***A Journey in College Preparation***

**“ AND STILL I**

 **RISE!”**

 201810 Dev Reading and Writing II

ENC-0027

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Primary method of communication. Please note emails will be addressed within a 24-48 hours, except on weekends.

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**REMIND : Let’s Stay Connected**

This link includes our class code, so anyone who has it can join our class instantly.

https://www.remind.com/join/enc27fl18

**Professor Bentham’s Office Hours: Fall 2018**

 Professor Bentham’s Office Hours:

Day(s) Time Location

Monday 11:00 – 12:00 pm 5-134

Wednesday 10:00 - 12:00 pm 5-134

Friday 9:00am – 11:00 am Via email

**TEXT MATERIALS**

* ***Focus on Reading and Writing,*** by Kriszner and Mandall.
* 

**COURSE DESCRIPTION**

An integrated reading and writing course designed for students scoring 84-103 on the reading portion of the PERT exam and/or scoring 90-98 on the writing portion of the PERT exam. The course will focus on reading comprehension, vocabulary skills, grammar, and essay writing. In addition, the course will address the connection between reading and writing through reading response activities.

**COURSE OBJECTIVES:**

This course is designed to help students develop successful skills and strategies in the following key areas and as detailed in the “Course Outcomes:”

* Literal Comprehension
* Critical Thinking
* Active Reading
* Writing as a Process
* The Structure and Elements of an Essay
* The Structure, Grammar, and Conventions of Standard American English
* Writing as a Tool for Success in College

**COURSE OUTCOMES:**

* **Students will demonstrate literal comprehension of interdisciplinary texts**
	+ Student will be able to Differentiate between major and minor supporting details
	+ Student will be able to Identify stated main ideas and supporting evidence
	+ Student will be able to Recognize thesis statements
	+ Student will be able to Recognize how transitions signal the development of relationships between ideas
	+ Student will be able to Summarize text and restate in a meaningful manner
* **Students will apply inferential skills for a deeper level of comprehension.**
	+ Student will be able to Draw logical conclusions based on evidence
	+ Student will be able to Differentiate between an inference and an assumption
	+ Student will be able to Demonstrate knowledge of figurative and connotative language
	+ Student will be able to Demonstrate authors' purpose
	+ Student will be able to Discriminate between fact, opinion, and false facts
	+ Student will be able to Recognize author's bias
	+ Student will be able to Determine the tone of a passage
	+ Student will be able to Identify implied main ideas and supporting details
	+ Student will be able to Determine patterns of organization within a passage
* **Students will apply active reading strategies to improve comprehension.**
	+ Student will be able to Recognize the role that personal experience and/or prior knowledge plays in reading comprehension
	+ Student will be able to Modify/adjust reading rate as appropriate for the situation
	+ Student will be able to Preview and predict text
	+ Student will be able to Apply note taking strategies during class and lab activities and with reading assignments
	+ Student will be able to Document interaction with text
* **Students will be able to write a unified, developed, logically-organized essay.**
	+ Student will be able to Create a thesis
	+ Student will be able to Construct an introductory paragraph to set up the thesis
	+ Student will be able to Construct body paragraphs that focus on one idea
	+ Student will be able to Develop ideas with specific and concrete details
	+ Student will be able to Organize paragraphs in a logical sequence
* **Students will apply the conventions of standard American English as appropriate for academic writing.**
	+ Student will be able to Construct sentences with at least one independent clause
	+ Student will be able to Employ appropriate coordinating and subordinating conjunctions and correct punctuation to combine ideas in discrete sentence units
	+ Student will be able to Use verb forms that accurately the time and/or manner of an action
	+ Student will be able to Maintain agreement between subjects and verbs
	+ Student will be able to Choose pronoun forms to clearly indicate and agree with the person or thing referred to
	+ Student will be able to Apply standard practices in spelling, punctuation, and capitalization

**CORE COMPETENCIES:**

Core Competencies: Valencia faculty has defined four interrelated competencies that prepare students to succeed in the world community. In this course, through classroom lecture and discussion, group work and other learning activities, you will further develop your mastery of these core competencies:

* **VALUE: *make reasoned value judgments and reasonable commitments***
* **THINK** ***clearly, critically, and creatively. Analyze, synthesize, integrate and evaluate in many domains of human inquiry***
* **COMMUNICATE *with varied audiences using varied means***
* **ACT *purposefully, reflectively and responsibly***

**CANVAS ASSIGNMENTS OVERVIEW**

There will be both graded and non-graded assignments through Canvas. Canvas non-graded assignments are necessary to complete in order to fully comprehend and practice the skills for each chapter. They include: reading assigned chapters, completing text assignments, PowerPoint presentations, completing online tutorials, and accessing additional practice through Web links. Each week you are required to complete all assignments as listed in the module table of contents by the specified due dates.

**Course Objective and My Expectations:**

**Please note this course is a College Preparatory class and NOT SOLELY a Reading and Writing online class. We will work towards improving our “COLLEGE READINESS especially when taking an online class.” This course will NOT be easy and will be the “stepping stone” of what you will be experiencing in your future classes. I want you to PREPARED. Therefore, I expect the following;**

**1) Punctuality on ANY assignments, including labs.**

**2) Positive and productive frame of mind.**

**3) Proper collegiate behavior. Maturity is a MUST.**

**Method for Online Class Instruction:**



*Source by David R. Sousa*

**Special Dates**

**1) Final Exam: December 10, 2018**

**Holiday/ No Class**:

* September 3- Labor Day
* October 11 – College Night
* November 21-25 - Thanksgiving Break

**Withdrawal**:

Withdrawal Deadline – November 9, 2018

*Valencia College is interested in making sure all students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management, as well as relationship problems dealing with school, home, or work. In order to access services the student can call* **BayCare Life Management** *the following toll free number 1800-878-5470. This Student Assistance Program is a valuable confidential resource to assist students who may have personal problems which could affect their school, work, or home lives.*

**My Expectations:**

**What I Expect from You**

Online courses require advanced organizational and time management skills, and it is

essential that you pay attention to small details. Even though the course is conducted

online rather than in a traditional classroom, you still need to attend class by logging in

and actively participating. You are expected to. . .

• Have a computer readily available that allows you access to the Internet, has word

processing software that gives you the ability to produce documents in Microsoft

Word format (.doc or .docx) and has Adobe Reader

(download for free at [www.adobe.com](http://www.adobe.com)).

• Acquire the required textbooks. These books are necessary components of the

class, and you will need them to complete the class assignments.

• Log into the course at least once a day to access course mail and to view

announcements as well as log into Atlas with the same frequency to access email.

• Actively engage in all course activities and complete all assigned activities on

time according to the syllabus, the Weekly Overviews, and the assignment

instructions.

• Be courteous to the other students in the class and the professor at all times.

Observe the rules of netiquette (<http://www.albion.com/netiquette/corerules.html>).

• Complete an online evaluation of the course at the end of the semester

**What You Can Expect from Me**

• Prompt responses to your questions and answers to your course mail and emails,

usually within **24 to 72 hours, Monday through Friday, with the exception of days when**

**the college is closed.**

• Fast return of graded assignments, generally within a week or two of submittal.

• Quick grading of your discussion posts, usually within a week or two from

final posting.

• Prompt action on technical problems within my control, such as broken links and

discussion settings.

• Respect for your ideas and opinions.

**Links to the College Catalog, Policy Manual, and the Student Handbook**

Use the links below to access Valencia’s catalog (which includes a full description of all Valencia’s policies), its policy manual, and the student handbook:

College Catalog: <http://www.valenciacollege.edu/catalog/>

Policy Manual: <http://www.valenciacollege.edu/generalcounsel/>

Student Handbook: <http://valenciacollege.edu/studentdev/CampusInformationServices.cfm>

Student Code of Conduct:

<http://valenciacollege.edu/generalcounsel/policy/default.cfm?policyID=180&volumeID_1=8&> navst=0

**Course Policies**

The following course policies, which are consistent with the general policies of Valencia College, are designed to answer many questions before they are asked. It is important that you become familiar with these policies, ask questions whenever you do not understand, and refer to the policies as needed.

**Attendance Policy**

While an online course does not require regular in-class attendance, students are held to an attendance policy. It is expected that you log into class every day and check course mail and announcements to ensure that they have not missed any changes/updates to the General Course Calendar. However, simply logging into an online course without active academic participation does NOT meet the definition of attendance. You are expected to complete essay assignments, discussions, quizzes, projects, and other course activities by posted due dates/times.

 Initially, attendance will be measured by the successful submission of the assignment listed below by its due date. This assignment is located on the Course Orientation page:

***Thereafter***, students who miss three due dates in a row (generally, one full week of

assignments), or four separate due dates in total during the semester, will be withdrawn

from the course.

Medical documentation will be required for any medical condition that prevents your completing an assignment on time beyond the policy for attendance outlined above.

**No-show Withdrawal**

If you fail to complete the second week assignment, the “Syllabus Quiz” assignment, by 11:59 p.m. on Wednesday, September 5, 2018 you will be withdrawn from the course as a “no show.” This assignment must be completed by the deadline to avoid being withdrawn during the No Show reporting period.

Please note that completing any other assignment, taking a quiz, or making a discussion board post is not the same as completing the “**Syllabus Quiz**” email assignment. It is this assignment, and only this assignment, that will determine whether or not you will be withdrawn as “no show” from this course.

**Late Policy**

**All graded activities, which include quizzes, essay assignments, and discussion board posts, must be submitted according to the instructions for the activity by 11:59 p.m. on the specified due date to be considered on time. No assignments will be accepted late, so please do not ask.**

**\*\*\*A SPECIAL NOTE ABOUT COMPUTERS: Even though computers and word-processing software are marvelous time and energy-saving devices, they can and do cause problems. Please be aware that a broken or ill-functioning computer, or the inability to retrieve, produce or submit your assignments from a computer will not be accepted as a valid excuse for late submission of assignments. Valencia College campuses have computer labs from which you can access your online courses and complete and submit assignments. Also, I advise you to save all your essay assignments to a flash drive so that in the event of a computer malfunction, you will still be able to submit those assignments on time via another computer.**

***Unforeseen Events***

Just as unforeseen events, such as traffic congestion, illness, or job-related issues, may interfere with attending a face-to-face class, problems can and do occur with keeping commitments in online classes as well. Therefore, planning ahead for the possibility of such an event is

recommended. Jot down all due dates listed in the General

Course Calendar in a daily planner, read each Week’s activities and assignments as soon as the Week opens, work ahead, and submit early whenever possible.

***Alternate Submission Procedure***

If you encounter technical difficulties with Canvas, use your Atlas email account to send me your assignment before the deadline. While this procedure will work with initial discussion board posts and the essays, it will not work with the response discussion board posts or quizzes, so do not wait until the last minute to make your submissions.

**Email**

The best way to contact me, and the way I will communicate with you, is through Canvas (Atlas email) Send Me Mail (access Canvas at http://learn.valenciacollege.edu/; use your Atlas user name and password to log in). I recommend that you check your Atlas E-mail daily.

***Alternate E-mail***

**If you use my alternate email address to contact me (only use this if Canvas is down), please include your name and CRN in the subject line (for example: John Smith, CRN 21111).** To minimize the risk of computer-virus transfers and to adhere to student privacy concerns, I will read and answer only emails that originate from your Atlas account. I will delete, without reading, emails sent to me from a source other than Atlas.

***Responses***

**With the exception of days when the college is closed, I will generally respond to your emails within 24 – 48 hours, Monday through Friday.**

***Academic Correspondence***

Even though this course is conducted online, students must remember that this is an English composition course. Although students may know shortcuts and abbreviations that are a part of today’s computer culture, please adhere to the Standard Written English rules of grammar, punctuation and capitalization for all academic correspondence, including communication with me or classmates via email, Canvas, and the class discussion boards. Your grade depends on it. Pause before hitting send!

Please remember that once an email is sent, it cannot be unsent; therefore, I encourage students to follow these guidelines before hitting the send button:

• Follow the protocol learned from the Michael Leddy article, “How to Email a Professor.”

• Proofread the message to be sure it is grammatically correct and properly capitalized.

 • Run the spellchecker.

• Consider the tone and audience of your message.

***Canvas***

Recommended Browser. This class is conducted entirely through Canvas, the software platform Valencia uses to deliver its online courses. Always use Firefox or Google Chrome, the recommended browser for Canvas, whenever you log into the course (you can download Firefox for free at www.mozilla.org/firefox). Also, perform a “browser check” available on the Online Course log in page to ensure that all programs needed for successfully navigating the course are up to date on your computer.

***Accessing Course***

To access the Canvas login page directly, go to http://learn.valenciacollege.edu/ and log in using the same user name and password that you use to log into Atlas. You can also go to the Valencia home page (http://valenciacollege.edu/), click the Quick Links action arrow in the menu bar near the top of the page, and then choose Online Courses from the drop-down menu,

***Technical Difficulties***

If you experience technical difficulties with Canvas, contact the Online Courses Help Desk at (407) 582-5600 or email onlinehelp@valenciacollege.edu

***Assignments***

 ***Assignments Overview***

There will be both graded and non-graded assignments in this course. Non-graded assignments are necessary to complete in order to fully comprehend and practice the skills for each chapter. They include, but are not limited to, reading assigned chapters, completing text assignments, viewing PowerPoint presentations, completing online tutorials, and accessing additional practice through Web links. Each week students are required to complete all assignments as listed in the Weekly Overview and the General Course Calendar by the specified due dates.

***Earning Points***

Points are earned by completing the discussion board postings, the essays, weekly participation assignments, quizzes, a writing consultation, and the final exam.

***Questions***

 Because this class is conducted virtually, and I cannot read your body language to make sure you understand the course material or the instructions for an activity, it is important that you be proactive in the course and ask questions when you need something clarified. If you have questions regarding course content or an activity, the quickest way to get an answer is to contact me through Canvas Mail.

***Writing Resources***

Each of you will have strengths and weaknesses among your writing skills. You are in this course to capitalize on those strengths and conquer the weaknesses. These strengths and weaknesses will vary from person to person, so my instruction and recommendations will be made individually. However, there are many resources available to assist in improving your writing:

***Valencia Communications Centers***. Regardless of your writing skill, I would encourage you to meet with a writing consultant at one of the Valencia Communications Centers if it is convenient for you to do so. If you do meet with a consultant, bring the assignment instructions with you and be prepared to point out to the consultant the specific areas of the assignment with which you need assistance.

***Grammar Web Sites***. If you need to review any of the basic elements of writing, grammar, or punctuation, visit the Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/ General Writing) and/or Grammar Bytes (http://www.chompchomp.com/menu.htm). These sites have numerous helpful resources as well as practice exercises you can complete independently.

***Course Textbook.*** Your textbook also includes areas devoted to common grammatical and mechanical errors. If you are still puzzled by anything, email me with specific questions. I love this “stuff” – make my day!

 ***Discussion Boards (DBs)***

Discussion Board (DB) posts should be respectful and are in replace of in class discussions. I will NOT provide you specific feedback unless necessary and you will receive points if you follow the guidelines. While you may argue a classmate’s point of view, you should never “attack” a classmate personally. Write your discussion posts for an academic audience, and pay attention to the content, grammar, spelling, and punctuation in your post. Because DB posts are not informal emails or casual text messages, refrain from using abbreviations such as “LOL” and “BTW” or “i” for the pronoun “I” and “u” for the pronoun “you.”

 ***Initial Posts***

Your initial posting should provide evidence that you have read and comprehended the assignment and evidence of critical thinking. Your post should be original and thought provoking. For example, mention specific points from the source, provide examples, state your opinion, or point out inconsistencies and/or consistencies you may have noticed.

***Response Posts***

 Responses to classmates’ postings, when required, should do more than simply say, “I agree with what you have said. I feel the same way” or just recite a classmate’s post. The response post must be substantive. Expand on the classmate’s post. Perhaps you have a slightly different perspective on the topic or can supply a different example. If the post provoked a question, ask it. Each of your response posts must be original. Do not copy a response you made to one student and re-use it with slight modifications to respond to another student’s post. “Re-used” posts are not original and will receive no points; they will not be counted as one of your required responses.

***Word Count***

All DB posts should meet the stated minimum word count given in the instructions. When individual response posts are required, each response should meet the stated minimum word count; the word counts of posts cannot be combined. I use the word count feature in Microsoft Word to determine the number of words in the post.

***Instructions***

When I review your DB posts, I consider whether or not you followed the instructions for the assignment. For example, I may ask for one paragraph. Although it may seem unusual, I only want one paragraph when asking for it. Taking all of the questions I ask and creating one comprehensive paragraph strengthens your paragraph-writing skills. In other DB posts, I may ask for multiple paragraphs, each focusing on a specific aspect of the discussion board topic. Following instructions also means providing the appropriate subject line for the post and making the initial DB post and DB responses in the proper threads and submission boxes.

***Due Dates***

 The due date for the initial posting and responses to classmates can be found in the course calendar section of your syllabus. Post required responses for each DB during the specified time periods. For each Discussion post assignment, post your initial post by Thursday and your responses to your peers by Sunday. The due dates are also given in the General Course Calendar at the end of the syllabus.

***Late Posts***

DB postings are not accepted late; consequently, I will only grade postings that were completed by the due date. For example, if only the initial posting is completed on time, I will grade that posting and assign the points allotted for that component of the assignment. Similarly, if the initial posting was submitted late, I only grade and assign points to the responses to classmates’ postings.

 ***Number of Responses***

All required responses must be made to receive any of the response points. For example, if you are to respond to two classmates, and you submit only one response post, you will not receive any points for your responses.

***Evaluation***

I use the Discussion Board Grading Rubric and the Grading Checklist (provided in Rubrics and Checklists in Course Content) to evaluate your posts.

***Feedback***

 **I do not give specific feedback on DB postings.** You should be able to review the graded submission recognizing most, if not all, of the errors using the rubric and checklist. If you want more detailed feedback on a DB grade, I will provide that after you examine your writing by reviewing the rubric and the checklist and explaining to me the problem area or areas you can identify.

 ***Grading***

Most Discussion Boards are worth 20 points. The grading scale for individual Discussion Board postings is as follows: up to 10 points for the initial post and up to 5 points for each of the required two responses to classmates’ posts for a total of up to 20 points. Points earned reflect your adherence (or lack thereof) to the guidelines described above. For each Discussion post assignment, post your initial post by Thursday and your responses to your peers by Sunday.

***Essays***

You will prepare two essays this semester. The essays should be well developed, logically organized, and proofread. Be sure to include an introduction with a clear thesis statement, body paragraphs that support the thesis, and a conclusion.

***Document Formatting Requirements***

Use the MLA (Modern Language Association) format listed below for the essays. Adherence (or lack thereof) to these formatting requirements will affect your grade.

• Margins. The entire document should use one-inch margins (top, bottom, left, and right).

 • Spacing. Use double spacing throughout the document, including the heading.

• Font. Use a black Times New Roman, 12-point font throughout the entire document. Do not underline words or use a bold font.

• Running header. The running header should contain your last name, followed by a space and the page number. The header in the document displays in the upper-right corner of every page, one-half inch from the top. (How to Format a Header in Word is provided in Formatting Tips under Student Support.)

• Heading. Provide a double-spaced heading on the left side of the first page with the following information:

 John Smith (Student’s first and last name)

Professor Bentham (Professor’s name)

 ENC 0027 (Course Number)

19 September 2018

• Title. Use an original title; it should be an informative one that relates to your point of view. Center the title (do not underline the title, do not put the title in solid capital letters, do not enclose the title in quotation marks, do not put the title in bold print, and do not italicize the title). Like the rest of the essay, the title should be double spaced; do not insert an extra line before or after the title.

 • Body. Double space the body of your essays and research paper. Use the tab key to indent the first line of each paragraph one-half inch from the left margin.

***File Format***

• Submit your final document for grading using a format of .doc or .docx (Microsoft Word).

• Do not use other file formats such as .pdf (Adobe Acrobat Document), .odt (OpenDocument Text), .txt (Text Document), .pages (Apple Pages) or .wps. as I will not be able to open them and/or “write” on them for grading purposes.

***File Name***

Name the file with your document with your last name and the assignment. For example: Smith Essay 1

***Word Count***

Please pay attention to the minimum word count given in the instructions for the essays. The word count is based on the entire document and is determined by Microsoft Word’s word count feature.

Any essay submitted for grading that is 100 words under the minimum word count for the essay will receive a grade of not more than 50 percent of the total possible points for the essay. Points will be deducted proportionately for essays that deviate substantially from the stated word count in lesser amounts than the 100 words.

***Grading***

 I use both the Essay Grading Rubric and the Essay Grading Checklist (provided in Rubrics and Checklists under Course Content) as well as evaluate how well you followed assignment instructions.

***Feedback***

 I provide extensive feedback on the first essay, highlighting errors and inserting specific comments; however, I only highlight errors and make general comments on subsequent essays because it is essential that you learn to find and correct errors in your own writing. If you want more detailed feedback on your essays, I will provide that once you examine the writing by going over the Essay Grading Checklist and explain to me the problem areas you can identify (or do not understand).

***Support Center Writing Consultation***

 You are required to visit a Valencia Communication Center during the semester to participate in a writing consultation. This will count towards your course grade. However, since this is a fully-online course, information on accessing Smartthinking (an online writing consultation service to which Valencia subscribes) will be provided for those who cannot navigate a campus consultation.

***Other Activities***

You will be expected to complete and participate in a number of activities to show your understanding of concepts /skills taught in the course. These activities simulate a face-to-face classroom environment. For example, in a face-to-face situation, you may watch a video in class, participate in a discussion, and listen to your classmates’ responses. In an online course, you are asked to watch the same video, but your reaction to it is written rather than spoken, and you read, rather than listen to, your classmate’s thoughts. These activities, which are clearly labeled as such, will include the following:

• “Think About” activities based on readings, video clips, and TED talks

• Practice exercises in concepts/skills studied

• Self-assessments of course work and your progress

• quizzes

• mini-writing assignments

•

***Final Exam***

 The final exam for this course will be an integrated reading and writing exam, which will be given online on Monday, December 10. You will be allowed only one attempt to take this exam.

***NB: you must take the final exam; if you do not, you will receive an “F” for the course.***

***POINTS***

***Grades will be weighted by categories. In calculating grades at the end of the semester, I will use the following number-to-grade scale:***

* 1. ***Points Earned Percentage Letter Grade***

 ***90 – 100% A***

 ***80 – 89% B***

 ***70- 79% C***

 ***60-69% D***

 ***below 59% and below F***

* 1. ***Assignment Grade Weight Distribution***

***Participation 10%***

***Discussion Boards 20%***

***Essays 30%***

***Writing Consultation 5%***

***Other Activities 25%***

***Final Exam 10%***

***NB: 70% is the passing grade for this course.***

**General Course Calendar – Fall 2018**

***This calendar* does *not* include all assignments/activities *and may change at the discretion of the instructor.***

**Course content and additional activities necessary to successfully complete this course can be found within “Weeks” accessed through the navigation panel on the course homepage.**

***DB = Discussion Board – please pay attention to the Discussion Board number to ensure that responses are posted on the correct board. For each Discussion post assignment, post your initial post by Thursday and your responses to your peers by Sunday.***

|  |  |
| --- | --- |
| **WEEK 1** | **ASSIGNMENTS : Due September 2** |
|  | Review **START HERE** links and **STUDENT RESOURCES** linkson the course homepage. |
|  | Begin reading assignments. |
|  | **REMIND: Let’s Stay Connected**This link includes our class code, so anyone who has it can join our class instantly.https://www.remind.com/join/enc27fl18 |
|  | **Discussion Post Intro:** Introduce Yourself– Post your introduction by 11:59 p.m.***For each Discussion post assignment, post your initial post by Thursday and your responses to your peers by Sunday.*** **Read “How to Email a Professor”** by Michael Leddy and complete assignment. (See full assignment directions on Course Orientation page) due by 11:59 p.m. |
|  | **Think About:** Post responses to classmates by 11:59 p.m. |
| **WEEK 2** | **ASSIGNMENTS: Due September 9 except for Syllabus Quiz** |
| Due September 5  | **Syllabus Quiz** due by 11:59 p.m. (MANDATORY NO SHOW ASSIGNMENT)**NB: Failure to successfully complete *this assignment on time* will result in your being withdrawn from the course as a “no show” regardless of any other work submitted on these course pages.** |
|  | Active Reading Process Activity due by 11:59 p.m.. |
|  | **DB1:** “Hateful Words” – Post your initial response by 11:59 p.m.Please refer to the Discussion Rubric. Remember, I do not provide specific feedback unless you did not follow the requirements**.** |
|  | **DB1:** Post responses to classmates by 11:59 p.m. |
| **WEEK 3** | **ASSIGNMENTS: Due September 16** |
|  | Exit Pass Activity #1 |
|  | **Think About:** Stress – post your initial response by 11:59 p.m. |
|  | **Think About:** The Power of Words – post your initial response by 11:59 p.m. |
|  | Finding the Adjectives Activity due by 11:59 p.m. |
| **WEEK 4** | **ASSIGNMENTS: Due September 23** |
|  | **DB2:** Pre-drafting Strategies – Post your initial response by 11:59 p.m. |
|  | **DB2:** Post your responses to classmates by 11:59 p.m. |
|  | **DB3:** Thesis – Post your initial response by 11:59 p.m. |
|  | **DB3:** post your responses to classmates by 11:59 p.m |
| **WEEK 5** | **ASSIGNMENTS: Due September 30** |
|  | **Think about:** Public and Private Language – post your initial response by 11:59 p.m. |
|  | **Quiz:** Writing an Intro and Conclusion due by 11:59 p.m. |
|  |  **Quiz:** Main Idea and Topic Sentences due by 11:59 p.m. |
|  | Work on your introduction   |
| **WEEK 6** | **ASSIGNMENTS: Due October 7** |
|  |  Post your introduction by 11:59 p.m.Work on your body paragraphs |
|  | Post your introduction and body paragraphs by 11:59 p.m.Work on your conclusion  |
|  | Post your Introduction, body paragraphs, and conclusion (in other words the entire essay) by 11:59 p.m. |
|  | ***Work on your essay.*** |
| **WEEK 7** | **ASSIGNMENTS: Due October 14** |
|  | ***Work on your essay.*** |
|  | **DB4:** Upload your **rough draft** of Essay 1 for peer review by 11:59 p.m. |
|  | ***Work on your essay.*** |
|  | **PEER REVIEW** two classmates’ Essay 1 drafts by 11: 59 p.m. |
| **WEEK 8** | **ASSIGNMENTS: Due October 21** |
|  | See a tutor face to face or online. You will need to show proof and submit it by the end of the week. |
|  | ***Revise your essay*** |
|  |  ***Revise your essay*** |
|  | **Submit your proof of tutoring documentation** **ESSAY 1** due tonight by 11:59 p.m.* Upload **final draft** of Essay 1
 |
| **WEEK 9** | **ASSIGNMENTS: Due October 28** |
|  | **Think About:** Using Peer Review – complete by 11:59 p.m. |
|  | Begin assigned readings |
|  | **Think About:** Social Media – Post your initial response by 11:59 p.m. |
|  | Exit Pass Activity #2 1 due by 11:59 p.m.. |
| **WEEK 10** | **ASSIGNMENTS: Due November 4** |
|  | **DB5:** “Cyberbullies” – Post your initial response by 11:59 p.m. |
|  | Patterns of Organization Activity due by 11:59 p.m. |
|  | **DB5:** Post your responses to classmates by 11:59 p.m. |
|  | Purpose, Audience, and Tone Activity due by 11:59 p.m. |
| **WEEK 11** | **ASSIGNMENTS: Due November 11** |
|  | **DB6:** Pre-drafting Strategies – Post your initial response by 11:59 p.m |
|  | **DB6:** Post your responses to classmates by 11:59 p.m. |
|  | **DB7:**  Upload your **rough draft** of Essay 2 for peer review by 11:59 p.m. |
|  |  |
| **WEEK 12** | **ASSIGNMENTS: Thanksgiving Week- November 25** |
|  | * Enjoy your day off
 |
|  | * Enjoy your day off
 |
|  | * Enjoy your day off
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|  | * Enjoy your day off
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| **WEEK 14** | **ASSIGNMENTS: Due December 2** |
|  | Revise your Essay |
|  | **Submit your proof of tutoring documentation**  |
|  | Prepare and review for final exam |
| **WEEK 15** | **ASSIGNMENTS: Due December 9** |
|  | Work on Final Exam |
|  | Exit Pass Activity # 3 due by 11:59 p.m. |
|  | Work on Final Exam |
|  | Work on Final Exam |
| **WEEK 16** | **ASSIGNMENTS: Due December 10** |
|  | **FINAL EXAM**Complete **FINAL EXAM** by 11:59 p.m.**LATE EXAMS ARE NOT ACCEPTED. Do not Ask!!!** |