



## English 0310: Basic Integrated Reading and Writing Skills

Academic Term: Fall 2022

In Person: MWF: 12:00 – 12:50 A.M. Ferguson Hall Room 213

**Instructor:** Mx. Levi Hernandez (*They/Them*)

**Office:** Ferguson Hall, Office number 208

**Phone:** N/A

**Mailbox:** TBD

**Email:** Levi.Hernandez@sulross.edu

**Office Hours:** Friday 1:00-3:00 PM

**Course Section:** C03

**Course CRN:** 11872

Course description (Academic Center for Excellence website): This course is designed for students whose score on an approved assessment instrument does not meet minimum requirements on the writing and/or reading portion of the assessment. Students will develop their writing and reading skills through exposure to writing and reading exercises. Topics include grammar, sentence structure, paragraph development, main ideas, supporting details, vocabulary, purpose and tone. Credit in this course cannot be used to satisfy requirements for any degree.

### Developmental Education Course descriptions | Sul Ross State University

**This course is designed for students whose score on an approved assessment instrument does not meet minimum requirements on the writing and/or reading portion of the assessment.**

After completing this course, the student should be able to demonstrate competency in the following:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and

developing a claim.

9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

10. Recognize and apply the conventions of standard English reading and writing.

## REQUIRED TEXTS AND MATERIALS

Bring the following items to every class:

- **TEXTBOOK:** Same as English 1301
- One notebook/composition book/lined paper [at least one of these] to be used for this class only
- Pens / pencils, highlighters
- A binder or folder to keep all materials from this class in one place.

## ATTENDANCE POLICY

Due to the emphasis on collaborative learning in this course, your presence is extremely important. I expect you to attend every class, physically and mentally. **Attending class does not only mean showing up—it also means that you have read the material, completed assignments, and are ready to participate.** If the reading has you flummoxed or the assignment is tricky, do your best and come with questions. You don't need to have all the answers, but you do need to be prepared to engage with the text and with others.

You must be on time for class. If you are more than five minutes late, I reserve the right to mark you as absent for the entire day. If you arrive to class late, please enter quietly. If you know you need to arrive late or leave early, inform me before class starts (ideally a day or two in advance).

If you are unable to attend class, **you** are responsible for acquiring the course materials and the information supplied in class. **Do not email me to ask what you missed. Reach out to your peers or come to my office hours.** Daily work—such as reading responses, in-class exercises, or quizzes—may not be made up, but you should still check in with a classmate to see what we covered in class.

Please take this opportunity to get the names and contact information of a few of your classmates.

Name: \_\_\_\_\_ Email/Phone number \_\_\_\_\_

Name: \_\_\_\_\_ Email/ Phone number \_\_\_\_\_

Name: \_\_\_\_\_ Email/ Phone number \_\_\_\_\_

Attendance does not guarantee or entitle you to an A-level grade, *but* it does increase your chances of reaching the academic goals you set for yourself. Remember: this class only meets three times per week—missing one day amounts to missing quite a lot.

## ABSENCES

I understand that some absences are unexpected and/or unavoidable. I will allow **four absences**—no questions asked. Use these allotted absences wisely. Students absent more than three days may receive a lower final grade. Students absent **seven days** will automatically fail the course. I expect you to keep track of your own absences.

**COVID-19 Caveat:** If you or someone in your household is sick, please get in touch with me ASAP.

## CLASSROOM ETIQUETTE

### Class Discussion and Behavior

Where behavior is concerned, treat the classroom like a professional setting or workplace. Remain **calm, polite, and respectful** as you interact with your classmates, your instructor, and their ideas. There will be disagreements over the course of the semester, and that is okay so long as each participant is given the courtesy she or he deserves.

**I reserve the right to ask you to leave class if your behavior is repeatedly disrespectful in any way.** If I ask you to leave class, you will be counted as absent.

Please be mindful that your behavior represents your character. According to a Josephson Institute lower school program, Character Counts, the six pillars of character are:

1. **Trustworthiness:** When others trust us, they give us greater leeway because they feel we don't need monitoring to assure that we'll meet our obligations. They believe in us and hold us in higher esteem. That's satisfying. At the same time, we must try to live up to the expectations of others and refrain from even small lies or self-serving behavior that can quickly destroy our relationships. Trustworthiness relies on other principles, such as integrity, honesty, and reliability. As your teacher, I will more often than not give you the benefit of the doubt but be mindful that you are responsible for showing up and completing the work I ask you to do.
2. **Respect:** People are not things, and everyone has a right to be treated with dignity. We certainly have no ethical duty to hold all people in high esteem, but we have a responsibility to be the best we can be in all situations, even when dealing with unpleasant people. Respect prohibits violence, humiliation, manipulation and exploitation. It reflects notions such as civility, courtesy, decency, dignity, autonomy, tolerance, and acceptance.
3. **Responsibility:** Being responsible means being in charge of our choices and, thus, our lives. It means being accountable for what we do and who we are. It also means recognizing that our actions matter and that we are morally on the hook for the consequences. Our capacity to reason and our freedom to choose makes us morally autonomous and, therefore, answerable for whether we honor or degrade the ethical principles that give life meaning and purpose. As an adult, you are responsible for pursuing excellence, setting goals, and asking for help.
4. **Fairness:** Fairness is a tricky concept, probably more subject to legitimate debate and interpretation than any other ethical value. Disagreeing parties tend to maintain that there is only one fair position (their own, naturally). But essentially fairness implies adherence to a balanced

standard of justice without relevance to one's own feelings or inclinations. Much of this class will focus on social issues, many of which you will bring to the table via your presentations and research projects. We are all allowed to express our thoughts and opinions on these subjects (yes, even me—I am a full person who is teaching you, another full person), but we should not let our personal opinions get in the way of reading someone else's work fairly. As your teacher, I promise to meet balanced rhetoric on any issue (barring clearly prejudiced material) with a fair mind.

5. **Caring:** Caring is the heart of ethics, and ethical decision-making. It is scarcely possible to be truly ethical and yet unconcerned with the welfare of others. That is because ethics is ultimately about good relations with other people. It is easier to love “humanity” than to love people. People who consider themselves ethical and yet lack a caring attitude toward individuals tend to treat others as instruments of their will. They rarely feel an obligation to be honest, loyal, fair or respectful except insofar as it is prudent for them to do so, a disposition which itself hints at duplicity and a lack of integrity. A person who really cares feels an emotional response to both the pain and pleasure of others. In recent years, rhetoric has become increasingly charged and polarized. If you are not invested in understanding others or helping them understand you, I invite you to take this class with another professor.
6. **Citizenship:** Citizenship includes civic virtues and duties that prescribe how we ought to behave as part of a community. The good citizen knows the laws and obeys them, yes, but that's not all. He or she volunteers and stays informed on the issues of the day, the better to execute her duties and privileges as a member of a self-governing democratic society. He or she does more than her “fair” share to make society work, now and for future generations. Such a commitment to the public sphere can have many expressions, such as conserving resources, recycling, using public transportation and cleaning up litter. The good citizen gives more than he or she takes. This applies to classroom participation. While you needn't say something every day, you must remember that you are part of this community. Playing with your phone, talking over others, falling asleep, or stewing with your arms crossed when you don't like how the discussion is going is not how a responsible member of a community behaves.

## REACHING OUT

### Blackboard

This course has a Blackboard site that I will use to post syllabus revisions, course readings, handouts, and assignments.

On Blackboard, you will be able to access a calendar of course deadlines, a digital copy of this syllabus, miscellaneous readings, assignment prompts and grading rubrics, and tentative grades. Keep in mind, however, that the grades published in the Blackboard Grade tab are not comprehensive. While you will have access to grades for all major assignments, it will not list a cumulative course grade. In short, the grades published on Blackboard are **not official**.

### Email Etiquette

I welcome email! It is, by far, the best way of contacting me outside of office hours or class. It is even better than reaching out with Canvas' internal messaging system. I do, however, require you to write in a professional manner (consider it good practice for the rest of your working life). Your emails should include the following components:

- Logical, topical subject line (e.g., Office hours appointment, Question about Paper 2, etc.)
- Salutation with my name spelled correctly (e.g., Hello Mx. Hernandez)
- A body that clearly communicates questions/concerns in complete sentences and paragraphs

A professional signature (e.g., Sincerely, \_\_\_\_\_, Best, \_\_\_\_\_, etc.)

## Office Hours

Office hours give students the opportunity to ask questions and explore points of confusion or interest that cannot be fully addressed in class. Office hours are *your* time. Barring an emergency, **I will be available on campus in my office: Ferguson Hall 210 at the times stated at the beginning of the syllabus.** If these hours are incompatible with your schedule, email me to set up an appointment. I'm happy to find a time that works for you.

## Academic Honesty

The University expects all students to engage in all academic pursuits in a manner beyond reproach and to maintain complete honesty and integrity in academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of research materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.
12. "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the department chair, the College Dean (Alpine) or Associate Provost/Dean (RGC), and eventually to the Executive Vice President and Provost before the imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Executive Vice President and Provost shall be final.

In the case of flagrant or repeated violations, the Provost may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

## **GENERAL COURSE REQUIREMENTS AND GRADING**

### **Grading breakdown**

Papers: 60%

Exam 1: 10%

Exam 2: 15%

Exam 3: 15%

Exam 4: 20%

All papers, including rough drafts, must be typed and in MLA format. If you have questions about formatting or citations, please consult your writing handbook, a reliable online source (like Purdue OWL) or speak with me.

### **Quizzes: 10%**

I use quizzes as a means of assessing growth in the subject area as well as a way to ensure that students are doing the assigned reading. Some quizzes may be unannounced – if this happens it's because I'm noticing a severe lack of interest either in the class or the reading. There will be **5 quizzes in total with each quiz having a two point value.**

### **Class Work and Assignments: 15%**

Daily work for this class will include writing responses, group activities, conferences, quizzes, paper drafts and workshops. It should go without saying that class discussion is a hefty component to this portion of your grade.

### **Final Written Project: 15%**

Your final for this course will be a presentation that demonstrates rhetorical strategy—specific details will be dispersed at the end of the semester.

### **Portfolio**

This class will not require a portfolio of completed work for grading. However, you are responsible for keeping everything you do in class—including homework, drafts, and handouts—until the end of the semester should one of your grades be called into question.

## **LATE PAPER AND EXTENSION POLICIES**

Papers are due at the beginning of class on the deadline indicated in the course calendar. If you arrive late, your paper is late and subject to a grade reduction. Please keep track of deadlines. Though I will accept late work, **your grade is lowered a full letter for each day past the deadline.** On the fourth day, your paper will receive an automatic F.

**Technological problems do *not* constitute a valid excuse for submitting work after a deadline.** You should get in the practice of backing up your files early and often. In fact, I recommend writing all of your papers on Google Docs or with your Texas State Office 365 account. These platforms auto-save your work, so you can access them from any computer in an emergency. If you are writing your essay offline (without access to a Cloud-saving program), save your work regularly. Developing this habit now will benefit you in your academic and professional career.

If there is an emergency and you believe you would benefit from an **extension**, please meet with me during office hours or after class to discuss the situation as soon as possible. I will not grant extension requests within 24 hours of the assignment deadline.

## **GRADING SCALE**

The following general standards apply to all papers written in English 1310 and 1320. For each assignment, I will provide you with additional criteria via a rubric, but these general standards will always apply.

**C** A **C** indicates a satisfactory performance. A **C** paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs

and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear. A C is considered average.

**B** The *B* paper surpasses the *C* paper by demonstrating a higher level of effectiveness in the organization and development of a central idea. The *B* paper shows greater complexity of thought and development, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.

**A** The *A* paper is outstanding work. It is clearly a superior performance according to the criteria of clarity of expression and logical development of a central idea. It shows originality of thought and imaginative competence in the development of the material. It engages and holds the reader's attention and invites rereading. The style of the writing is consistently fluent, polished, and distinctive.

**D** A *D* indicates an unsatisfactory performance. A *D* paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.

**F** An *F* indicates an unacceptable performance. An *F* paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

Semester grade: A=90-100, B=80-89, C=70-79, D=60-69, and F=0-59.

## ACCOMMODATIONS

We all learn differently. If you require accommodations for the successful completion of this course, please notify me within the first three weeks of class so that necessary accommodations can be made. You should also speak to an advisor with the so that all of your teachers can know how to meet your needs. [Sul Ross State Accessibility Services](#)

### **Americans with Disabilities Act (ADA)**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class.

Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.



## Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

By calling 888.837.6055 Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

Using resources from the Technology Support tab within blackboard

Clicking the Support Desk graphic on the course homepage

## SRSU Library Services

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123)

## [Peer Tutors](#)

## [Academic Center for Excellence](#)

## Title IX and [The Office of Equity and Inclusion](#)

In accordance with the university's commitment to fostering a community of tolerance, openness, and respect, Texas State prohibits discriminatory behavior such as sexual misconduct (harassment, intimidation, assault, or dating/domestic violence) and complies with Title IX of the Higher Education Amendments of 1972. Title IX policy requires that faculty report any allegations of sexual misconduct, whether witnessed or firsthand, to the Office of Equity and Access.

## [Counseling Services](#)

College is difficult—it is meant to be difficult—but it should not feel impossible. If you experience serious issues that prevent you from attending this class, most of your classes, or all of your classes, please contact the Counseling Center and/or the Dean of Students for help and resources. The office of the Dean of Students is an especially helpful office if you need help getting back on track in several courses. Remember: Texas State wants you to be well and succeed. I want that for you, too.

If you want me to walk you through the process of making an appointment at the Counseling Center, I will. Swing by office hours or send me an email.

### **Covid – 19 Policy**

With Covid – 19 still causing issue in Texas and the rest of the United States there are a few policies that I will have for our class.

**Contact Tracing:** Due to the possibility of myself and the students getting covid this class will require assigned seating. We will figure that out in the first week of class. This policy in place is to ensure that if a student or instructor gets sick Texas State will be able to contact the affected parties. To ensure this system works, and the most safety is possible for the community students that test positive should contact Bobcat trace as soon as they can. Similarly, please contact me ASAP. I will figure out what accommodation I need to make to help you succeed while you are quarantined.

**Masks:** I am not allowed to have a mask mandate due to Gov. Abbot's ruling, however, with the Delta Variant I highly recommend wearing a mask when in any building on campus. Our classroom is small, and both sections are almost at capacity. Wearing a mask ensures the safest environment for our class. I will be wearing a mask during our class to set an example.

**Moving to Online Classes:** If the worst happens and classes need to be moved online for a short or extended period of time due to Covid – 19 or any other event our class will move to a synchronous zoom class. Meaning we will meet at the same time as usual but online instead of in person. I am hoping that this doesn't happen. If it does we will all make the best of it we can.

I know Covid has been exhausting to many. If you are feeling overwhelmed at any point in the semester, remember that there are resources to help you.

### 21. Required for Core Curriculum Classes

For Core Curriculum Courses Only for 2022-2023

#### Personal Responsibility

Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

#### Social Responsibility

Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

## ENGLISH 0309 COURSE CALENDAR FALL 2022

This calendar is tentative; I will revise it based on our class needs. However, the dates for exams will not change. For the most up-to-date version of this syllabus can be found on Canvas.

Abbreviations used in the calendar

Week 1	
Monday 8/22	<p style="text-align: center;">In Class Overview:</p> <ul style="list-style-type: none"> <li>• Introductions – Prof. &amp; Students</li> <li>• Roll Call &amp; Seating Chart</li> <li>• Syllabus &amp; Course Calendar</li> <li>• Intro to Blackboard</li> </ul>
Wednesday 8/24	<p style="text-align: center;">In Class Overview:</p> <ul style="list-style-type: none"> <li>• Hand out Course Calendar</li> <li>• Active listening</li> <li>• How to Annotate 101</li> <li>• Practicing Annotations</li> </ul>
Friday 8/26	<p style="text-align: center;">In Class Overview:</p> <ul style="list-style-type: none"> <li>• Grammar Assessment</li> <li>• Quick Write</li> <li>• Practice Annotations on Chapter 1</li> <li>• Flip book making</li> </ul>
Week 2	
Monday 8/29	<p style="text-align: center;">In Class Overview:</p> <ul style="list-style-type: none"> <li>• Essay Assessment</li> <li>• Grammar Lesson I</li> <li>• Note Taking Strategies</li> </ul>
Wednesday 8/31	<p style="text-align: center;">In Class Overview:</p> <ul style="list-style-type: none"> <li>• Reading texts: Point of View</li> <li>• Writing Complete sentences</li> <li>• Intro to MLA I</li> </ul>
Friday 9/2	<p style="text-align: center;">In Class Overview:</p> <ul style="list-style-type: none"> <li>• In class Annotations</li> <li>• In class activity</li> </ul>
Week 3	
Monday 9/5	<p style="text-align: center;"><b>Labor Day No Class</b></p> <ul style="list-style-type: none"> <li>• Grammar Lesson 2</li> <li>• Mastering Vocabulary in Context</li> <li>• Closing Quick Write</li> </ul>
Wednesday 9/7	<p style="text-align: center;">In Class Overview:</p>
Friday 9/9	<p style="text-align: center;">In Class Overview:</p> <ul style="list-style-type: none"> <li>• In class annotations</li> <li>• Ted Talk and Discussion</li> <li>• Sign up for One on One meetings</li> </ul>

Week 4	
Monday 9/12	In Class Overview: <ul style="list-style-type: none"> <li>• One on One Meetings</li> </ul>
Wednesday 9/14	In Class Overview: <ul style="list-style-type: none"> <li>• One on One Meetings</li> </ul>
Friday 9/16	In Class Overview: <ul style="list-style-type: none"> <li>• Quick write</li> <li>• Annotations</li> </ul>
Week 5	
Monday 9/19	In Class Overview: <ul style="list-style-type: none"> <li>• <b>Exam 1 in Class</b></li> </ul>
Wednesday 9/21	In Class Overview: <ul style="list-style-type: none"> <li>• History Review</li> <li>• How to answer short answer questions</li> <li>• Tips for multiple choice questions</li> </ul>
Friday 9/23	In Class Overview: <ul style="list-style-type: none"> <li>• In class activity</li> <li>• Annotations</li> </ul>
Week 6	
Monday 9/26	In Class Overview: <ul style="list-style-type: none"> <li>• Grammar Review 3</li> <li>• Honing ideas</li> <li>• Thesis statements 101</li> </ul>
Wednesday 9/28	In Class Overview: <ul style="list-style-type: none"> <li>• Review History</li> <li>• How to ACE the essay section</li> <li>• P.I.E. Day 1 – Point</li> </ul>
Friday 9/30	In Class Overview: <ul style="list-style-type: none"> <li>• YouTube video and discussion</li> <li>• P.I.E. Day 2 – Illustration</li> <li>• Annotations</li> </ul>
Week 7	
Monday 10/3	In Class Overview: <ul style="list-style-type: none"> <li>• P.I.E. day 3 – Explanation</li> <li>• Grammar review 4</li> <li>• Practice paragraph</li> </ul>
Wednesday 10/5	In Class Overview: <ul style="list-style-type: none"> <li>• Transitions</li> </ul>
Friday 10/7	In Class Overview: <ul style="list-style-type: none"> <li>• Quick write</li> <li>• Annotations</li> </ul>
Week 8	
Monday 10/10	In Class Overview:
Wednesday 10/12	In Class Overview:

<b>6th History Exam 3 Due at midnight 6th</b>	<ul style="list-style-type: none"> <li>• In class activity</li> <li>• Annotations</li> </ul>
Friday 10/14	In Class Overview:
Week 9	
Monday 10/17	In Class Overview: <ul style="list-style-type: none"> <li>• Intro to P.I.E</li> <li>• P.I.E. practice</li> <li>• Grammar Review</li> </ul>
Wednesday 10/19	In Class Overview:
Friday 10/21	In Class Overview: <ul style="list-style-type: none"> <li>• Watch YouTube Video and discuss</li> <li>• Annotations</li> </ul>
Week 10	
Monday 10/24	In Class Overview: <ul style="list-style-type: none"> <li>• <b>Exam 2 in Class</b></li> </ul>
Wednesday 10/26 <ul style="list-style-type: none"> <li>• Read “The Quiet Boy” Part I <a href="#">The Quiet Boy</a></li> </ul>	In Class Overview: <ul style="list-style-type: none"> <li>• MLA 2.0</li> <li>• How to avoid common errors in writing</li> <li>• How to speed read and when it’s appropriate.</li> </ul>
Friday 10/28 <ul style="list-style-type: none"> <li>• Read “The Quiet Boy” Part II <a href="#">The Quiet Boy</a></li> </ul>	In Class Overview: <ul style="list-style-type: none"> <li>• Discussing the first part of “The Quiet Boy”</li> <li>• Writing an alternative ending for “The Quiet Boy”</li> <li>• Tips on Public speaking and how it relates to reading and writing.</li> </ul>
Week 11	
Monday 10/31	In Class Overview: <ul style="list-style-type: none"> <li>• Watch “Antlers”</li> <li>• Extra Credit opportunity</li> </ul>
Wednesday 11/2	In Class Overview: <ul style="list-style-type: none"> <li>• Start reading “Consider the Lobster”</li> <li>• Grammar Review 4</li> </ul>
Friday 11/4	In Class Overview: <ul style="list-style-type: none"> <li>• Quick Write</li> <li>• Annotations</li> <li>• Continue reading “Consider the Lobster”</li> </ul>
Week 12	
Monday 11/7	In Class Overview: <ul style="list-style-type: none"> <li>• Class Litmus test</li> </ul>

	<ul style="list-style-type: none"> <li>• Class discussion on “Consider the Lobster”</li> <li>• Main idea and Implied idea in “Consider the Lobster”</li> </ul>
Wednesday 11/9	<p>In Class Overview:</p> <ul style="list-style-type: none"> <li>• Wrapping up argumentation</li> <li>• How to avoid burnout near the end of the semester.</li> </ul>
Friday 11/11	<p>In Class Overview:</p> <ul style="list-style-type: none"> <li>• In Class Activity</li> <li>• Annotations</li> </ul>
Week 13	
Monday 11/14	<p>In Class Overview:</p> <ul style="list-style-type: none"> <li>• <b>Exam 3 In class</b></li> </ul>
Wednesday 11/16	<p>In Class Overview:</p>
Friday 11/18	<p>In Class Overview:</p> <ul style="list-style-type: none"> <li>• Watch YouTube Video and Discuss</li> <li>• Annotations</li> <li>• Final Semester Essay reflection announced</li> </ul>
Week 14	
Monday 11/2	<p>In Class Overview:</p> <ul style="list-style-type: none"> <li>• Watch “The Addams Family” bit and discuss historical accuracy.</li> </ul>
Wednesday 11/23	<b>Thanksgiving Break No Class</b>
Friday 11/25	<b>Thanksgiving Break No Class</b>
Week 15	
Monday 11/28	<p>In Class Overview:</p> <ul style="list-style-type: none"> <li>• Final exam review</li> <li>• Work time for class essay reflection</li> </ul>
Wednesday 11/30	<p>In Class Overview</p> <ul style="list-style-type: none"> <li>• Test taking strategies</li> <li>• Final semester reflection essay Due</li> </ul>

**6th Dr. Vega’s Final Exam TBD**

**6th English 0310 / 0319 Final TDB**