy is here so that you know that I can drop you for excessive consecutive absence, but often the semester gets very busy and a student who has disappeared can be overlooked, and I may forget to drop you in time.) Otherwise, absences – including from the lab – will not necessarily result in a student being dropped but can severely affect a student’s grade to the degree that it affects a student’s ability to pass the class. Students who are absent in the first two weeks of the class or who are not keeping up with lab attendance will usually be contacted about their desire to stay in the class (since there will definitely be other students waiting to add). Finally, if at any point you are dropped from the course but feel that this was an error or something in conflict with these policies that you want to appeal, contact me immediately so it can be addressed, and, if appropriate, fixed before you miss more class.
Late Assignments: Your assignments are due AT THE BEGINNING OF CLASS on the day listed on the syllabus. However, anyone who needs to take an extra couple hours to finish up a paper can enjoy the “grace period” of the hours after class – papers are absolutely due via email AND turnitin.com by 11:59 p.m. of the due date listed on the syllabus as a formatted attachment (doc, docx, rtf, or pdf) – IF YOU SUBMIT PAPERS IN ANOTHER FORMAT THAT I CANNOT OPEN, THEY WILL BE CONSIDERED LATE UNTIL THEY ARE PROPERLY SUBMITTED. Students can take extensions without comment, but every 24 hours that a paper is late, up to 10 percentage points will be deducted from the grade. So if you earn an 85, but it was one day late, it’s -10 (75%); if it was two days late it’s -20 percentage points (65%). The 24 hours starts and stops at midnight each day, but I’ll give you a minute countdown until you reach 10 full points. So if a paper is due on a Tuesday and the student submits it via email to my inbox, and it arrives at 12:01 a.m. on Wednesday, there is a 1% points deduction; 12:02 is 2% points, 12:03 is 3% points, and so on until 12:10 – from 12:10 a.m. until 11:59 p.m. the paper is now the full 10% points off for the first 24 hours; this repeats with every new day the paper is late. This applies whether the extension was intended, or because of a forgotten submission, an email or technological error or any other reason. Students who submit papers via email in order to use the extension, need to bring an exact paper copy to campus the next day (under my office door or in my mailbox); email submission is not a substitute for paper submission; in most cases I need a paper copy to grade and cannot print out multiple student papers.

Class Participation: Every day that we meet and have any kind of discussion or participatory activity you will earn a grade for class participation. This is not a grade for attendance. You must earn your class participation grade by contributing to class discussions. Showing up earns you an F or D for the day. But, every time you participate thoughtfully in the class discussion you earn another letter grade for the day. If you do not participate actively in class discussion, group and partner activities, or other conversations designed to facilitate your learning, then it will affect your grade, and perhaps this is not the class for you.

Email/Web Participation: You need to use and check your email regularly for this class. In addition to my office hours I will regularly communicate with you over email about your writing, reading assignments, questions, etc. All paper assignments will be posted on the course website once they have been assigned in class so that you always have access to your assignments. Also, some of the reading assignments will be accessible through the webpage.

Cell Phone Use Policies: Don’t. Ever.

The one exception to phone use is students with children or dependent adults. And even then, you are not to be using the phone – it’s not for checking in. It’s for someone to contact YOU in the event of an emergency. Identify yourself as in charge of dependents on your info card on the first day, and I will try and commit that to memory. Phones I see become mine for the duration of class – texting, web searching, or other phone activity is NOT PERMITTED. Also, please set phones to off or vibrate so your Macklemore ring tone doesn’t disturb the class.

Plagiarism: Any student plagiarizing in this class will have their actions reported to the campus dean. If it is a first offense, the information will remain in a confidential file. If it is a second offense, the student may be expelled. In our class, all cases of plagiarism will earn a 0% F for the assignment, and in some cases, the student will earn an F for the entire course. Thus, you may not use any outside sources – including ANYTHING from the internet – unless you are specifically directed to do research in the assignment. All sources used, whether direct quotations or paraphrases, summaries or even just ideas from another source, must be properly cited. If you do not know how to do this, please come see me so I can help you. All students will submit electronic copies of papers to turnitin.com as part of the effort to reduce plagiarism.
These are the directions for using turnitin.com for your essays -- **they will not be graded UNTIL you have submitted them.** This means that those of you who forget to do this will run into some serious problems knowing what your grade is and being able to move forward on future assignments and learn from my corrections. So **make sure you submit to turnitin.com immediately after submitting your papers to me**, it also serves as a backup for turning it in on time electronically should something go wrong with your email – so do both at the same time.

You need to create a (free) account at the website and then submit completed papers there electronically – this is not a substitute for otherwise submitting your paper to me.

1. Go to turnitin.com. At the top of the screen just below the login box it says “Create account” in a small font. Click there.
2. If you’ve used this before then you can login with the same email and password. If not, go to the “New Students Start Here” section and click on #2 – Create a user profile.
3. Under “Create a New Account” on the next page, click “student.”
4. You will then have a series of information boxes that you need to fill in. Most of this is the personal information for you, but the first two items are the class ID and password. Write down the info for our class here so it stays with your syllabus at all times. If you lose your syllabus, you will have to get this info from me, in person, again.
   - Class ID:
   - Password:
5. You should then see the name of our class and all of the assignments for which you will need to submit essays. Click here whenever you are submitting an assignment. Do not submit your assignment until you are completely done. You should submit only your final draft – identical to the paper copy you will turn in. **THIS IS NOT A COPY FOR GRADING (however, I am not going to grade your essay until you submit it at turnitin.com, so submit it on time on the same day you turn in your essay; PLUS, if you are using the late policy and submitting your essay via email, this can be a backup that also shows you sent it on time).** If you have to send me your paper via email because you are going to be absent the day it is due and don’t want to get a zero for unapproved late work, send another copy to my regular email: Kelly.douglass@rcc.edu

If you have any concerns or reservations about using turnitin.com, see me so we can discuss the nature of your concerns and either resolve them or come up with an alternative set of guidelines for you.

See the next page for my complete plagiarism policy.
Plagiarism and Academic Dishonesty
Last updated January 16, 2013

The basic definition of Plagiarism in the RCC English Department Policy explains that it is "a form of cheating. Any student who uses the published or unpublished writing, ideas, and/or words of another person without crediting the original author will receive an F." Plagiarism is academic dishonesty, and further, an effort to obtain a grade for work that you did not do, ideas not your own, or words and language not your own.

In my course, a student who plagiarizes, at the very least, will receive a 0% F on the assignment. The RCC policy for cheating authorizes that students caught cheating in my class, regardless of the penalty in the classroom, may have their names and evidence of plagiarism forwarded to the department chair and Vice President of Academic Affairs (or designee). This administrator will keep a confidential file of these materials. If the student does not commit another act of academic honesty, the file will be discarded after graduation. For a second offense, a student may be expelled from the institution.

In the effort to address the problem of plagiarism in the class, students will submit all study guides, papers, and essays to turnitin.com to be checked against a database of other submitted papers (your paper becomes part of their database) and against other material available on the web. There will be more information on that process later.

The University of Redlands has a clear policy outlined in their 1999 student handbook that I think offers great guidelines and definitions to help you avoid an honest mistake.

All students are expected to acknowledge explicitly any expression or idea which is not his or her own. In submitting a report, paper or examination, the student is stating that the form and content of the paper, report or examination represents the student's own work, except where clear and specific reference is made to other sources. Even when there may be no conscious effort to deceive, failure to make appropriate acknowledgement may constitute plagiarism.

Therefore, students should comply with the following requests for acknowledging sources:

Quotations: Whenever sentences or phrases are quoted, quotation marks or indentation must be used, along with the precise source.
Paraphrasing: Any material either paraphrased or summarized, no matter how loosely reworded or rearranged, must be specifically cited in the footnotes of the text.
Ideas: Any idea borrowed from another person or source must be footnoted or cited within the text. This includes any material the student might have written himself or herself for another course or exercise [or class discussion or lectures, office hour conversations, etc. All work written and ideas presented must be the student's original work done for this class; it may not be "recycled" versions of high school or other college work …].

Bibliographies: Students preparing papers and reports must list in a bibliography all sources consulted.

Also, you may not use or consult in any way sparknotes, Cliff's notes or any other plot summary or analytical aid in your writing or study of the course materials.
While the internet has brought us many great things, it has also brought some negative trends. One of these is an increase in plagiarism because it is so easy to do it. Before you are tempted to copy and paste from some interesting site on the web, or before you consider purchasing a paper from one of the many companies on the web, you should know a few things.

- I have access to the same websites students do and therefore can catch students who plagiarize.
- I use plagiarism detection software and other web crawling devices to catch students who plagiarize.
- Most of the papers on the web are poorly written, and students who consider plagiarism because they think they aren't good writers hurt themselves on two counts: 1) one can't improve as a writer if he/she doesn't write; 2) plagiarized papers are often more poorly written than what you might write yourself.
- It is always better to risk an F on a poorly written assignment, or even an assignment you don't turn in, than to risk an F for the course (and worse) because of plagiarism.
- I am very serious about this issue.
DRC Statement: If you have a physical or learning disability that may deter your learning in this course, please let me know so that I may make whatever accommodations I can to help you excel in this course. You may also visit Disability Resource Center in Administration 121 or call 222-8060. If you are struggling and do not know why, DSPS could provide you with resources to help you succeed.

Other Campus Programs: I have been involved in both the Honors and the LGBT Allies Programs and can answer information regarding both of these; I also have colleagues involved in other campus organizations and services like the Creative Writing club, Puente, CAP, Ujima and the free counseling services that the RCC Health office provides. If you have any questions about any campus clubs or programs, please ask! If I don’t know, I will try to direct you to someone who does. Also, we have a fairly new Veteran’s Center in the administration building. If you are a veteran and have questions about our programs and services – please check it out.

Other Miscellaneous policies:
- There is NO extra credit – ever.
- The instructor reserves the right to make changes to this syllabus providing they’re communicated to the class.
- DON’T DISAPPEAR! If you have concerns about anything – your written work, class activities, absences, plagiarism, or anything else related to this class, please come to my office hours, call me, email me – never assume anything until you’ve heard it for sure from me.

### English 1A: Monday/Wednesday 10:15-12:20
### Spring 2015 Assignment Schedule

All readings and assignments are DUE on the day for which they are listed; Your textbook often has writing activities among the pages I assign for you to read. Unless those are specifically noted on the assignment schedule below, you do not have to do them, though you should read through them for familiarity, and you are welcome to do them for practice or to see me about for additional instruction.

<table>
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<th>Week 1</th>
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| **Wednesday** February 18 | Welcome to English 1A  
Syllabus and WRC use overview  
Discuss audience and purpose (W&R p. 7-10)  
In class: Assign Track-it Packet #1 |

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<th>Week 2</th>
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| **Monday** February 23 | *TS/IS:* p. 1-14 “Introduction,” p. 141-144 “Ch. 11 I Take Your Point”  
*WEBLINK:* James J. Rawls “California: A Place, a People, a Dream” |
| **Wednesday** February 25 | *W&R:* Chapter 4: “Strategies for Generating Ideas” and Chapter 5: “Strategies for Planning”  
*LIBRARY RESERVE READING:* Kevin Starr, from Chapter 9, pp. 238-44, “War and Peace: Garrison State and Suburban Growth” from *California: A History*  
*WEBLINKS:* Major Features of the California Master Plan  
California Master Plan in Perspective  
In class: assign essay prompts and thesis/outline instruction |

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<th>Week 3</th>
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<tr>
<td><strong>New Track-It Packet assigned in class this week</strong></td>
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| Monday  
| March 2 | W&R: Chapter 6: “Drafting”  
|         | LIBRARY RESERVE READING: Kevin Starr, Ch. 8 “Making It Happen: Labor Through the Great Depression and Beyond” pp. 191-204, 215-16 from California: A History  
|         | Due in class: Thesis and topic sentence outline for review for Wednesday’s exam. I will keep the outline and give it to you on Wednesday, so keep your own copy for review before Wednesday. If you want to make any changes to your outline before Wednesday’s exam, you need to get it approved in office hours or during the exam period once the other students have started writing their essays.  
| Wednesday  
| March 4 | IN-CLASS ESSAY EXAM  
|         | In class: Critical thinking paper #1 assignment will be handed out after exam  
|         | AFTER CLASS: Check your email for some extra notes and invitation to questions regarding the first paper assignment handed out after the essay exam. (You can also see me in the WRC this afternoon if you have questions – you need to start generating ideas for the paper right away – don’t wait until after Monday’s class.)  
|         | Note: all Track It Packet #1 weekly activities must be completed by Fri 3/6  
| Friday 3/6 | Last day to add the course  
| Sunday 3/8 | Last day to drop without a “W”  
| **Why Are We Here Here?**  
| (Readings in Higher Education) |  
| **Week 4** |  
| Monday  
| March 9 | TURN IN: Track It Packet #1 / Activities should have all been completed last Fri.  
|         | NOTE: Be sure that before class you have already started working on and thinking about CT#1 and that you have checked your email from last Wednesday for a note from me regarding the paper.  
|         | W&R: p. 127-130 on Compare and Contrast writing  
|         | TS/IS: p. 190-210 (Ungar and Wallace essays)  
| Wednesday  
| March 11 | TS/IS: p. 211-221 (Addison and Carey essays)  
|         | LIBRARY RESERVE READING: S&S: Chapter 5, p. 74-83: “Finding Common Ground”  
|         | In class: Thesis statement due for a thesis statement workshop  
| **Week 5** |  
| Monday  
| March 16 | TS/IS: p. 222-255 (Murray and Rose essays)  
|         | In class: Thesis and topic sentence outline due for review/workshop  
| Wednesday  
| March 18 | TS/IS: p. 145-155 “Ch. 12: What’s Motivating this Writer?”  
|         | W&R: Chapter 2: “Reading Processes”, p. 219-224 on citation format  
|         | In class: Bring draft for peer editing workshop  
| **Week 6** |  
| Monday  
| March 23 | New Track-It Packet assigned in class this week  
| Wednesday  
| March 25 | DUE: Critical Thinking paper #1  
|         | TS/IS: p. 179-189 and 256-274 (Hacker / Dreifus and Wilson essays)  
| **Week 7** |  
| Monday  
| March 30 | TURN IN: Track It Packet #2 / Activities should have all been completed last Fri.  
|         | W&R: Chapter 8: “Strategies for Revising”  
|         | W&R: Chapter 9: “Strategies for Editing and Proofreading”  
|         | In class: Return CT#1 and discuss revision; bring graded essay exam for workshop  
| Wednesday  
| April 1 | TS/IS: Section 2 (Chapters 4-7): “I Say”  
|         | In class: Bring almost complete draft of Revision/Combination Essay for workshopping
### What’s Fun To Do Around Here?  
(Readings on Popular Culture and Other Diversions)

| Week 8 | Monday  
| April 6 | **DUE: REVISION / Combination ESSAY**  
| | **LIBRARY RESERVE READING:** S&S: Chapter 9, p. 164-5 and 173-185: “Speculating About Causes”  
| | W&R: p. 130-132 on Cause/Effect writing  
| | **In class:** assign Critical Thinking #2  
| Wednesday  
| April 8 | **TS/IS:** p. 275-311 (Johnson, Stevens, and Peacocke essays)  
| | **TS/IS:** Section 3 (Chapters 8-10): “Tying It All Together”

### Week 9  
**SPRING BREAK: APRIL 13-18**

| Week 10 | **New Track It Packet assigned in class this week**

| Monday  
| April 20 | **TS/IS:** p. 312-345 (Gladwell, Baron, and Crystal essays)  
| | **WEBLINK:** “Benefits of Volunteering” from the UN World Volunteer website (you are also encouraged to do other reading around on this website and bring in anything else you find of interest.)  
| | **In class:** Bring latest draft of paper to class for in-class workshopping

| Wednesday  
| April 22 | **TS/IS:** p. 349-388 (Bissell, Zinser, and Graff essays)  
| | **In class:** peer edit for CT #2 (BRING YOUR DRAFT)  
| | **Note:** all Track It Packet #3 weekly activities must be completed by Fri 4/24

### What’s Good to Eat Around Here?  
(Readings on American Food Culture)

| Week 11 | Monday  
| April 27 | **DUE: Critical Thinking #2**  
| | **TURN IN:** Track It Packet #3 / Activities should have all been completed last Fri.  
| | **TS/IS:** p. 389-399 & 434-447 (Zinzenko, Balko, Pollan, and Maxfield essays)  
| | **W&R:** Chapter 10: “Strategies for Arguing”  
| | **In class:** Assign Critical Thinking with Research Support #1

| Tuesday 4/28 | **DUE by 7 pm, via email:** topic and research area(s)

| Wednesday  
| April 29 | **W&R:** Chapter 3: “Critical Thinking Processes”  
| | **In class:** Library visit – MEET AT LIBRARY

| Week 12 | Monday  
| May 4 | **DUE:** Thesis and preliminary works cited for CTR1  
| | **TS/IS:** p. 400-405, 417-433, & 448-453 ( Warner, Obama, and Orbach essays)  
| | **W&R:** p. 204-219 on working with sources  
| | **In-class:** Bibliography exercise; paraphrase, quote, summary practice

| Wednesday  
| May 6 | **TS/IS:** p. 406-16 and 454-480 (Haygood, Freeman and Merskin essays);  
| | **Review previous notes and annotations of Section 3 in TS/IS for discussion of application to research papers.**  
| | **W&R:** Review 198-9 on logical fallacies  
| | **In-class:** logical fallacies DLAs review & quiz (some may carry over to next Monday).

| Week 13 | **New Track It Packet assigned in class this week**

| Monday  
| May 11 | **LIBRARY RESERVE READING:** S&S: Chapters 6 (p. 89-90 and 95-111)  
| | **LIBRARY RESERVE READING:** Sarah Vowell “C’est Moi” (A Deconstruction of a Logical Fallacy: The Bad Analogy)  
| | **In class:** Last call for research paper questions – bring in drafts to workshop – your draft should be complete length. This is an editing and proofreading workshop – not a big ideas and organization and how do I complete this workshop; all those issues should have been addressed before today.
<table>
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<th>Date</th>
<th>Assignment</th>
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<tr>
<td>Wednesday May 13</td>
<td>Due: Critical Thinking Paper with Research Support #1</td>
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<tr>
<td></td>
<td>TS/IS: p. 561-3 and 624-646 (Ruzich and Grant essay)</td>
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<td></td>
<td>In class: Assign Critical Thinking with Research Support #2</td>
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<tr>
<td></td>
<td>Note: all Track It Packet #4 weekly activities must be completed by Fri 4/24</td>
</tr>
<tr>
<td>Friday May 15</td>
<td>DUE by 7 pm, via email: topic and research area(s)</td>
</tr>
<tr>
<td>Week 14</td>
<td>LAST DAY TO DROP WITH A “W”</td>
</tr>
<tr>
<td>Monday May 18</td>
<td>TURN IN: Track It Packet #4 / Activities should have all been completed last Fri.</td>
</tr>
<tr>
<td></td>
<td>Due: Preliminary thesis for CTR#2</td>
</tr>
<tr>
<td></td>
<td>TS/IS: p. 564-579 (Herbert, Thomas, and King essays)</td>
</tr>
<tr>
<td>Wednesday May 20</td>
<td>Due: Preliminary Works Cited list for CTR #2</td>
</tr>
<tr>
<td></td>
<td>TS/IS: p. 580-605 (Frank and Krugman essays)</td>
</tr>
<tr>
<td>Week 15</td>
<td>In class, if time: Workshop on CT w/Research #2</td>
</tr>
<tr>
<td>Monday 5/25</td>
<td>HOLIDAY</td>
</tr>
<tr>
<td>Wednesday May 27</td>
<td>TS/IS: p. 647-664 (Obama speech)</td>
</tr>
<tr>
<td></td>
<td>Due: Complete Introduction paragraph (and thesis) with a complete outline for in-class workshop – you must have this ready for class today!</td>
</tr>
<tr>
<td>Week 16</td>
<td>Monday June 1</td>
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<tr>
<td></td>
<td>TS/IS: p. 606-623 (Olsson and Mallaby essays)</td>
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<tr>
<td></td>
<td>In class: In class essay writing discussion and peer-edit work period on CTR #2 – should be a not-that-rough-anymore and complete final draft; Final paper questions, final troubleshooting – bring any materials you need last minute help with – TODAY IN CLASS, not tomorrow over email; CT w/ Research #1 will be returned if it hasn’t been yet.</td>
</tr>
<tr>
<td>Wednesday June 3</td>
<td>Due: Critical Thinking Paper with Research Support #2</td>
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<td></td>
<td>In class: Exam handed out; exam prep instructions</td>
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<td></td>
<td>Due: all Track It Packet #5 weekly activities must be completed by Friday, June 5.</td>
</tr>
<tr>
<td></td>
<td>You can submit the packet to me in class as they are complete during this week or in my mailbox in the administration building, my mailbox in the English Department, or by sliding it under my office door. I would like to have all packets submitted by Friday and NOT at the final exam.</td>
</tr>
</tbody>
</table>

The final exam is on

**Wednesday, June 10, 11:00 a.m. – 1:30 p.m.**

**DO NOT** miss the exam; **DO NOT** plan to leave early for vacation;
**DO NOT** remember at the last minute that you have a conflict;
**DO NOT MISS THE EXAM.**

Grades will be posted on WebAdvisor by June 16 at midnight; please don’t send grade questions (on final assignments or for the class as a whole) until after June 16.