

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Angel Sandoval
Course Title & #:	English 09 (Basic English Composition II)	Email:	angel.sandoval@imperial.edu
CRN #:	10223	Webpage (optional):	N/A
Classroom:	313B	Office #:	2798
Class Dates:	Aug. 13 - Dec. 8, 2018	Office Hours:	Mon. & Wed.: 1 - 2:30 PM Tue. & Thur.: 9 - 9:30 AM
Class Days:	Mon. & Wed.	Office Phone #:	760.355.5734
Class Times:	7:20 - 9:25 AM	Emergency Contact:	760.355.6224
Units:	04	Embedded Tutor:	Denisse Graciano
No Class:	Sept. 3, Nov. 12, Nov. 19 -24		

Course Description

Accelerated class that prepares students for transfer-level English composition and associate-degree classes. Emphasizes and develops skills in critical reading and academic writing. Strongly recommended: participation in the writing placement (Accuplacer) process. (Nontransferable, nondegree applicable)

Course Prerequisite(s) and/or Corequisite(s)

Not applicable.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Develop an essay that contains a thesis statement, provides adequate support, and employs an clear organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that avoids sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)
4. Demonstrate an ability to comprehend and interpret college-level texts, including arguments, without relying on outside sources for assistance (ILO1, ILO2, ILO3, ILO4)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Write multiple essays—including one mini-research paper and the common final—that, together, add up to 4,000 words of formal writing
2. Demonstrate an understanding of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose multi-paragraph essays that respond to essay prompts with clear or thesis statements or topic sentences
4. Compose multi-paragraph essays that use correctly formed sentences with few to no sentence-level or grammar errors
5. Compose multi-paragraph essays with clear organizational structure and adequate support

6. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/effect, and argumentation
7. Demonstrate an ability to write for an academic audience and to adapt writing strategies for the requirements of the writing situation (particularly in-class writing)
8. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini research paper
9. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines
10. Demonstrate an understanding of the rules regarding plagiarism and academic ethics
11. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
12. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
13. Analyze the organization and other strategies an author uses to make and support a claim, including the use of fallacies
14. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

Textbooks & Other Resources or Links

***The Distance Between Us* by Reyna Grande**

***12 Rules for Life: An Antidote to Chaos* by Jordan B. Peterson.**

***Burro Genius* by Victor Villaseñor**

***A Pocket Style Manual, 8th edition*, edited by Diana Hacker and Nancy Sommers.**

A college-level dictionary is recommended.

Resources & Links

[Purdue Online Writing Lab \(OWL\)](https://owl.purdue.edu/owl/purdue_owl.html): https://owl.purdue.edu/owl/purdue_owl.html

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules.

[EasyBib \(citation generator\)](http://www.easybib.com/guides/): <http://www.easybib.com/guides/>

[Memidex online dictionary](http://www.memidex.com): <http://www.memidex.com>

Course Requirements and Instructional Methods

Everything in the syllabus, including the grade breakdown and calendar, is subject to change in accordance with class needs. Students will be notified of course outline changes during a regularly scheduled class.

Let us inspire one another to think, discuss, and write this semester. Remember that we are here to learn and to help one another learn, and you are required to participate in both the teaching and learning. **Let us remember that we are all teachers and students.**

As an instructor, I will provide the class and individuals with guidance, but I, too, am here to learn from everyone else. Moreover, controversy and language deemed “profane” are likely to arise during lectures and discussions. Let us remember that we are all adults—we should be able to handle strong (“adult”) language and politically incorrect arguments. (Note: I will very likely play “the Devil’s advocate” from time to time and may seem antagonistic or overly cynical—keep in mind that this is an instructional tactic.) The class is a “free speech” zone; it is everyone’s responsibility to encourage free speech and to challenge “hate speech.” Above all, let us not forget our education, our civility.

– In-Class Work –

Students will be required to:

- + ask/answer questions.
- + take notes.
 - + do small-group class work (this includes peer editing).
 - + give individual and group presentations.
 - + participate in debates/dialogues
- + write in-class compositions.
- + take quizzes on readings, grammar/punctuation/mechanics, and MLA rules.

– Out-of-Class Work –

Students are responsible for

- + reading all the readings that are assigned.
- + doing all homework assignments.
 - + doing research.
 - + doing individualized assignments, issued by instructor as needed.
 - + composing rough drafts of every composition assignment.
- + practicing editing skills and editing rough drafts.
- + practicing note-taking, text annotation, and grammar skills.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives
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– Grade Breakdown (tentative) –

This course can be taken for a letter grade only.

Compositions/Paper Projects – 40 points

In-class work & Homework – 40 points

Journals/Reflection & Research – 10 pts.

Quizzes – 10 points

Total Points: 100

Each point represents a percentage point; this means that the 100 points possible represents the 100 percent (%) associated with the overall grade. 100-90 pts = A, 89-80 pts = B, 79-70 pts = C, 69-60 pts = D, 59-0 pts = F.

-EVERY POINT COUNTS!!!-

NOTE₁: All Composition drafts (this includes homework/workshop “rough drafts”) must be typed and MLA format compliant.

NOTE₂: Some rough drafts will be graded or scored. For certain assignments you will be required to attach a selected draft to the back of the final draft. Therefore, **KEEP ALL DRAFTS**.

NOTE₃: Journal prompts will be assigned in class and posted in Canvas. *Each journal response will need to be a minimum of 250 words.*

NOTE₄: Attendance is important because certain assignments (such as quizzes, research and group presentations, movies, classwork, and poster board/Power Point/Prezi presentations) will require your presence in the classroom and will NOT have make-up opportunities.

NOTE₅: Late work is unacceptable. Paper project (“big”) assignments that are late will be penalized a full letter grade (10%) *or more*. **YOU SHOULD ALWAYS SUBMIT A BIG ASSIGNMENT, NO MATTER HOW LATE IT IS.**

NOTE₆: There will be times when the instructor will NOT collect homework; irrespective of this fact, students should *always* do homework and save all assignments for later collection or reference.

NOTE₇: We have been assigned an embedded tutor, and you are encouraged to meet with this tutor and to seek out academic tutoring whenever necessary. (Your academic institution provides free tutoring opportunities— please use these resources.) Sometimes you will be required to meet with the embedded tutor if your grade in class falls below what the instructor deems acceptable; for example, sometimes you will need to meet with the embedded tutor to get a higher grade on a re-draft of a paper. Moreover, late or overdue work will need to be submitted to the embedded tutor. Additionally, if you were absent and were not able to submit a paper/hard copy of a homework assignment, you will need to meet with the embedded tutor and submit the assignment to this person in order to get a score on that assignment.

– Evaluation of Written Compositions –

Compositions will be scored based on whether they

1. contain a **controlling idea (or thesis)** that responds to the prompt.
2. support the main idea using **evidence and examples**.
3. present a clear **overall organization** (this includes **transitions**) and effective **paragraph structure**.
4. demonstrate clear command of **grammar and punctuation** skills.
5. follow **MLA format**, paragraph and page length, and other prompt requirements.

Criterion	Full Credit	Partial Credit	No Credit
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1.Thesis (2 pts)	Stated in Introduction and Conclusion, <u>Underlined</u> . Follows the thesis tiers format.	Stated in Intro or Concl. Not underlined. Does not follow the thesis tiers format.	Not stated.
2. Evidence/Examples (2 pts)	4-5 pieces of evidence/examples per mini-claim (topic sentence)	2-3 pieces of evidence/examples.	1 piece of evidence/example or no evidence provided to support mini-claim.
3. Organization & Structure (2 pts)	Contains all topic sentences, <u>underlined</u> . Contains transitions.	Contains some topic sentences. TS are a little vague or too broad.	Contains few or no topic sentences.
4. Grammar & Punctuation & Mechanics (2pts)	Few (0-5) grammar mistakes. Strong and grammatical sentences.	Contains grammar mistakes (5-12). Sentences are vague or unclear.	Too many grammar mistakes (12+). Sentences are incomprehensible.
MLA & Other Requirements (2 pts)	All requirements met: MLA-compliant, meets page requirements, meets source requirements.	Combination of few MLA mistakes and most requirements met.	Not MLA compliant. Does not meet page or source requirements.
Total Pts. Per Paper: 10			

Attendance

Attendance is important because in-class assignments (tasks), quizzes, essay compositions, and other reading and writing activities will all be performed in class and may not be able to be made up for credit.

Keep in mind that it is the student’s responsibility to drop all classes in which he/she is no longer attending. (Moreover, it is the student’s responsibility to determine if and when he/she needs to drop the class; students should meet and speak with the instructor to determine if and when this course of action needs to take place well before the withdrawal deadline.) YOU ARE RESPONSIBLE FOR YOUR GRADE. Students who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, will receive an evaluative letter grade (A, B, C, D, or F) in this class.

If a student needs to miss class, the student should contact the instructor ahead of time via email (angel.sandoval@imperial.edu) to inform him of a planned absence. In the email, make sure to include: your

name and course name & number. Communication is key—let the instructor know if you have an emergency that will keep you away from class. Do not simply disappear for an extended period of time without communicating with the instructor.

Moreover, after an absence, the student should meet with the instructor to find out what work needs to be made up and, if possible, for making up in-class work and homework for the missed day.

The instructor will NOT send you lecture notes/power points or essential assignment instructions and details discussed in class—this is the main reason why attendance is very important and why students who are absent on a regular basis oftentimes fail to obtain a desirable grade for assignments. It is the student's responsibility to log into Canvas and check for the missed class assignments and homework. It is the student's responsibility to depend on the kindness of a classmate/Power Group member to obtain the missed lecture notes.

If a student is absent on the day a take-home paper/essay or a homework assignment is due, he/she must make every possible effort to email the instructor a copy of the completed assignment BEFORE the scheduled class meeting. Remember, in order to obtain a grade on an assignment, a paper copy of the assignment must be submitted to the instructor.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

– Classroom Expectations and Etiquette –

Maintaining a positive, conducive, and intellectually-nurturing classroom atmosphere is important. As your instructor, I have the following expectations of students:

1. Respect everyone's right to her/his opinion/argument; be civil, respectful, and courteous
2. Give others a chance to express themselves; don't monopolize the discussion
3. Consider the background, experience in shaping the world views of other people
4. Try to find some value in other people's opinions/arguments
5. Counter the argument; don't attack the person.

Also...

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to

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education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

*****Tentative, subject to change without prior notice*****

The schedule/calendar serves as a type of road map we will try to follow. Of course, during the course of the semester, it will be necessary for us to deviate from the pre-planned journey, so we will make changes to this schedule/calendar as we go. Pay attention to announcements made in class and refer to the announcements posted on Canvas for the up-to-date changes in the schedule/calendar.

Let's remember the Student Learning Objectives:

1. Write multiple essays—including one mini-research paper and the common final—that, together, add up to 4,000 words of formal writing
2. Demonstrate an understanding of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose multi-paragraph essays that respond to essay prompts with clear or thesis statements or topic sentences
4. Compose multi-paragraph essays that use correctly formed sentences with few to no sentence-level or grammar errors
5. Compose multi-paragraph essays with clear organizational structure and adequate support
6. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/effect, and argumentation
7. Demonstrate an ability to write for an academic audience and to adapt writing strategies for the requirements of the writing situation (particularly in-class writing)
8. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini research paper
9. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines
10. Demonstrate an understanding of the rules regarding plagiarism and academic ethics
11. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
12. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
13. Analyze the organization and other strategies an author uses to make and support a claim, including the use of fallacies
14. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

Week 1 (Aug. 13 – 18)

Book emphasis – *The Distance Between Us* and *12 Rules for Life*

SLO emphasis – 2, 4, 5, 6, 7, 8, 11, 12, and 14

Major assignment focus – Lecture and Notes

Mon.: Syllabus, Power Circle Groups, and Lecture

Wed.: Quiz #1, Assessment, Journal

Homework (HMWK) – Readings: *Distance...* “Prologue” & “Ch. 1”; *12 Rules...* “Foreword” & “Overture”

Week 2 (Aug. 20 - 25)

Book emphasis – *The Distance Between Us* and *12 Rules for Life*

SLO emphasis – 2, 4, 5, 6, 7, 8, 11, 12, and 14

Major assignment focus – Paper 1

Mon.: Lecture and Discussion

Wed.: Lec, Dis, and Analysis on Readings

Homework (HMWK) – Readings: *Distance...* “Ch. 2-4”; *12 Rules...* “Rule 1”; and prewriting

Week 3 (Aug. 27 - Sept. 1)

Book emphasis – *The Distance Between Us* and *12 Rules for Life*

SLO emphasis – 2, 4, 5, 6, 7, 8, 11, 12, and 14

Major assignment focus – Paper 1

Mon.: Lec and Dis, Paper 1 prompt

Wed.: Lec, Dis, and Analysis on Readings

Homework (HMWK) – Readings: *Distance...* “Ch. 5-11”; *12 Rules...* “Rule 2”; and draft of Paper 1

Week 4 (Sept. 4 - 8)

Book emphasis – *The Distance Between Us*

SLO emphasis – 2, 4, 5, 6, 7, 8, 11, 12, and 14

Major assignment focus – Paper 1

Mon.: **No Class**

Wed.: Quiz #2; Paper 1 Draft (P1-D1); Workshop Paper 1

Homework (HMWK) – Readings: *Distance...* “Ch. 12-16,” and work on Paper 1

Week 5 (Sept. 10 - 15)

Book emphasis – *The Distance Between Us* and *12 Rules for Life*

SLO emphasis – 2, 4, 5, 6, 7, 8, 11, 12, and 14

Major assignment focus – Paper 1

Mon.: Workshop Paper 1

Wed.: Journal; video text; **Paper 1 Due**

Homework (HMWK) – Readings: *Distance...* “Ch. 17-20” and *12 Rules...* “Rule 3”

Week 6 (Sept. 17 - 22)

Book emphasis – *The Distance Between Us* and *12 Rules for Life*

SLO emphasis – 2, 3, 4, 5, 6, 10, 11, and 12

Major assignment focus – Paper 2

Mon.: Journal; Analysis on Readings

Wed.: Lec/Dis and Analysis on Readings

Homework (HMWK) – Readings: *Distance...* “Prologue – Ch. 7”; *12 Rules...* “Rule 4”; and prewriting Paper 2

Week 7 (Sept. 24 - 29)

Book emphasis – *The Distance Between Us* and *12 Rules for Life*

SLO emphasis – 2, 3, 4, 5, 6, 10, 11, and 12

Major assignment focus – Paper 2

Mon.: Lec/Dis; video text and analysis

Wed.: Paper 2 prompt, discussion, and prewriting/journaling

Homework (HMWK) – Readings: *Distance...* “Ch.8-12”; *12 Rules...* “Rule 5”; and drafting Paper 2

Week 8 (Oct. 1 – 6)

Book emphasis – *The Distance Between Us*

SLO emphasis – 2, 3, 4, 5, 6, 10, 11, and 12

Major assignment focus – Paper 2

Mon.: Paper 2 draft (P2-D1); Lec/Dis; Workshop

Wed.: Lec/Dis; Workshop

Homework (HMWK) – Readings: *Distance...* “Ch. 13-Epilogue” work on Paper 2

Week 9 (Oct. 8 – 13)

Book emphasis – *Burro Genius* and *12 Rules for Life*

SLO emphasis – 2, 3, 4, 5, 6, 10, 11, and 12

Major assignment focus – Paper 2

Mon.: Lec/Dis; Workshop

Wed.: Film/video text; Lec/Dis/Analysis of film, **Paper 2 Due**

Homework (HMWK) – Readings: *Burro...* “Preface-Ch.2”; *12 Rules...* “Rule 6”

Week 10 (Oct. 15 – 20)

Book emphasis – *Burro Genius* and *12 Rules for Life*

SLO emphasis – 2, 5, 7, 8, 9, 10, 11, 12, 13, and 14

Major assignment focus – Paper 3

Mon.: Lec/Dis of Paper 3 prompt

Wed.: Quiz #3; Journal; prewriting

Homework (HMWK) – Readings: *Burro...* “Ch.3-6”; *12 Rules...* “Rule 7”; prewriting and drafting Paper 3

Week 11 (Oct. 22 – 27)

Book emphasis – *Burro Genius* and *12 Rules for Life*

SLO emphasis – 2, 5, 7, 8, 9, 10, 11, 12, 13, and 14

Major assignment focus – Paper 3

Mon.: Paper 3 draft (P3-D1); Lec/Dis/Workshop

Wed.: Lec/Dis/Workshop

Homework (HMWK) – Readings: *Burro...* “Ch.7-8”; *12 Rules...* “Rule 8”; work on Paper 3 and Presentations

Week 12 (Oct. 29 – Nov. 3)

Book emphasis – *Burro Genius* and *12 Rules for Life*

SLO emphasis – 2, 5, 7, 8, 9, 10, 11, 12, 13, and 14

Major assignment focus – Paper 3

Mon.: Paper 3 Presentations

Wed.: Paper 3 Presentations; **Paper 3 Due**

Homework (HMWK) – Readings: *Burro...* “Ch.9-10”; *12 Rules...* “Rule 9”; and prewriting

Week 13 (Nov. 5 – 10)

Book emphasis – *Burro Genius*

SLO emphasis – 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, and 14

Major assignment focus – Paper 4

Mon.: Lec/Dis/Paper 4 Prompt

Wed.: Journal; Analysis on Readings

Homework (HMWK) – Readings: *Burro*... “Ch. 11-13”; *12 Rules*... “Rule 10”; and drafting

Week 14 (Nov. 13 – 17)

Book emphasis – *Burro Genius* and *12 Rules for Life*

SLO emphasis – 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, and 14

Major assignment focus – Paper 4

Mon.: **No Class**

Wed.: Quiz #4; Lec/Dis/Workshop

Homework (HMWK) – *Burro*... “Ch.14-16”; *12 Rules*... “Rule 11”; Revise, Edit, and Format Paper 4

Week 15 (Nov. 26 – Dec. 1)

Book emphasis – *Burro Genius*

SLO emphasis – 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, and 14

Major assignment focus – Paper 4

Mon.: film/video text; lec/dis/analysis of text; **Paper 4 Due**

Wed.: Analysis; Journals

Homework (HMWK) – Readings: *Burro*... “Ch. 17-Afterword”; Revise, Edit, and Format Journals

Week 16 (Dec. 3 – 8)

Book emphasis – *12 Rules for Life*

SLO emphasis – 2, 3, 4, 6, 8, 11, and 14

Major assignment focus – Journals and Quiz #5

Mon.: Film (Part 1); **Journals Due**

Wed.: Film (Part 2); Quiz #5

Homework (HMWK) – Study for Quiz #5; *12 Rules*... “Rule 12”

*****Tentative, subject to change without prior notice*****