



ENGLISH 575 SYLLABUS: PART ONE

Chaffey College

Introduction to College Reading and Writing/Fall 2013

MW 10:00 – 11:50 AM/Section: 74775/Room: MB 263

Course Description: An introduction to the academic reading, writing, critical thinking, and study skills expected at the college level with the ultimate goal of producing clear, competent essays. Emphasizes the connections between reading and writing, and students read and write extensively. Seven hours of supplemental learning in a Success Center that supports this course are required.

Required and/or Recommended Background:

Eligibility for ENG 575 as determined by the Chaffey assessment process

Prerequisite(s): None Corequisite(s): None

Advisory: None Limitation on Enrollment: None

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Office Location: CHMB-216

Advice Hours:

Mondays: 9 – 10:00 am

Tuesdays: 9 – 10:00 am

Wednesdays: 9 – 10:00 am

Thursdays: 9 – 10:00 am

Fridays: 12:00 – 1:00 pm

& by appointment

Required Course Materials



1. ***INTRO TO COLLEGE READING & WRITING (CUSTOM)***
ISBN:9781121916128
2. ***The Hunger Games***
ISBN:9780439023528
3. index cards/post-its
4. computer, printer, online, and dictionary access
5. Chaffey College Student Handbook: 2013-2014 Edition (free)

ASSIGNMENTS	Points Possible	YOUR SCORE	How is my work graded?
MAJOR PROJECTS (500 points)			
<u>Project One</u>	100 points		Each project is assessed with consideration of the English Department grading standards. In addition, I consider how well your projects meet specific objectives listed on the project assignment sheets. Reminder: All major projects are expected to be formatted according to Modern Language Association (MLA) requirements. (Further guidance will be provided.) Projects One, Two, Three, and Four must be typed in order to earn points.
<u>Project Two</u>	100 points		
<u>Project Three</u>	125 points		
<u>Project Four</u>	125 points		
<u>Group Project & In-Class Essay: Hunger Games Debate</u>	50 points		
PRACTICE AND PROCESS MATERIALS (500 points)			
<u>Student Success Notebook Assignments</u>	196 points (28 applicable days X 7 points each)		<p><u>Earning Notebook Assignment Points: Assessment Questions</u></p> <p>Is the work completed appropriately and entirely (including all sections and word count requirements)?</p> <p>Is the work submitted on time? (See the late work policy.)</p> <p>Are all parts of the assignment labeled clearly?</p>
<u>In-Class Participation</u>	160 points (32 applicable days X 5 points each)		<p><u>Earning In-Class Participation Points: Assessment Questions</u></p> <p>To what extent do you complete the written participation requirements?</p> <p>To what extent do you actively and effectively engage in group and individual activities?</p> <p>To what extent do you participate in the entire class session?</p> <p>To what extent do you help maintain an effective learning environment which is free of unnecessary distractions?</p>
<u>Class Warm-Ups</u>	62 points (31 applicable days X 2 points each)		<p><u>Earning Warm-Up Activity Points: Assessment Questions</u></p> <p>Did you arrive to class on time and participate in the entire warm-up activity?</p> <p>Did you submit the warm-up activity work as required?</p>
<u>Essay Drafts</u>	4 projects X 8 points each = 32 points		<p><u>Earning Essay Draft Points: Assessment Questions</u></p> <p>Did you provide each group member with a printed copy of your draft when required?</p> <p>Did you participate in the entire draft feedback process on the required class day(s)? Did you share your work and respond to the work of others?</p>
<u>Supplemental Learning Activities (Seven)</u>	50 points		For more information about earning Supplemental Learning (SL) points and completing SL activities, please review the third part of the syllabus.

<u>Final Point Total</u>	<u>Course Grade</u>
990 – 1000	A+
920 – 989	A (Excellent)
900 – 919	A-
890 – 899	B+
820 – 899	B (Above Average)
800 – 819	B-
790 – 799	C+
720 – 789	C (Average)
700 - 719	Low C
680 – 699	D+
620 – 679	D (Below Average)
600 – 619	D-
0 – 599	F (Poor)

English Department Grading Standards

An A paper is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

A B paper is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

A C paper is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.

A D paper is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

An F paper is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.



Frequently Asked Questions

Why take this course?

Enhance academic, professional, and personal communication skills by meeting these course objectives:

1. Apply appropriate reading strategies to comprehend a variety of texts across the disciplines.
2. Identify thesis statements, main ideas, and major and minor supporting details in a variety of nonfiction readings, and incorporate these elements in one's own writings.
3. Outline, summarize, analyze, and respond to information in nonfiction reading for the purposes of discussion and writing.
4. Analyze interconnected functions of audience, purpose, and tone in readings across the disciplines as well as one's own writing and the writing of other students.
5. Examine the presentation of information, patterns of organization, and visual aspects of layout employed by textbooks.
6. Develop reading comprehension and vocabulary through common strategies such as reading out loud, talking to the text, thinking out loud, using context clues and analyzing text structures.
7. Identify rhetorical features in nonfiction readings, and incorporate uses of selected rhetorical strategies (e.g. description, exemplification, argument) in ones' own writing.
8. Demonstrate an understanding of the logical relationships among the parts of readings as well as the parts of compositions.
9. Construct coherent writings with a controlling idea and paragraphs that support it. Write compositions, using idea generation, planning, drafting, revising, and editing.
10. Write introductory essay paragraphs, body paragraphs with supporting sentences that relate to the topic sentences, and concluding essay paragraphs.
11. Incorporate information from outside sources, attributing quotes, paraphrasing, and differentiating between one's own ideas and those of others.
12. Identify individual patterns of grammatical error, and apply rules of grammar--punctuation, mechanics, spelling, and usage--toward proficient editing.
13. Contribute to academic dialogues through reading, writing, and critically thinking about ideas presented in increasingly sophisticated texts.
14. Learn and apply success strategies designed to help you develop and meet your academic and professional goals.

May I earn extra credit points this semester?

Each student may earn up to a total of twenty extra credit points this semester. Many options will be announced; students may choose from these options. Please note: Even if you complete more than twenty points of extra credit, you will only earn twenty extra credit points for the entire semester.



Is late work accepted?

You may turn in one of the first three major projects up to four class sessions late without penalty. Students who turn in *all* four projects on time and do not have to use this option will earn four extra credit points. You may also turn in one of your notebook assignments up to four class sessions late without penalty. Students who turn in *all* notebook assignments on time and do not have to use this option will earn four extra credit points at the end of the semester. Please save these two options for emergencies, and enjoy the extra credit if you do not have to use them. **No other late materials (including essay drafts) earn points.**

Your work is considered late if it is not submitted in *paper form* when needed in class on the day it is due. You are responsible for planning ahead and making sure you allow enough time to print typed work before it is due.

What if students miss class time?

Missing class time is detrimental to your success in the course. You remain responsible for the information you miss, and you are not eligible to earn points for missed participation and warm-up activities. Also, please note the connections between missing class time and late work policies.



How may students receive assistance at Chaffey College?

Chaffey College features a number of invaluable resources for students; as a Chaffey College professor, I am happy to help you locate appropriate campus resources for your needs and interests. To get started, please consider:

Student Success Centers

Chaffey College has created a network of Student Success Centers – offering free tutorials, workshops, learning groups, directed learning activities, and computer/resources access – to assist students in their academic development and success.

During the Fall 2013 semester, Success Center services will be offered at all 3 Chaffey locations:

Chino Campus Success Center

Multidisciplinary Success Center

fall hours: _____
(CHMB-145) 909-652-8150

Fontana Campus Success Center

Multidisciplinary Success Center

fall hours: _____
(FNFC-122) 909-652-7408

Rancho Campus Success Centers

Language Success Center

Math Success Center

fall hours: _____
(BEB-101) 909-652-6907/652-6820
(Math-121) 909-652-6452

Multidisciplinary Success Center

(Library) 909-652-6932

A current Chaffey College photo ID card is required for all Success Center services. Walk-ins are welcome, and advanced appointments are available for most services. Call the centers or consult the college website at www.chaffey.edu/success/ for more information. Online appointments: <https://chaffey.mywconline.com/>



Career Center

The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.



Disability Programs and Services

Chaffey College's Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please contact the DPS general phone line at (909) 652-6379.

EOPS and CARE

Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Call (909) 652-6345 for more information.



Veterans and Eligible Family Members

Chaffey College's Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrstaff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in AD-125 on Chaffey College's Rancho Cucamonga campus.

Student Health Services

Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.

Rancho Campus
Chino Campus

MACC-202
CHMB-105

(909) 652-6331
(909) 652-8190



How may I become involved with campus activities?

Chaffey College offers a variety of opportunities for campus involvement, including student clubs (Student Activities Office: (909) 652-6590), visual and performing arts programs (School of Visual and Performing Arts: (909) 909/652-6066), and athletics events (Athletics Department: (909) 652-6290).

One Book, One College: The One Book, One College Committee strives to create a community of readers across the curriculum at Chaffey College and within the communities it serves. Each year, the committee selects a college book and creates a diverse series of related events. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey.

How does the college ensure a high-quality educational environment?

Chaffey College Code of Conduct: Students are responsible for reading published information about the Chaffey College Code of Conduct which is available in the newest edition of the student handbook. Please consult with me and/or other appropriate college personnel if you have related questions or concerns while a student at Chaffey College. Please note that participation is assessed (and participation points awarded) with consideration of student professionalism and code adherence.

Academic Integrity: The English department's official policy applies in this course: Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one's own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook.

Faculty Success Center: Chaffey College features a number of success centers, designed to promote continued academic development of students and professional development of faculty. Through the Faculty Success Center, Chaffey College professors will continue developing instructional strategies for their professional toolboxes.

Institutional Research: The following information comes from the Institutional Research website: The Chaffey College Office of Institutional Research provides useful and 'user-friendly' data, reports and presentations to Chaffey College administration, staff, faculty and students. The office provides data and information relevant to: short and long range planning and decision making, institutional effectiveness and accountability, student learning outcomes and student success, program and services review, and federal and state-mandated reporting.

Core Competencies: Chaffey College as an Institution

1. communication
2. critical thinking and information competency
3. community/global awareness and responsibility
4. personal, academic, and career development

Student Learning Outcomes: All English Department Classes

1. Understand the relationship between purpose and audience for a given subject.
2. Apply the elements of the writing process (inventing, drafting, revising, editing, proofreading) to any given writing assignment both in the academic and professional spheres.
3. Respond critically to reading assignments.
4. Develop ideas through reflection and synthesis.

Student Learning Outcomes: English 575

Analyze interconnected functions of audience, purpose, genre, tone, and role.

Apply appropriate reading strategies suited to the text.

Write an essay including a thesis and supporting evidence.

The Honors Program

The Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of our transfer agreements with prestigious institutions like UCLA.

Visit <http://www.chaffey.edu/honors> or SSA-122 for more information and admission requirements.

ENGLISH 575 SYLLABUS: PART TWO

I reserve the right to make schedule and related changes to the syllabus. Updates are announced in class and posted on the course website.

We will regularly use the course books in class. Also, you need textbook access outside of class in order to complete notebook assignments.

TENTATIVE CLASS SCHEDULE

<p>DAY ONE (Wednesday 8/14) COURSE INTRODUCTIONS</p> <p>WELCOME</p>	<p>DAY TWO (Monday 8/19) Audience, Purpose, Genre, Tone Taking Notes</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review: The English 575 Course Syllabus <input type="checkbox"/> Complete: introductory letter to the instructor <input type="checkbox"/> Complete: introductory letter to other students
<p>DAY THREE (Wednesday 8/21) Reading as a Process</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter one) <input type="checkbox"/> Read: <i>The Hunger Games</i> (assigned articles) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class) 	<p>DAY FOUR (Monday 8/26) Student Success Strategies</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter two) <input type="checkbox"/> Read: "Start Strong: Taking Charge of Your Success in College" (pgs. 78-107/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class) <input type="checkbox"/> Bring: Chaffey College Student Handbook (2013-2014 edition), syllabi for your classes, other scheduling information

<p>DAY FIVE (Wednesday 8/28) Strategies for Reading Various Genres</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter three) <input type="checkbox"/> Read: “Get Ready to Read: Active Strategies for Managing Texts” (108-171, Part One, as explained in class/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class) <input type="checkbox"/> Bring: Texts from Other Courses 	<p>DAY SIX (Wednesday 9/4) Overview: Academic Essay Structure Major Project One</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter four) <input type="checkbox"/> Read: “Get Ready to Read: Active Strategies for Managing Texts” (108-171, Part Two, as explained in class/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class)
<p>DAY SEVEN (Monday 9/9) Writing as a Process Idea Generation Strategies</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter five) <input type="checkbox"/> Read: “Essay Structure” (366-376/Custom) <input type="checkbox"/> “How Do I Write a Thesis?” (387-389/Custom) <input type="checkbox"/> “I Don’t Know What to Write”(377-386/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class) 	<p>DAY EIGHT (Wednesday 9/11) Identifying and Developing Main Ideas: Topic Sentences and Thesis Statements</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter six) <input type="checkbox"/> Read: “Get the Big Picture: Identifying the Main Idea in College Reading” (216-247/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class)
<p>DAY NINE (Monday 9/16) Paragraph Structure and Supporting Details / A Palette of Rhetorical Strategies (Focus On: Exemplification)</p> <p><u>CHECKLIST: HOMEWORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and Respond: <i>The Hunger Games</i> (chapter seven) <input type="checkbox"/> Review: “I Don’t Know What to Write”(377-386/Custom) <input type="checkbox"/> Complete: Idea Generation, Project One <input type="checkbox"/> Review: “How Do I Write a Thesis?” (387-389/Custom) <input type="checkbox"/> Read: “How Do I Get My Ideas to Fit Together”(390-395/Custom) <input type="checkbox"/> Complete: Outline, Project One 	<p>DAY TEN (Wednesday 9/18) A Palette of Rhetorical Strategies (Focus On: Description and Narration)</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter eight) <input type="checkbox"/> Read: “Lend Some Support: Locating and Using Important Details” (248-273/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class)
<p>DAY ELEVEN (Monday 9/23) Sharing and Responding: Project One Rough Drafts / Transitions and Organizational Patterns / Titles</p> <p><u>CHECKLIST: WORK DUE TODAY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read & Respond (worth up to six notebook points): <i>The Hunger Games</i> (chapter nine) <input type="checkbox"/> Complete: Project One, Essay Draft Make four additional copies and distribute these copies to test readers in class today / Review the information about points and essay drafts on page two in part one of the syllabus. 	<p>DAY TWELVE (Wednesday 9/25) Editing Strategies</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter ten) <input type="checkbox"/> Read: “Chart the Course: Identifying and Integrating Writing Patterns” (274-303/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class)

<p>DAY THIRTEEN (Monday 9/30) Project One (Final Version) Due / Strategies for Understanding and Developing College Vocabulary</p> <p><u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Major Project One (Final Version)</p>	<p>DAY FOURTEEN (Wednesday 10/2) Definition and Classification Idea Generation: Project Two <u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 11) <input type="checkbox"/> Read: “The Power of Words: Understanding College Vocabulary” (172-195/Custom) <input type="checkbox"/> Read: “Working with Word Parts and Compound Words” (196-205/Custom) <input type="checkbox"/> Read: “Working With Resources and Strategies to Improve Vocabulary” (206-215/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class)</p>
<p>DAY FIFTEEN (Monday 10/7) Classification (continued) Idea Generation: Project Two <u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 12) <input type="checkbox"/> Read: “Wait Divisions (446-449/Custom) <input type="checkbox"/> Read: “White Lies” (450-452/Custom) <input type="checkbox"/> Read: “Watcher at the Gates” (464-468/Custom) <input type="checkbox"/> Read: “Television Insults Men, Too” (470-471) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class)</p>	<p>DAY SIXTEEN (Wednesday 10/9) Rhetorical Strategies and Your Classification Essay <u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u> <input type="checkbox"/> Read and Respond: <i>The Hunger Games</i> (chapter 13) <input type="checkbox"/> Review: “I Don’t Know What to Write”(377-386/Custom) <input type="checkbox"/> Complete: Idea Generation, Project Two <input type="checkbox"/> Review: “How Do I Write a Thesis?” (387-389/Custom) <input type="checkbox"/> Review: “How Do I Get My Ideas to Fit Together”(390-395/Custom) <input type="checkbox"/> Complete: Outline, Project Two</p>
<p>DAY SEVENTEEN (Monday 10/14) Sharing and Responding: Project Two Rough Drafts / Transitions, Organizational Patterns, and Titles <u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Read and Respond (worth up to six notebook points): <i>The Hunger Games</i> (chapter 14) <input type="checkbox"/> Complete: Project Two, Essay Draft Make four additional copies and distribute these copies to test readers in class today./ Reminder: Review the information about points and essay drafts on page two in part one of the syllabus. <input type="checkbox"/> Review: “Chart the Course: Identifying and Integrating Writing Patterns” (274-303/Custom)</p>	<p>DAY EIGHTEEN (Wednesday 10/16) Editing Strategies The Hunger Games: Countdown to the Debate (And the <i>Catching Fire</i> Premiere)</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 15) <input type="checkbox"/> Read: <i>The Hunger Games</i> (multiple readings) <input type="checkbox"/> Complete: Reading Response Activities (as assigned/worth a total of up to six points) <input type="checkbox"/> Bring: Newest Draft of Project Two / Returned Draft of Project One with Instructor Feedback</p>
<p>DAY NINETEEN (Monday 10/21) Project Two (Final Version) Due / Reading & Responding: Job Market Idea Generation: Project Three</p> <p><u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Major Project Two (Final Version)</p>	<p>DAY TWENTY (Wednesday 10/23) Reading and Responding: Jump Start Your Career Idea Generation: Project Three <u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 16) <input type="checkbox"/> Read: Readings about the Job Market (2-31/Custom) <input type="checkbox"/> Read: Jump-Start Your Career (32-56/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p>

<p>DAY TWENTY-ONE (Monday 10/28) Reading and Responding: Your Career Assets Idea Generation: Project Three</p> <p><u>CHECKLIST: WORK DUE TODAY(worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 17) <input type="checkbox"/> Read: “Skills and Interests-Your Career Assets” (57-76/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p>	<p>DAY TWENTY-TWO (Wednesday 10/30) Selecting and Evaluating Research: Project Three Career Development Materials</p> <p><u>CHECKLIST: WORK DUE (worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 18) <input type="checkbox"/> Read: “Let’s Get Critical: Making Inferences and Incorporating Critical Reading Skills” (304-337/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p>
<p>DAY TWENTY-THREE (Monday 11/4) Evaluating, Organizing and Incorporating Source Information, Project Three</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 19) <input type="checkbox"/> Research/Read: Project Three Materials (Bureau of Labor Statistics/Hiring Announcement, Professional Association, others) <input type="checkbox"/> Bring paper copies to class: Project Materials <input type="checkbox"/> Read: “What Do I Do With the Sources I Find?” / Sample Essay (398-417) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p>	<p>DAY TWENTY-FOUR (Wednesday 11/6) Evaluating, Organizing and Incorporating Source Information Project Three (continued)</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 20) <input type="checkbox"/> Read: “Lights, Camera, and Action! Rehearsing the Information” (338-363/Custom) <input type="checkbox"/> Bring paper copies: Project Three Materials <input type="checkbox"/> Bring: Notes from your interview(s) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p>
<p>DAY TWENTY-FIVE (Wednesday 11/13) Sharing and Responding: Project Three Work-In-Progress / The Hunger Games and Educational Policy / Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 21) <input type="checkbox"/> Review: “I Don’t Know What to Write”(377-386/Custom) <input type="checkbox"/> Complete: Idea Generation, Project Three <input type="checkbox"/> Review: “How Do I Write a Thesis?” (387-389/Custom) <input type="checkbox"/> Review: “How Do I Get My Ideas to Fit Together”(390-395/Custom) <input type="checkbox"/> Complete: Outline, Project Three</p>	<p>DAY TWENTY-SIX (Monday 11/18) Sharing and Responding: Project Three Rough Drafts / Transitions, Organizational Patterns, and Titles</p> <p><u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Read and Respond (worth up to six notebook points): <i>The Hunger Games</i> (chapter 22) <input type="checkbox"/> Complete: Project Three Drafts Make four additional copies of essay drafts and distribute these copies to test readers in class today / Reminder: Review the information about points and essay drafts on page two in part one of the syllabus. <input type="checkbox"/> Review: “Chart the Course: Identifying and Integrating Writing Patterns” (274-303/Custom)</p>
<p>DAY TWENTY-SEVEN (Wednesday 11/20) The Hunger Games and Educational Policy / Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapters 23-26) <input type="checkbox"/> Read: Hunger Games Debate Readings (as assigned) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p>	<p>DAY TWENTY-EIGHT (Monday 11/25) Due: Project Three (Final Version) The Hunger Games and Educational Policy / Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Major Project Three (Final Version)</p>

<p>DAY TWENTY-NINE (Wednesday 11/27) The Hunger Games and Educational Policy / Debate Preparation / Reading and Responding: Educational Policy / Idea Generation: Project Four</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: "School vs. Education" (442-444/Custom) <input type="checkbox"/> Read: "Why Jonny Can't Write" (453-455/Custom) <input type="checkbox"/> Read: "America Needs Its Nerds"(461-463) <input type="checkbox"/> Read: "On Being 17, Bright, and Unable to Read" (475-478/Custom) <input type="checkbox"/> Read: "Joy in School: Joyful learning can flourish in school-if you give joy a chance" (479-483/Custom) <input type="checkbox"/> Read: "Are You Down With or Done With Homework?" (online) <input type="checkbox"/> Complete: Reading Response Activities 	<p>DAY THIRTY (Monday 12/2) Research and Idea Generation, Project Four (continued) The Hunger Games and Educational Policy: Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review: "What Do I Do With the Sources I Find?" / Sample Essay (398-417) <input type="checkbox"/> Research/Read/Respond: Project Four Materials (sources for educational policy claim essay) <input type="checkbox"/> Bring paper copies to class: Project Four Materials <input type="checkbox"/> Review: "I Don't Know What to Write"(377-386/Custom) <input type="checkbox"/> Review: "How Do I Write a Thesis?" (387-389/Custom) <input type="checkbox"/> Complete: Idea Generation Materials, Project Four
<p>DAY THIRTY-ONE Research and Idea Generation, Project Four (continued)/The Hunger Games and Educational Policy: Debate Preparation (Wednesday 12/4)</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review: "What Do I Do With the Sources I Find?" / Sample Essay (398-417) <input type="checkbox"/> Review: "I Don't Know What to Write"(377-386/Custom) <input type="checkbox"/> Complete: Idea Generation, Project Four <input type="checkbox"/> Review: "How Do I Get My Ideas to Fit Together"(390-395/Custom) <input type="checkbox"/> Review: "How Do I Write a Thesis?" (387-389/Custom) <input type="checkbox"/> Complete: Outline, Project Four 	<p>DAY THIRTY-TWO (Monday 12/9) Sharing and Responding: Project Four Rough Drafts)/The Hunger Games and Educational Policy: Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete: Project Four Drafts Make four additional copies of essay drafts and distribute these copies to test readers in class today / Reminder: Review the information about points and essay drafts on page two in part one of the syllabus.
<p>DAY THIRTY-THREE Editing Strategies/The Hunger Games and Educational Policy: Debate Preparation (Wednesday 12/11) <u>CHECKLIST: WORK DUE TODAY (worth up to six notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring: Newest Draft of Project Four / Returned Drafts of Projects One, Two, and Three with Instructor Feedback 	<p>FINAL: Wednesday 12/18 8:45 to 11:15 am The Hunger Games Debate In-Class Essay: The Hunger Games Debate</p> <p><u>CHECKLIST: WORK DUE TODAY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Major Project Four (Final Version) <input type="checkbox"/> Group Project: Hunger Games debate <input type="checkbox"/> In-Class Essay: Hunger Games debate <input type="checkbox"/> (Optional) Updated Version of Major Project One, Two, OR Three (One Major Project Only)