
ENGLISH 105

Critical Reading and Writing in the University Community

Class Information

ENGLISH 105 - Section 071

Instructor:

Tyler Clark (he/him)
tdc227@nau.edu

Instructor Office Hours

Mon. 1:00 PM – 3:00 PM
Thur. 2:00 PM – 3:00 PM

(Or by appointment)

Office Hours will currently only be held on Zoom.

Class Meeting Times

Mon – Tues – Wed – Thurs

Time: 3:00 PM – 3:50 PM

Location (s):

- LA, room #321 (Tues-Thurs)
- Remote (Mon - LAB)

<https://nau.zoom.us/j/98908428664>

Meeting ID: 989 0842 8664

Password: 317628

PLEASE NOTE:

Try to email me before 9:00PM unless it's an emergency. I usually respond in a day or two. **Do not** message me on BBLearn. I will not respond.

About the Course

What do you need to have as course participants?

The understanding that learning rhetoric is very important. Knowing how to properly understand what advertisements and propaganda are feeding you is a necessary skill to have in order to function in the modern world.

How to be successful in this class?

- **Come to class. Talk with me.** Let me know if you need help or if something comes up that prevents you from attending class that day.
- Check your email every day to stay updated on what is happening in the course. I will be sending due date reminders and other important announcements.
- Be active and **participate in discussions.** Don't be afraid to ask questions. I know Zoom is kind of awkward but we gotta get through it together.
- Do the projects and do them well.
- Read the chapters I assign you. There won't be many, because I don't really believe in homework, but some assignments will be necessary to succeed.
- Be respectful and have grace for your fellow classmates. NAUFlex is a very new mode of teaching, and it will take time to get used to learning this way. **Be patient with yourself as well.**
- **Forget what high school teachers might have told you.** You can write and you will be a successful writer, just don't give up.

Etiquette and Expectations and Etc.

- Keep your mask on in the classroom at all times.
- If you need to use the restroom, go for it. If you need to take a call, go for it. If you need to step outside, go for it.
- For the Zoomers, if you need to turn your camera off for a moment, go for it.

Required Texts

Everyone's An Author

W. W. Norton & Company, 2nd Edition. This book is included in your course fee.

In other words, it's free. An eBook version is in our BBLearn shell. You can also pick up the physical copy at the bookstore.

Can I Use It?

Catherine Prendergast. Unfortunately, this book is not included in your course fees.

Purchase this book at the bookstore!

Academic Catalog Description

Writing skills for completing university coursework. Fulfills the liberal studies requirement for English composition. Letter grade only. Course fee required. No pre-reqs. Placement by test.

Course Purpose

English 105 is a four-credit hour composition course that satisfies your Foundation requirement. English 105 emphasizes four foundational areas of composition: rhetorical knowledge; critical thinking, reading, and composing; writing processes; and conventions. In this class, you will practice: thinking, speaking, and writing rhetorically; reading and writing in a variety of genres and modalities; researching, analyzing, incorporating, and citing sources; identifying and analyzing rhetorical situations; writing, revising, and presenting based on rhetorical situation; participating in a scholarly community; giving constructive feedback to your classmates' writing; revising your writing based on your classmates' and instructor's feedback; polishing and editing your writing; and designing your writing in effective ways.

Writing Assignments

Sample paper (length varies; unrevised; credited but not evaluated)

In-class paper written during week one in response to a prompt to help me understand where your writing skills are and how to best meet your needs.

Occasional Paper (2-3 unrevised pages)

For this paper you'll write and read aloud to the class a personal essay in response to an "occasion" this semester that inspires you to write.

I-Search (6-8 revised pages)

Conduct an exhaustive search for information to answer a question that matters for your life. Practice using a wide range of sources and write the story of your search.

Rhetorical Analysis (5-7 revised pages)

Break down three news pieces on the same topic from sources with different slants to analyze *ethos*, examine and evaluate use, and identify any logical fallacies.

Collaborative Research Project (8-10 revised pages)

For this collaborative project, you'll pose a research question based on a problem scenario and craft a researched paper to contextualize the issue and offer solutions.

Remediation (length varies)

Revise and re-interpret one of your previous projects into a new medium. You'll adapt the content, *ethos*, and arrangement to try and instigate change in your audience.

Final Portfolio (3-5-page introduction [new pages] + 8-10 re-revised pages)

Revise and synthesize your rhetorical analysis and select one more project to revise that will demonstrate that you've met the learning outcomes for English 105 (see p.4).

NOTE: I'll hand out detailed assignments and rubrics for these assignments and for the presentation assignment (see Grade Breakdown), in class.

Course Policies

Regular attendance is required and will boost your grade; poor attendance will do the opposite. Doctors' notes are not necessary; the UWP trusts you to decide when you are too sick to attend. You may take up to four sick days and still earn an A for attendance. You may be sick more than four days, which may affect your grade. Whenever possible, attend class; accept consequences when you can't. The more you miss, the more it matters:

If, at the end of the semester, you have had consistent on-time arrivals and:	You will earn:
0-2 absences	100 points
3 absences	95 points
4 absences	90 points
5 absences	80 points
6 absences	60 points
7 absences	40 points
8 absences	20 points
9 absences	0 points
10 absences	Automatic course failure

Missing the first week of class will result in your being administratively dropped from the course.

Institutional and religious absences will not count as absences *unless you notify me at least five business days in advance.*

When you have to miss class, let me know. Check the syllabus, contact a classmate, and then follow up with me to be sure you're caught up.

For documented long-term illnesses or emergencies slight policy adjustments may be possible *if verified through the Office of Student Life (928-523-5181).*

On-time arrival is expected and required. Arriving up to 15 minutes late (or leaving up to 15 minutes early) will count as a tardy. Eight tardies will count as an absence. Arriving 15+ minutes late or leaving 15+ minutes early without prior approval will count as a half absence.

Participation includes not only your presence, but your active, productive, and respectful engagement with your classmates and instructor. The UWP committed to a pedagogy in which knowledge is created collaboratively and socially. I expect you to be attentive, prepared, and ready to work with classmates without distraction. Disrespectful participation will count like an absence.

Phones and other such devices must stay put away (out of sight, off of desks/laps, out of hands) during class unless I invite you to take them out for a specific activity. If you use your phone or other device in a way that distracts your classmates or me during class, I will count you absent for the day.

Late assignments are highly discouraged and in general will earn no credit. Because life happens, however, one homework assignment may be turned in one class day late with no penalty and one *submission* draft (not a workshop draft, presentation, or the final portfolio) of a major project may be turned in up to four class days late with no penalty (your "freebie").

Email is an important communication tool in college. When emailing me (or any teacher), be sure to follow email conventions rather than texting conventions: always include a specific subject line; use standard punctuation and spelling; use titles and last names; and include your full name. A friendly greeting can't hurt, either. Here is an example email:

Hi Mr. Clark,

I won't be in our 3:00 ENG - 105 class today because I am _____. I'm in touch with a classmate about today's discussion and any assignments that might be different from the syllabus.

Cheers,

Course Policies (continued)

Writing in this course will often be shared with peers and instructors. Be aware of this as you decide what to disclose. Know that I am required to report illegal actions students write about or share.

Civility and inclusiveness of speech will be observed in all spaces related to this course. While you should feel free to express your ideas, slurs or epithets based on race, ethnicity, gender, sexual orientation, religion, etc., will not be tolerated.

Students with disabilities are encouraged to contact Disability Resources at 928-523-8773 or DR@nau.edu and to coordinate with me so that we can work out reasonable accommodations.

Office hours exist for you! *One percent (10 points) of your grade is simply for visiting my office hours once in the first four weeks of classes.* I will hold scheduled drop-in hours three hours a week, and you are always welcome! Let me know if you need an alternative appointment time.

Academic integrity involves properly citing other people's ideas and language in your writing. *You are required to cite other people's ideas and/or language (whether quoted, summarized, or paraphrased) in your work in all drafts, with both in-text and bibliographic citations, immediately, completely, and accurately.* We will work in class on how, why, and when to cite, but ultimately it is your responsibility to do your own original work and to use sources accurately. Our textbook, our class, the Writing Commons, and many online resources also provide information and help with academic integrity and how to avoid plagiarism. Academic dishonesty often results from last-minute desperation. Plan ahead, use the small built-in deadlines, and before you attempt something desperate, contact me. I can help.

For extra one-on-one help with your writing, visit the University Writing Commons writing center (iwriting@nau.edu or 928.523.7745). You can also sign up for English 100, a 1-credit class of weekly appointments with a writing assistant.

All of your English 105 projects must be written specifically for this class. Turning in work you originally submitted for another class, or turning the same project in for more than one course without explicit advance permission from all instructors is a violation of academic integrity.

Violations of academic integrity will typically result in a zero on the assignment and may be subject to further consequences. See NAU's academic integrity policy here: <https://policy.nau.edu/policy/policy.aspx?num=100601>.



English 105 is a certified First Year Learning Initiative (FYLI) course.

FYLI classes support the success of first year students through their instructional design, approach, and assessment techniques. English 105 meets FYLI criteria by creating an active learning environment, providing academic support and links to students, mandating attendance, building a sense of class community, and maintaining consistency across class sections.

For more detailed information on FYLI, visit: <http://nau.edu/provost/vp-tlda/fyli/>

Workshops/Conferences

For each workshop or conference session:

- ✓ Bring the right number of best-effort drafts
- ✓ Show up on time
- ✓ Provide thoughtful, critical-but-kind feedback on peers' drafts

Missed workshops will earn no credit. You may earn back up to half-credit for a missed workshop or conference: arrange with two classmates to give, receive, and incorporate feedback in time for submission. Turn in copies of feedback (provided and given) with your submission draft.

Evaluation

Grading Scale

A: 90-100 B: 80-89.99 C: 70-79.99
D: 60-69.99 F: 59.99↓

Grading

A: Excellent work: fulfills or surpasses assignment requirements and effectively meets the needs of the rhetorical situation (writer's stance, audience, purpose, and sensitivity to context).

B: Good work: fulfills assignment requirements and meets the needs of the rhetorical situation.

C: Acceptable work: attempts to follow the assignment but does not fully meet the needs of the rhetorical situation.

D: Work attempts to fulfill assignment requirements but meets few needs of rhetorical situation.

F: Work does not fulfill assignment requirements.

Grade Breakdown

(in percentages)

Office Hour Visit.....	1%
Sample paper.....	1%
OP.....	3%
Workshops/Conferences.....	10%
Homework & Participation.....	15%
I-Search.....	15%
Rhetorical Analysis.....	15%
Collaborative Research.....	15%
Remediation.....	5%
Presentation.....	5%
Portfolio.....	15%

(in points)

Office Hour Visit.....	10
Sample paper.....	10
OP.....	30
Workshops/Conferences.....	100
Homework & Participation.....	150
Review.....	50
I-Search.....	150
Rhetorical Analysis.....	150
Collaborative Research.....	150
Remediation.....	50
Presentation.....	50
Portfolio.....	150

Your Participation points will be awarded depending on your performance in class and interaction both in Zoom and NAUFlex. Your attendance is also reflected in your participation grade.

Your Workshops/Conferences points will depend on the quality of the feedback you will give to your peers. Each conference/workshop is worth 10 points.

Learning Outcomes

I. Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences and to act on that analysis in comprehending and creating texts. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose different texts for different situations.

By the end of English 105, students will

- a. Learn and use rhetorical concepts by analyzing and composing a variety of texts
- b. Read and write in several genres to understand how genre conventions function
- c. Respond to a variety of situations and contexts using purposeful shifts in tone, formality, design, medium, and/or structure
- d. Use a variety of modalities (including oral presentation) and technologies to address a range of audiences and rhetorical situations

II. Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use, they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read for connections and patterns, and compose appropriately qualified and developed claims and generalizations.

By the end of English 105, students will

- e. Write and read for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- f. Read a diverse range of texts and recognize how features like evidence, organizational patterns, and visual elements function for different audiences and rhetorical situations
- g. Locate and critically evaluate research materials and use them appropriately for background, as exhibits, as examples, for analysis, and/or for method support
- h. Use strategies—such as interpretation, synthesis, response, critique, and design—to compose texts that integrate the writer's ideas with those from sources

III. Processes

Writers use multiple strategies, or *composing processes*, to conceptualize, develop, and finalize projects. Composing processes are seldom linear. Composing processes are flexible: successful writers can adapt their processes to different contexts and occasions.

By the end of English 105, students will

- a. Develop a project through multiple drafts
- b. Develop flexible strategies for reading, drafting, reviewing, collaborating, and revising
- c. Use writing to discover and reconsider ideas
- d. Collaborate with other writers on a project through multiple drafts
- e. Learn to give constructive feedback to drafts and revise based on constructive feedback
- f. Reflect on how their composing practices develop and influence their work

IV. Knowledge of Conventions

Conventions are formal rules and informal guidelines that define genres and shape perceptions of correctness. Conventions govern mechanics, usage, spelling, and citation; they also influence content, style, organization, graphics, and document design. Conventions are not universal; they vary by genre, discipline, and occasion. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre.

By the end of English 105, students will

- a. a. Develop knowledge of grammar, punctuation, and spelling conventions by writing, revising, and editing
- b. b. Understand and use different genre conventions—such as structure, paragraphing, tone, mechanics and citation styles—as appropriate for different genres
- c. c. Use common formats and/or design features for different kinds of texts and genres
- d. d. Explore the concepts of intellectual property (such as fair use and copyright) that affect documentation conventions
- e. e. Practice applying citation conventions systematically in their work

COVID-19 REQUIREMENTS AND INFORMATION

The following statements in red set forth in this document's first section are specific to NAU's response to the COVID-19 situation. The requirements outlined below are mandatory until further notice. They are based upon current public health conditions and guidance and may change as circumstances warrant or new information becomes available. Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back/lumberjack-responsibilities>.

FACE COVERING AND PHYSICAL DISTANCING REQUIREMENTS

Appropriate face masks or other suitable face coverings must be worn by all individuals when present in classrooms, laboratories, studios, and other dedicated educational spaces. To maximize the benefits of physical distancing as an important strategy to help reduce community transmission of the SARS-CoV-2 virus, instructors may implement mandatory student seating arrangements or specific seat assignments. Instructors may remove students who do not cooperate with these requirements from the instructional space in the absence of an approved accommodation arranged through Disability Resources. Failing to comply with these requirements may constitute a violation of the university's *Disruptive Behavior in an Instructional Setting* policy available at <https://nau.edu/university-policy-library/disruptive-behavior>.

USE NAUFLEX TO HELP MAINTAIN PHYSICAL DISTANCING

NAUFlex (available at <https://nau.edu/nauflex/student>) is designed to help all students actively participate in their coursework during the required day and time of a course when they are not physically present in the classroom. This course design model allows students to be fully engaged with faculty and peers and receive the high-quality educational experience for which NAU is known.

CLASS SESSION RECORDINGS FOR STUDENTS AND FACULTY USE ONLY

Certain class sessions may be audio or video recorded to help reinforce live instruction during the COVID-19 pandemic. These recordings are for the sole use of the instructor and students enrolled in the course. Recordings will be stored in approved, accessible repositories. By enrolling, students agree to have their image and classroom statements recorded for this purpose, to respect the privacy of their fellow students, and university-owned intellectual property (including, but not limited to, all course materials) by not sharing recordings from their courses. Questions regarding restrictions on the use of classroom audio or video recordings may be addressed to the appropriate academic unit administrator.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224 – *Academic Credit*), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, and studying.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during

course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of “W”. For additional information, see NAU’s *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s *Safe Working and Learning Environment* (SWALE) policy. EAO also assists with religious accommodations. For additional information about SWALE or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or via the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

CALENDAR 105

FALL 2020

<u>1</u>	NO CLASS	NO CLASS	SYLLABUS 8.12 -All About Mr. Clark -All About Rhetoric	SAMPLE PAPER 8.12 -In-Class Writing
WEEK	Due			Sample Paper (4:00PM)

<u>2</u>	I-SEARCH 8.17 -Introduce I-Search and Narrative Style -The Perfect Question	I-SEARCH 8.18 -The Rhetorical Situation <i>EaA</i> Ch. 3 -I-Search Rubric	I-SEARCH 8.19 -What I Know and Want to Find Out -The Interview	I-SEARCH 8.20 -The Interview cont. -The Occasional Paper
WEEK	Due <i>CIUI</i> pg. 8-12	Your Perfect Question (by Class)		<i>What I Know and Want to Find Out</i>

<u>3</u>	I-SEARCH 8.24 -OP Day! -Information Literacy -Library Search	I-SEARCH 8.25 -Primary/Secondary/BEAT Sources -MLA and Citing Your Research	I-SEARCH 8.26 -Quoting, Paraphrasing, and Summarizing	I-SEARCH 8.27 -Grammar, Polishing, Editing
WEEK	Due			

<u>4</u>	I-SEARCH 8.31 -OP Day! -I-Search Work Day	I-SEARCH 9.1 (First Day of In-Person, allegedly) -Workshops 1&2	I-SEARCH 9.2 -Workshops 3&4	I-SEARCH 9.3 -Workshops 5&6
WEEK	Due Draft of I-Search (by date of workshop)			

<u>5</u>	LABOR DAY 9.7 NO CLASS	I-Search 9.8 -Reflection and Postwrite -Final Portfolio Introduction	Rhet. Ana. 9.9 - "What Am I Right About?" -Introduce Rhetorical Analysis and Rubric	Rhet. Ana. 9.10 -Media Bias and Fact Checking -Rhetorical Features
WEEK	Due	Final Draft of I-Search (midnight)		

6	Rhet. Ana. 9.14 -OP Day! -Articles Work Day	Rhet. Ana. 9.15 -The <i>Thesis</i> and Why It is The Most Important Thing You Will Learn About Academic Writing	Rhet. Ana. 9.16 -Logic 101 -Rhetorical Appeals	Rhet. Ana. 9.17 -Conclusions, Reflections, Titles, and Other Boring Stuff
	WEEK Due 3 Articles for RA (End of Class)			
7	Rhet. Ana. 9.21 -OP Day! -RA Work Day	Rhet. Ana. 9.22 - Workshops 1&2	Rhet. Ana. 9.23 - Workshops 3&4	Rhet. Ana. 9.24 - Workshops 5&6
	WEEK Due Draft of Rhetorical Analysis (by workshop)			
8	Rhet. Ana. 9.28 -OP Day! -RA Work Day	Rhet. Ana. 9.29 -RA Final Portfolio Introduction -Essay Format	CRP 9.30 -Introduce CRP Rubric -Break up into teams -The Cookie Crumbles -Group Contract	CRP 10.1 -What Collaboration Means -Google docs. Lesson -Starting Your Proposal
	WEEK Due	Final Draft of Rhetorical Analysis (Midnight)		Group Contract (End of Class)
9	CRP 10.5 -OP Day! -CRP Team Day	CRP 10.6 -Literature Review -Annotated Bibliography	CRP 10.7 -Qualitative Research -Building Graphs and Plotting Data	CRP 10.8 -Making Solutions -Understanding and Synthesizing Your Data
	WEEK Due Proposal (End of Class)			
10	CRP 10.12 -OP Day! -CRP Team Day	CRP 10.13 -Workshops 1&2	CRP 10.14 -Workshops 3&4 (Mid-Term Grades Posted)	CRP 10.15 -Workshops 5&6
	WEEK Due Literature Review Due (End of Class)			
11	CRP 10.19 -OP Day! -CRP Team Day	CRP 10.20 -Ethical Citing -Why Citing Online Sucks -MLA Review	CRP 10.21 -Grammar Review -Polishing CRP	CRP 10.22 -CRP Postwrite -
	WEEK Due Qualitative Research Due (End of Class)			Final Draft CRP (Midnight)

<u>12</u>	Remediation 10.26 -Last OP Day! Plan Accordingly -Introduce Remediation	Remediation 10.27 -Understanding Genre and Medium -Podcasts, Websites, and Social Media Essays	Remediation 10.28 -Presentation Practice and Rubric -Signups for Presentation Day	Remediation 10.29 HAPPY HALLOWEEN! STAY SAFE! -Peer Review
WEEK	Due			Introduction (Midnight)

<u>13</u>	Remediation 11.2 -Remediation Work Day	Remediation 11.3 Presentations	Remediation 11.4 Presentations	Remediation 11.5 Presentations
WEEK	Due	Final Draft of Remediation (by Pres.)		
<u>14</u>	Portfolio 11.9 -Formally Introducing the Portfolio and Rubric -Q/A About Class and Life	Portfolio 11.10 -Revision Overview -Thesis and Structure of a Good Essay	NO CLASS Veteran's Day	Portfolio 11.12 -Peer Review Portfolio
WEEK	Due			"Draft" of Portfolio (Start of Class)
<u>15</u>	Portfolio 11.16 -Cover Letter and LO -Portfolio Workday	Portfolio 11.17 -Individual Conference Day	Portfolio 11.18 LAST DAY OF CLASS! -Q/A About College in general -Writing Evaluations	NO CLASS 11.19 -Have a Great Break! ☺
WEEK	Due		Final Draft of Portfolio (Midnight)	

Late Freebie: Assignment

This late freebie allows you to turn in one assignment up to one period late *without penalty*. Work turned in later will not earn credit.

Name: _____ Assignment: _____
Day/Date assignment was due and Day/Date you're submitting it _____/_____

Instructions:

1. Do the assignment.
2. Turn this late freebie in with your work on the day **after** it was due (staple/paperclip to the top)

Reason(s): Check any that apply:

- I don't really feel like going into it. Thanks for taking it late.
- Le flu*
- I did not manage my time well. I ran out of time. Sorry.
- I was studying for another class.
- My partner and I broke up.
- My computer crashed.
- I forgot.
- _____

Late Freebie: Final Draft of a Writing Project

This late freebie allows you to turn in one final draft of a writing project up to four class periods late *without penalty*. Work turned in later will not earn credit.

Name: _____ Assignment: _____
Day/Date assignment was due and Day/Date you're submitting it _____/_____

Instructions:

1. Do the assignment.
2. Turn this late freebie in with your work within four class periods of the due date (staple/paperclip to the top)

Reason(s): Check any that apply:

- I don't really feel like going into it. Thanks for taking it late.
- Le flu*
- I did not manage my time well. I ran out of time. Sorry.
- I was studying for another class.
- My partner and I broke up.
- My computer crashed.
- I forgot.
- _____