



Welcome to English 1A (online)

Fall 2023 Theme:

“Hope and Resilience Around the World”

We are a diverse class community. We are here to encourage each other and grow as writers and communicators. We are in this together! Let's practice joy, kindness, and respect for each other in our communications. I'll start!

Instructor Information



Hello! My name is Dr. Sheiba Kian Kaufman, and I'm a Professor of English at Saddleback College. This is how you can contact me:

Email: skiankaufman@saddleback.edu

Office Telephone: (949) 582- 4730

Office: BGS 207

[Zoom Office hours](#): Fridays noon-4:00pm and Thursdays noon-1:00pm and by appointment

I will respond to your emails during the week (Monday-Friday) within 24 hours and often quicker. Emails over the weekend are usually answered on Monday. Email is the best way to contact me.

Course Information or Really, Really Important FAQs for the Semester!

Where and when do we meet?



This is a fully online and asynchronous course. All course instruction is provided through Canvas. There are no required “zoom” meetings and we do not meet in person.

How will I know what to do each week?

I will post an announcement on the Announcements page of Canvas **on Monday morning** each week with a reminder of our schedule from the syllabus.



In addition to this, I will comment on all your graded work. I will also send class emails and/or videos. Make sure to check Canvas and your email Monday through Friday. A weekly reading schedule is provided at the end of this syllabus to help guide you as well.

A typical week of online class looks like this:

- **Mondays: Video Lectures due**
- **Tuesday- Fridays: Quizzes and Discussion Forums due**
- **Fridays: Major projects due (4 major projects total)**

(No assignments due on weekends!)

* You are always welcome to work ahead of deadlines if the day an assignment is due conflicts with your work/life schedules etc. (For example, you can do a quiz on the weekend and don't have to wait until Tuesday to complete it. It will be available ahead of time). The modules are built on each other so please make sure to do them in weekly order and complete the requisite assignments before moving on.

Are there any required books?



Great news! This is a ZTC (Zero Textbook Cost) course. There are no physical textbooks for this class! **Readings are available as PDF files or links on [Canvas](#).** Other instructional materials are available from the [Online Writing Lab \(OWL\)](#) at Purdue University and open education composition textbooks (Lumen Learning). For technical help with Canvas or MySite, see [Student Technical Support](#).



Are there any prerequisites for this class?

Placement by the [current assessment process](#) or successful completion of a comparable course with a grade of "C" or better.

What's the Official Course Description?

Our college catalog explains that this course focuses on composing the academic-style expository essay, which features a comprehensive thesis and logical support. Students will write original compositions increasing in level of difficulty and length, totaling at least 6,000 words, which will use rhetorical strategies such as textual analysis, causal analysis, comparison and argument. Students will read, interpret, and synthesize non-fiction sources using Standard Written English and MLA format.

What grade do I need to pass this course?

You'll need to get a final grade of C or above to satisfy the writing requirement. If you earn a final grade of D or lower in the course, you will be able to repeat the course and hopefully succeed the next time.

How much time should I spend on this class working on my assignments and projects?

The workload for this course (AKA "Carnegie Units" for a 4-unit class) is approximately 12 hours per week.



How do you take "attendance" in an online class?



Please make sure to log in online by the end of Week 1 and complete the assignments. After the end of the first week, those who do not "show up" by posting online to the appropriate discussion boards may be dropped and marked as "no show."

Regular Contact: It is essential to log in regularly (at least 4-5 times per week) to check announcements, participate in discussion boards, and turn in assignments to successfully complete this course. **In order to maintain attendance and participation, you may not be absent from online discussions or fail to post assignments for more than three consecutive deadlines. The Canvas assignments build on each other and are required to be completed before the next module "opens" up for assignments. Modules are set up for each week of the semester.**

If you encounter other challenges that are interfering with your attendance and completion of coursework, I encourage you to contact me so I can offer support and resources. I'm here to help you succeed!

Course Assignments

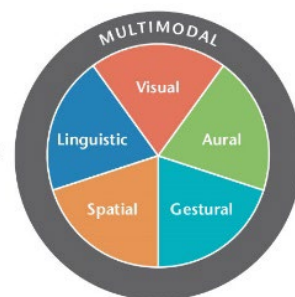
Tell me about the assignments in this course?

There are two main types of assignments for this course:

1. **Major Multimodal Projects** and 2. **Class Community Work**. We also have **one** timed writing assignment which is a requirement for all English 1A classes at Saddleback.

What is a "multimodal project"? This is a project that includes two ("multi") different modes of analysis to complete it. A mode is a way we communicate with each other. There are generally five modes we use to communicate: visual, linguistic, spatial, aural, and gestural. The writing on this syllabus is called the linguistic or alphabetic mode. The images you see on this syllabus are the visual mode, so that makes this document multimodal!

Figure 1.6 The Five Modes of Communication
This chart of the modes is based on a diagram created by the New London Group.



For your projects, there are two graded parts: 1. **Written** and 2. **Visual/ Aural (image/audio/video)**. This second part will vary with each project, but it will always be enjoyable and creative! For example, for Project 1: Narrative, there is an essay portion and an image to include at the beginning, middle, or end of the paper for the entire project (both parts make the total grade).

We are communicators in the 21st century, and we want our classroom to teach us literacy skills that reflect the real world where we read all types of texts and images (or even listen to audio in the form of video/reels etc.) at the same time! This prepares us for college/university and life beyond college.

You can also start to learn more about multimodality here:

<https://courses.lumenlearning.com/englishcomp1/chapter/introduction-to-multimodality-2/>

Projects and Writing Assignments (75%):

1. **Project 1:** Narrative Writing: 10%
2. **Project 2:** Rhetorical Analysis: 15%
3. **Project 3:** Conceptual Analysis: 15%
4. **Project 4:** Research Writing: 20%
5. Timed Writing Assignment: 15%



Class Community Work (25%):

- Video Lectures: 10%
- Discussion Forums / Writing Workshops: 5%
- Reading Quizzes: 5%
- PowerPoint Video Presentation: 5%



Grade Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F= 0-59%

Can these guidelines change during the semester? Yes. These guidelines are intended to help you plan your work in this course, but the instructor reserves the right to make changes in these evaluative criteria during the course of the semester.

Turning in Work

How should I format the written portion of my project?

You'll format the written portions of your projects using MLA headers and page numbers, Times New Roman 12pt font, and 1-inch margins all around.

How should I turn in my final projects when they're due?

Upload final major projects to the assignments in Canvas. The Turnitin program (part of Canvas at Saddleback) compares your papers to those of millions of students and to other sources on the Internet. However, your instructor will be the only person who can see your work.



If I'm repeating ENG 1A, can I turn in papers I wrote previously?

If you are repeating ENG 1A, you'll have to submit new papers.

What will happen if I have to turn in my project late?

Students are expected to submit assignments on or before the due dates. The due dates are there to help us all keep track of our learning and advance together. We are a team, and we need to be on the same page!

However, sometimes we just need a little bit more time. **You are welcome to take a "no questions asked" 24-hour extension on any major writing assignment due Fridays (except for class presentations). You do not need to contact me to do that.**

If there is a more serious challenge that is disrupting your learning, please contact me at least 24 hours before the deadline and we will try to work together to ensure your success. It may not be possible to accept essays beyond one week after the due date.

Can I pass this class without turning in all the major projects?

It's virtually impossible to pass the course without handing in all of the required projects but turning in something will at least result in a grade instead of a zero for that project! But, let's work together to make sure you pass! That's my goal! I hope it is yours, too.

What happens if I forget to upload my work to the assignments in Canvas?

You should upload it as soon as possible after the deadline and let me know. Please keep in mind that I reserve the right to give a paper grade of zero (i.e., 0) if the paper is not submitted to Canvas or if you submit a final draft that's different from the one turned in to the instructor.

If I don't like my grade for a project, can I resubmit it for a better grade?

If you receive a passing final grade on any project (C or higher), you won't be able to resubmit it for a different grade.

What should I do if I get a non-passing grade on one of the major projects?

If you receive a non-passing grade for a project (D or F), you should meet with me during office hours for help revising it so it can pass. If there are other reasons for non-passing, such as plagiarism (copying), we will need to also discuss this together.

Do I need to have access to a computer, printer, and to the Internet to succeed in this class?

Definitely. If you don't have a computer, though, stay calm. The college makes them available to you.

Laptop Loan Program: Chromebook loans will be available on the 3rd floor of the LRC in the Library. <https://www.saddleback.edu/student-support/technical-help>

Enrollment Process

Who's responsible for dropping me from the class if I need to drop or stop attending?

Keep in mind that it's ultimately your responsibility to make sure you are dropped from this class if you no longer wish to be enrolled. Don't presume you have been dropped because you stopped attending. If you don't drop the course officially, you may receive an "F" for the class instead of a "W."

What are the Add/Drop dates for this semester?

- The deadline to drop a course without the drop appearing on a student's record is **9/10/2023**
- The last day to drop with a W on the transcript is **11/17/2023**.
- Requests to take the class Pass/No Pass must be made by **12/20/2023**.
- Please be aware that students who fail a class or withdraw from it may take the class again a maximum of two more times, according to the Saddleback College policies. For more details, please consult the Student Handbook.

What We Learn in English 1A

What are the Learning Objectives for this course, i.e. what should I be able to do upon completion of this course?

- Narrow an essay topic.
- Select an essay topic.
- Formulate a thesis statement.
- Select a pattern of organization appropriate to the topic and the thesis of an expository essay.
- Structure an essay with attention to the three major components: introduction, development, and conclusion.
- Write unified and coherent paragraphs using a variety of methods of development.
- Write coherent, focused sentences exhibiting a variety in sentence structures.
- Create coherence in the essay through the effective use of expository transitions.
- Exhibit a command of college-level vocabulary appropriate to the essay subject.
- Write on a variety of topics using Standard Written English (SWE).
- Use a variety of prewriting activities to generate ideas, focus a topic, and formulate a method of developing an essay.
- Edit an essay for content, organization, style, and mechanics.
- Evaluate essays using content, organization, style, and mechanics.
- Analyze the structure, development, and features of writing style in expository writing.
- Find, read, analyze, interpret, use, synthesize, and evaluate outside sources, including online information.

- Incorporate sources into writing as appropriate.
- Use MLA or APA documentation format.
- Develop a 4 to 6-page argumentative paper, including the use of outside sources.

Saddleback College English Composition Department Student Learning Outcomes

Out-of-Class: English 1A students will write an essay of 900+ words, which demonstrates the following outcomes.

1. **Controlling Idea:** Essay contains a specific, arguable thesis.
2. **Development:** Essay contains at least 900 words and develops the thesis through summary, analysis, and evaluation.
3. **Sentences/Style:** The essay contains a variety of sentences that have no fragments, comma splices, and run on sentences.
4. **MLA Formatting:** The essay integrates MLA standards to the following (8) items: heading, running header, fonts, spacing, indentation, works cited page, in-text citations and use of outside sources with minor errors.

Will we be discussing any potentially challenging topics in this class?

Yes. This class will cover readings and discussions that may include mature subject matter (relating to the arts, entertainment, sexuality, race, class, immigration, war, religion, crime, and violence as well as a range of points of view on those issues). As challenging as those subjects may be, you are encouraged to remain in the class, to learn about diverse points of view, and to tactfully and respectfully contribute your point of view. I will make every effort to notify you in advance of content that might be disturbing or challenging. If you anticipate any difficulties with reading and/or discussing material, please consult with me. I encourage you to keep an open mind, respect differing views, and be willing to confront the realities and perspectives explored in the course materials.

Important College Policies

Am I allowed to make unauthorized recordings in class?

Please do not. Other than Disabled Students Programs and Services (DSPS) directed auxiliary aids and academic accommodations, the use of any electronic listening or recording device in any classroom is prohibited without the explicit prior consent of the instructor (CA Ed Code Sec. 78907). It is in violation of South Orange County Community College District (SOCCCD) policies (BP 5401 & AR 5401) which address student conduct. It is also a crime to record any private communication, such as a classroom lecture, without the consent of all parties to the conversation (Cal. Penal Code § 632). Violation of such rules may result in disciplinary action.

Instructor Mandatory Reporting Requirements

In accordance with Title IX, a federal law that governs the responsibility of educational institutions to provide a learning environment that is safe and free of discrimination, harassment, sexual misconduct, or violence, instructors are required to report any such incidents involving students. Please be aware that if you let me know that issues you are writing about or discussing involve real-life incidents of this nature that either are currently happening or happened in the past, I am obligated to report it in order to ensure that you receive support from the appropriate school

officials and agencies. That doesn't mean you shouldn't feel free to write about these issues or any issues that might be controversial. I never assume that what students write about reflects what is actually happening or has happened to them.

Student Conduct

Saddleback College students are responsible for regulating their own conduct and for respecting the rights and privileges of others in accordance with the Code of Conduct set by the district Board of Trustees (AR 5401) (Student Handbook). This applies to interactions online as well as in person. Please treat your peers and instructor with courtesy, which includes refraining from discourse or behavior that could be offensive or disruptive to others, including hate speech, defined by Cambridge Dictionary as “public speech that expresses hate or encourages violence toward a person or group based on something such as race, religion, sex, or sexual orientation.” Students who engage in offensive or disruptive behavior will be given an initial warning. If the conduct continues, students will be referred to the office of the Vice President for Student Services.

Please practice kindness, professionalism, and respect in all communications online with your professor and classmates.

We are here to support one another!



Academic Integrity:

Your own commitment to learning requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to Student Services, wherein a range of disciplinary measures may take place, including receiving an F for a plagiarized assignment, and possibly an F in the course and expulsion from the college.

Statement from the Saddleback College Student Handbook:

“Plagiarism involves the misrepresentation of someone else’s words, ideas or data as one’s original work, including, but not limited to, the following:

- Intentionally representing as one’s own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.
- Taking sole credit for ideas and/or written work that resulted from a collaboration with others.
- Paraphrasing or quoting material without citing the source.
- Submitting as one’s own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., from Paper Mills or other internet-derived products).
- Sharing computer files and programs or written papers and then submitting individual copies of the results as one’s own individual work.
- Submitting substantially the same material in more than one course without prior authorization from each instructor involved.
- Modifying another’s work and representing it as one’s own work.”

The complete policy on academic integrity can be found at:
<https://www.saddleback.edu/sites/default/files/2022-08/saddlebackhandbook22-23.pdf>

Can I use AI for my written work in this class?



We know that AI/ChatGPT is a new technological advancement that may be interesting to learn about. **However, in terms of the written work for our class for major projects or discussion forums/quizzes, please use only your own original words and ideas and do no use AI or AI enhancements.** This course is designed for you to succeed and to bring in your own thoughts, ideas, and knowledge. **We want to have human to human**

communication even in an online space. Your voice is YOU and it's authentic. We celebrate you.

The only exception to this policy is AI generated images: you may experiment with images as part of the "visual mode" for major projects, or you can hand draw images too!

As a reminder, as Saddleback College students and faculty we uphold the college's standards of conduct which defines plagiarism as "any conduct in academic work or programs involving misrepresentation of someone else's words, ideas, or data as one's original work." The use of AI generated text is composed of uncredited words and the intellectual work of others and falls into this category.

In terms of grades, at the moment, what many professors have seen is that ChatGPT currently does not provide "A" or "B" level responses to exam questions or prompts.

In the experience of many professors, ChatGPT produces a written assignment in the low C range. Despite the sophistication of its language and sentence structure, we have seen Chat GPT write responses with inaccurate information on more than one occasion (*E.g. performing an analysis of another reading despite claiming to analyze what I'd named in the instructions.*) I realize that questions about originality and plagiarism can be complex, but learning to responsibly cite direct quotations, paraphrased and summarized text, and information that is not part of common knowledge is a fundamental part of your college and university education. You should feel free to speak to me if you have questions about best practices. We will work together to make this a successful course for you all!

Note: If there is a concern with plagiarism/ AI use in your papers, you may receive a 0, but I will allow you to rewrite the paper.

College Support Services

What types of help can I get on campus?

Student Technical Support

For problems accessing Canvas, email, or Mysite, contact Student Technical Support.

- **Location:** LRC 205, 220, and 305
- **Hours:** Mon - Thurs 8 am - 7 pm, Friday 8 am - 2 pm
- [Tech Support Website](#)
- 24/7 Canvas Support: 1 (844) 303-0343

Tutoring Center

The LRC Tutoring Center offers online and in person tutoring. For more information on tutoring, please visit their website

- **Location:** 2nd floor of the LRC
- **Hours:** Mond-Thurs 8 am - 7 pm
- [Tutoring Center Website](#)

Academic Reading Center

The Academic Reading Center (ARC) is a supportive and personalized learning environment where students receive innovative, quality instruction in reading, writing, and study skills from Saddleback faculty. Our center has a spacious room with tables and chairs for individual work, breakout rooms for small-group work, as well as computer stations for learning, research, online access, and printing.

- **Location:** 2nd floor of the LRC
- **Hours:** Mon-Wed 9 am - 3 pm, Thurs 9 am - 12pm, and closed Friday
- [ARC Website](#)

The Saddleback Library

The Library is the best place to get source material and personalized help from a librarian whether you're on or off campus. Attend the library's free workshops to learn the basics, and take the library's credit courses (**LIB 100**, **LIB 101**, or **LIB 2**) to become a highly skilled at utilizing information technology. You may "ask a librarian" by chatting with them live via Zoom. For details, visit the library website.

- **Location:** 3rd floor of the LRC
- **Hours:** Mon-Thurs 8 am - 7 pm, and Friday 8 am - 2 pm
- [Library Website](#)

Student Health and Wellness Center

The Student Health and Wellness Center provides quality and confidential medical, mental health, and social services for currently enrolled students. Seeing a physician, nurse, or mental health therapist is free for students who have paid their health fee, and tests, labs, prescriptions, and some procedures may include a low-cost fee.

- **Location:** SSC 177
- **Hours:** Mon-Thurs 8 am to 5 pm, Friday 8 am to 3 pm (closed daily for lunch from 12 to 1 pm)
- [Health Center Website](#)

Counseling and Special Services

Counselors are available to provide academic, career, and personal counseling.

- **Location:** SSC 167
- **Hours:** Mon-Thurs 8 am to 7 pm, Friday 8 am to 5 pm
- **Call:** (949) 582-4572
- [Counseling Website](#)

Students with Disabilities

The Disabled Students Programs and Services (DSPS) program provides support services, specialized instruction, and authorizes educational accommodations for students with disabilities so that they can participate fully and benefit equitably in their college experience.

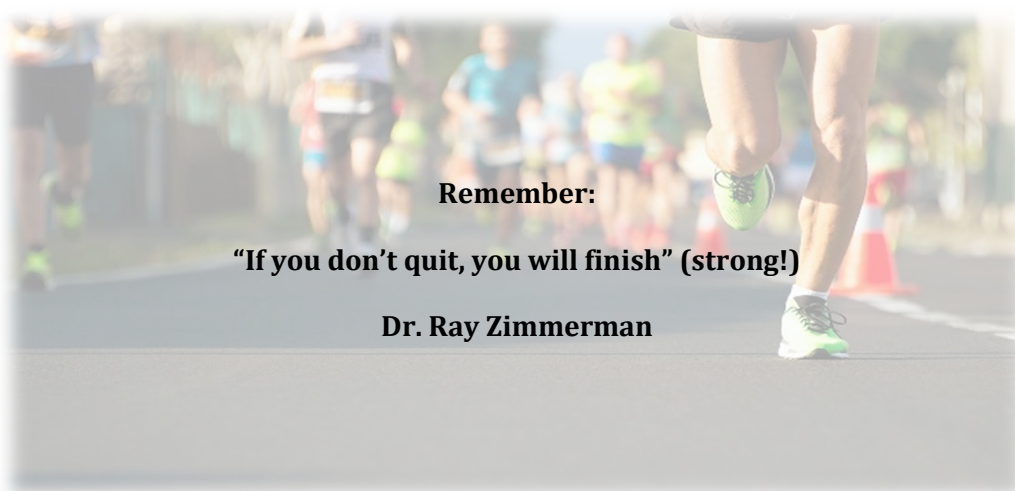
If you feel that you might have a disability-related educational limitation, contact the main Special Services office:

- **Location:** SSC 113
- [DSPS Website](#)

VETS Center

The VETS Program directly provides support services and acts as a bridge to external support services for student Veterans, active military personnel, and their loved ones. VETS Program services include but are not limited to: new student guidance, Veterans counseling, scholarship and financial aid assistance, access to emergency grants, a link to the Veterans Student Council, outreach to the military affiliated community, a venue for community-building, and more.

- **Location:** SSC 211
- [VETS Center Website](#)



Class Outline: Weekly Readings and Assignments

Note: Schedule may change Yellow = Final Submission		
Week	Readings and Activities	Assignments Due
Week 1 8/21-8/25	Welcome and introductions! Start Here Module! Week 1 Module: Readings and Video Lectures: • Video Lecture: Welcome to English 1A! (8/21) • Video Lecture: Introduction to Academic Writing (8/21) • Video Lecture: Introduction to Hope (Course Theme) (8/21) • Video: "A Tribute to Hope" Dr. Penn • Reading: MLA Format handout	✓ Tues. 8/22: First Day of Class Discussion: Introduce Yourself! ✓ Thurs. 8/24: Syllabus Scavenger Hunt ✓ Fri. 8/25: Self-Assessment Writing and MLA Style
Week 2 8/28-9/1	Week 2 Module: Hope and Self Readings and Video Lectures: • Video Lecture: Learning our Notes (8/28) • Video, Ping, "Book War" • Read: Ping, "Book War" • Readings: Lumen online composition textbook on starting a paper, prewriting	✓ Wed. 8/30: Reading Quiz on "Book War" ✓ Fri. 9/1: Discussion: Preparation for Essay 1 (prewriting)
Week 3 Tues. 9/5 - 9/8 (No School 9/4 Labor Day)	Week 3 Module: Hope and Self Reading and Video Lectures: • Video Lecture: Narratives about Crisis and Victory (9/5) • Video Lecture: Writing Workshops and Narrative Essay 1 Directions (9/5) • Video: Sentence level help/punctuation • Readings: Lumen online composition textbook on outlining revision, higher order concerns, lower order concerns.	✓ Wed 9/6: Reading Quiz on revision (Lumen readings) ✓ Thurs. 9/7: Discussion: Preparation for Narrative Essay #1 (Hopeful Images and Outlines!) ✓ Fri. 9/8: Full Draft of Narrative Essay due for Dr. K's feedback
Week 4 9/11-9/15	Week 4 Module: Hope and Community Reading and Video Lectures: • Video Lecture: Academic Texts and Rhetoric (9/11) • Video Lecture: Hope and Community (9/11) • Viewing feedback (9/12) • Video: Adichie, "The Danger of A Single Story"	✓ Wed. 9/14: Discussion: Adichie, "The Danger of a Single Story" ✓ Fri. 9/15: Final Narrative Essay #1!

	Readings: Lumen on rhetorical appeals, context, logos, pathos, ethos	
Week 5 9/18-9/22	Week 5 Module: Hope and Community: Readings and Videos: - Video Lecture: Evidence and Citations (9/18) - Video Lecture: Rhetorical Analysis Essay #2 (9/18) - Video: Grammer, "Fresh Eyes" - Read: Cisneros, "Recognizing Ourselves" (<i>NEA ARTS Journal</i>) - Read: Directions for Rhetorical Analysis Essay - Reading: Lumen on quoting, summarizing, paraphrasing, annotating, academic reading	✓ Tues. 9/19: Paraphrasing Practice Quiz ✓ Wed. 9/20: Reading Quiz on Cisneros, "Recognizing Ourselves" ✓ Fri. 9/22: Discussion: Grammer, "Fresh Eyes"
Week 6 9/25-9/29	Week 6 Module: Hope and Community Readings and Videos: - Video Lecture: Essay Structure (9/25) - Read: Dworkin, "Telling All our Stories" (<i>NEA ARTS Journal</i>) - Read: Lumen on coherent paragraphs, essay unity and transitions, introductions, conclusions	✓ Tues. 9/26: Reading Quiz ✓ Thurs. 9/28: Discussion, Dworkin ✓ Fri. 9/29: Discussion: Writing Workshop- Finding Evidence
Week 7 10/2-10/6	Week 7 Module: Hope and Community Readings and Videos: - Video Lecture: Sample Rhetorical Analysis Paper and Writing Workshop (10/2) - Read: Student Sample RA paper - Readings: Lumen on punctuation and proofreading	✓ Tues. 10/3: Discussion: Writing Workshop- Outlining ✓ Fri. 10/6: Writing Workshops: Full Draft Rhetorical Analysis Essay draft due
Week 8 10/9-10/13	Week 8 Module: What is Resilience? Readings and Videos: - Read: "What is Resilience" (APA) - Read: Vance, "Fall Can Be Seen as a Season for Building Resilience" (<i>NY Times</i>) - Video: "Be a Mr. Jensen"	✓ Tues. 10/10: Video Quiz, "Be a Mr. Jensen" ✓ Thurs. 10/12: Discussion, Vance ✓ Friday 10/13: Final Rhetorical Analysis Essay #2 Due!
Week 9 10/16-10/20	Week 9: Resilience and Community: Readings and Videos: Video Lecture: Constructive Resilience	✓ Tues. 10/17 Mid Semester Check in!

	• Read: Penn, "Constructive Resilience" • Video: 5 Minutes with Dr. Michael Penn (optional) • Read: Directions for Conceptual Analysis Essay #3	✓ Tues. 10/19: Video Quiz- Felicitas Mendez, Google Doodles ✓ Fri. 10/20: Discussion, Penn, "Constructive Resilience"
Week 10 10/23-10/27	Week 10 Module: Resilience and Community Readings and Videos: • Video Lecture: Conceptual Analysis Essay and Writing Workshop (10/23)	✓ Tues. 10/24: Writing Workshop- Evidence Search & Outline ✓ Thurs. 10/26: Peer Review Draft ✓ Fri. 10/27: Writing Workshops- Full Draft Conceptual Essay #3 due
Week 11 10/30-11/3	Week 11 Module: Hope and Resilience Readings and Videos: • Video Lecture: Intro to <i>The Boy Who Harnessed the Wind</i> (TBWHTW and overview of major assignments for the book) • Video Lecture: Chapter 1 of TBWHTW • Video: Trailer for movie	✓ Thurs. 11/2: Reading Quiz, Ch. 1 of TBWHTW ✓ Fri. 11/3: Final Conceptual Analysis Essay #3 Due!
Week 12 11/6-11/9 (No School on 11/10)	Week 12: Module Hope and Resilience: intro to <i>The Boy Who Harnessed the Wind</i> Readings and Videos: • Video Lecture: The Timed Essay (11/6) • Video: William Kamkwamba TEDTalk • Read: Directions for Class Presentations	✓ Tues. 11/7: Reading Quiz, chapters 2-4 TBWHTW ✓ Wed. 11/8: Discussion, Preparation for timed essay ✓ Thurs. 11/9: Timed Essay on Chapter 4
Week 13 11/13-11/17	Module 13: Hope and Resilience: <i>The Boy Who Harnessed the Wind</i> Readings and Videos: • Reading: Finish book TBWHTW • Video Lecture: How to Create Class Presentations (11/13)	✓ Tues. 11/14: Reading Quiz, chapters 6-8 TBWHTW ✓ Fri. 11/17: Reading Quiz, chapter 9-14 TBWHTW
Week 14 11/20-11/22 (Thanksgiving Break 11/23-24)	Module 14: Hope and Resilience: <i>The Boy Who Harnessed the Wind</i> • Video Lecture: Research Essay (11/20) • Class Presentations • Read: Directions for Final Research Essay on TBWHTW	✓ Tues. 11/21: Reading Quiz, research ✓ Wed. 11/22: Final Presentation Due!

Week 15 11/27-12/1	Module 15: Hope and Resilience: Research on <i>The Boy Who Harnessed the Wind</i> Readings and Videos: • Video Lecture: Research Essay (review) • Read: 2 Academic Articles to Start • Readings: Lumen on finding sources, source evaluations, evaluating websites, using scholarly sources	✓ Wed. 11/29: Discussion, Research Preparation Part 1: News Article ✓ Thurs. 11/30: Discussion, Research Preparation Part II: Scholarly article ✓ Fri 12/1: Writing Workshop-Outline of Research Essay
Week 16 12/4-12/8	Module 16: Writing the Research Paper • Writing conferences	✓ Thurs. 12/7: Writing Workshop- Peer Review Draft ✓ Fri. 12/8: Writing Workshop- Full Draft of Research Essay due
Week 17 12/11-12/13 FINALS Week 12/14-12/15	Week 17 and Finals Module: • Video Lecture: What We Learned in English 1A • Writing conferences, advising, and mentoring • Reflections on course and learning objectives And you are done with English 1A!	✓ Wed. 12/13: Discussion, Please Say Good-bye! ✓ Thurs. 12/14: Final Reflection: Writing Workshop- "Writing About Hope and Resilience Around the World" ✓ Fri. 12/15: Final Writing Project #4: Research Essay due!