

**Fall 2021 Syllabus**

Accelerated Reading & Writing

**ESL 1A** Section: 2874

6.0 hours per week/ 6 Units

**Professor**: Peggie J. Daley

**Email:** [**peggie\_daley@gcccd.edu**](mailto:peggie_daley@gcccd.edu)

**Classroom:** F-507 **Office:** F-625

**Class Days:** Monday and Wednesday **Office Days:** Mon. and Wed.

**Class Hours:** 8:00 AM to 10:50 AM **Office Hours:** 7:00 AM - 8:00 AM

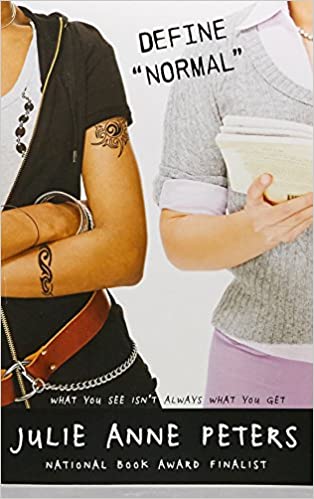
**Class Break:** 20 minutes **ONLY** [9:30 - 9:50 AM]

ESL 1A section 2874 students should be concurrently enrolled in ESL 1AG section 2875.

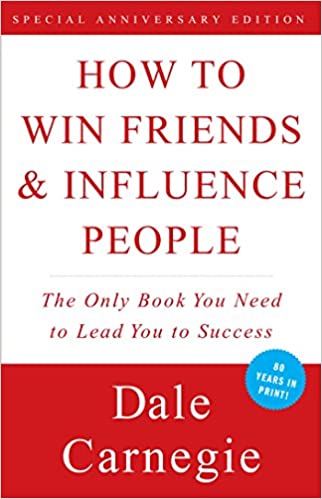
ESL 1A “Accelerated” course exposes students to materials and techniques that will allow them to more quickly reach their goals in obtaining a degree, certificate or transfer to a school in the California State University (CSU) or the University of California (UC) system by reducing time needed in ESL classes. However, more work will be demanded of students in terms of reading and writing. Completion of 1A with a “C” grade takes students to level 1B, which will reinforce all the skills introduced in 1A. Those students who receive an “A” or “B” grade will skip 1B and go to ESL 2A. This is a six-hour-per-week class, which means students should set aside at least ten hours a week for homework. From our experience, students who commit to this homework time are almost always successful in the course.

|  |  |  |
| --- | --- | --- |
|  | **\*\*Prerequisite\*\*** |  |
|  | Grade of "Pass" in ESL 050 |  |
|  | or equivalent placement assessment |  |
|  |  |  |

**Required Textbooks**

**Define Normal**: ISBN-13**:** 978-0316734899. Little, Brown Books for Young Readers; Reprint edition (May 7, 2003), by [Julie Anne Peters](https://www.amazon.com/Julie-Anne-Peters/e/B001HMLIW4/ref=dp_byline_cont_book_1).

This thoughtful, wry story is about two girls who find themselves facing each other in a peer-counseling program and discover that they have some surprising things in common. Two seeming opposites become friends and discover they are not such opposites after all.

**Summary: How To Win Friends & Influence People**.

ISBN-13**:** 978-0671027032. Create Space Independent Publishing Platform (October 29, 2017), by Dale Carnegie.

This is a self-help book that will enhance communication and improve conflict resolution

**Required Materials:** Bring these materials to class every day. Loose-leaf notebook or 3-ring binder; blue book, college paper, a pen, pencil, eraser, and a highlighter. A good English dictionary.

**Highly Recommended**

* **Longman Advanced American Dictionary** ISBN: 978-1-405-82029-5. **Summary:** Highlights the 3,000 most frequent words in spoken and written English. Highlights the Academic Word List.

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

1. Read and write simple English sentences and questions using the present and present progressive verb tenses.
2. Correctly follow simple written and spoken instructions.

**Course Description**

This course is designed to bring students up to the grammatical, reading and composition level needed for three to two levels below ENGL 120. The focus is on reading intermediate-level complex texts, analyzing with critical attitude, and writing paragraph-to-essay length papers with proper format and evidence of intermediate to high intermediate level academic depth and rigor of research. Students in this course are generally on an accelerated pathway through the English as a Second Language program. **Non-degree applicable**.

**Course Objectives**

Students will use an accelerated approach of intensified assignments, and at the end of the course they will be able to display the following skills:

1. Apply the rules for the formation, meaning and use of English structures when reading and writing in English.
2. Read passages efficiently by applying appropriate reading strategies and understand common cultural references in text.
3. Demonstrate moderate high intermediate level ability to read texts of some conceptual or linguistic complexity in a variety of genres from personal to academic.
4. Define new vocabulary based on reading and discussion, structural analysis and contextual clues.
5. Use reading techniques to distinguish facts and details from opinions, judgments and conclusions.
6. Use basic English tenses appropriately to communicate the intended ideas.
7. Use writing techniques to compose original paragraphs and multi-paragraph compositions which display evidence of proper organization and development at a higher intermediate level with use of topic sentences and a thesis statement.
8. Edit and proofread their own writing or peer writing at a high intermediate level following the basic rules of paragraph formation, essay structure, spelling, grammar and punctuation.

**Grading Method**

## You Must Contract for Your Own Grade!

You are not going to be graded on the points you earn in this class. Disregard anything Canvas tells you about percentage points. THIS IS NOT YOUR GRADE!

### ****Either Your Work is Good Enough to be complete, or it is not!****

On Canvas you will see FOUR contract charts. On Canvas you will indicate

1. Your level (1A)
2. What grade you are working for (A, B, or C)

#### You can change your mind about which grade you are working for any time during the semester. All you need to do is go back and change it in Canvas.

***If you complete the number of assignments for a particular grade (1 point for the assignment means complete. No points means incomplete) then you will receive that grade.***

The purpose of this grading system is to make students focus on what they produce in a course, not on arbitrary points. On the page in Canvas--you will let your professor know what your contract grade is going to be for this semester.

**Method of Evaluation**

Contract grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system. Here are the contract grades for (A, B, or C). . .

**Contract Grade of A for a 1A student:**

|  |  |  |
| --- | --- | --- |
| **Number needed to attempt** | **Number needed to complete** | **Item needed to complete** |
| **6** | **5** | **Journals** |
| **6** | **5** | **Vocabulary Worksheets** |
| **6** | **5** | **Vocabulary Quizzes** |
| **9** | **8** | **Discussions** |
| **9** | **8** | **Summary and Annotation Assignments** |
| **2** | **2** | **Writing Checks** |
| **2** | **2** | **Tutor Times** |
| **3** | **3** | **Timed Writings** |
| **1** | **1** | **Paragraph** |
| **2** | **2** | **Essays** |

**Contract Grade of B for a 1A student:**

|  |  |  |
| --- | --- | --- |
| **Number needed to attempt** | **Number needed to complete** | **Item needed to complete** |
| **6** | **4** | **Journals** |
| **6** | 4 | **Vocabulary Worksheets** |
| **6** | **4** | **Vocabulary Quizzes** |
| **7** | **7** | **Discussions** |
| **7** | **7** | **Summary and Annotation Assignments** |
| **2** | **2** | **Writing Checks** |
| **1** | **1** | **Tutor Times** |
| **3** | **2 (last timed writing must pass)** | **Timed Writings** |
| **1** | **1** | **Paragraph** |
| **2** | **2** | **Essays** |

**Contract Grade of C for a 1A student:**

|  |  |  |
| --- | --- | --- |
| **Number needed to attempt** | **Number needed to complete** | **Item needed to complete** |
| **5** | **3** | **Journals** |
| **6** | **4** | **Vocabulary Worksheets** |
| **6** | **4** | **Vocabulary Quizzes** |
| **8** | **6** | **Discussions** |
| **6** | **5** | **Summary and Annotation Assignments** |
| **1** | **1** | **Writing Checks** |
| **1** | **1** | **Tutor Times** |
| **3** | **2 (last timed writing must pass)** | **Timed Writings** |
| **1** | **1** | **Paragraph** |
| **2** | **1 (last essay must pass)** | **Essays** |

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Produce a well-structured paragraph which communicates a refined, college-level idea with a clear topic and good development and relevant conclusion. Often or less errors in each category of the well-structured paragraph as defined in the preceding sentence shall constitute success.
2. Produce at least one college-level essay of 350-400 words with 30 or less errors of grammatical and syntactic flaws.

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

1. Correctly read and write affirmative and negative sentences and questions using most tenses with only a few errors of usage.
2. Apply basic punctuation and capitalization rules in writing with few errors.
3. Write short paragraphs using the correct format that show an understanding of topic sentences and supporting sentences.
4. Accurately identify the main idea in basic and some low-intermediate level readings using skimming and scanning techniques; distinguish between opinion and fact through contextual clues; and be able to discuss or write about reading topics.
5. Deduce the meaning of words in basic and some low-intermediate level readings and apply new vocabulary in writing and speaking.
6. Have some developed usage of adjectives, prepositions, articles and nouns in reading and writing.
7. Have some developed punctuation rule usage in writing including commas, apostrophes, and end punctuation.

**Absent / Late Policy**

* The professor must be contacted via email if a student has an emergency (hospital or death in the family) and must be absent from class.
* If a student does not come to class for more than four (4) days, or equivalent to two (2) weeks of instruction, he/she may be dropped from the class.
* Students are responsible for work (homework, quizzes, tests, mid-term and final) when they are absent. Contact a classmate or view the Announcements on Canvas to get the information missed during an absence.
* Check the module on Canvas.
* Absence during a scheduled quiz will result in a zero grade UNLESS the student has a documented (on paper and signed by an authorized medical professional) 911 emergency sickness for the registered student.
* Be on time to class every day.

It is understood that we all have complicated lives and sometimes our best plans are insufficient to handle unanticipated circumstances. If a student should have a problem that prevents him/her from attending class, please e-mail the professor to communicate that the student will be absent. In addition, please contact another classmate and check Canvas in order to keep up with assigned work. **It is the students responsibility for all assignments regardless of an absence.**

**When A Student Is Absent**

Please contact a classmate to be updated on the classroom assignments. Check the Canvas page to see if there are new assignments. The student will be responsible for being prepared when they come to the next class.

Connect with at least two classmates for support and to build community.

**Classmate**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classmate**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Expectations**

* Respect the professor, all staff and fellow students.
* Be on time to class every day.
* Spend at least 10 hours every week doing homework for this class.
* Attend class daily.
* Schedule appointments (doctor, admissions, financial aid, driving tests, etc.) before or after class.
* Come to class every day with supplies (textbook, notebook, dictionary, pencil or pen), prepared to learn and participate.
* Turn cell phones **OFF** during class time. Students will not answer cell phones during class time OR leave class to talk or text on their cell phones.
* No eating or drinking will be allowed during class time (except water).
* Attend the Final Exam on December 15, 2021.
* **DO NOT Cheat**. Each student is required to do his/her own work on homework assignments and all quizzes. If a student chooses to cheat or allow other students to cheat, he/she will receive a zero (“0”) for that assignment or quiz. Continuous cheating will result in no credit - Risk of NOT PASSING this class.

**We Promote Equity in Our Classroom**

**Equity** is just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.

Part of my intention for this class is to create a safe and courageous environment that enables all students to engage openly, safely, equally, equitably, and honorably with their education. In taking this class, you are expected to do your best to embrace these values; and, while I expect that we will all make mistakes along the way, I also expect that we will work together to engage with all of our classmates through being thoughtful and respect of everyone and their individual beliefs.

**Participation**

Students are required to attend class during the required class sessions. Students must arrive to class on time and be prepared to learn. Active participation in class activities is a critical part of this class to enhance lesson mastery and student learning outcomes.

If this is your first time using Canvas or you need some help, please contact the Cuyamaca College Help Desk at 1-619-660-4395 and press the number for a student, or email c-helpdesk@gcccd.edu. If you still need help with Canvas, contact the Canvas Help Line 24/7 for support at 1-844-592-2205. If you are having difficulties logging into Web Advisor contact Admissions & Records at 1-619-660-4275 or email at [**cuyamaca.admissions@gcccd.edu**](mailto:cuyamaca.admissions@gcccd.edu)

Cuyamaca College offers tutoring at no cost to all enrolled students.

<https://www.cuyamaca.edu/student-support/tutoring-center/index.php>

**Tutoring Contact Information**

Email: [**CC-Tutoring@gcccd.edu**](mailto:CC-Tutoring@gcccd.edu)

Phone Number: (619)660-4525

* **Cuyamaca Help Desk**

[**c-helpdesk@gcccd.edu**](mailto:c-helpdesk@gcccd.edu)

619-660-4395

* **Cuyamaca Counseling:** See a Counselor for a Comprehensive Educational Plan

<https://www.cuyamaca.edu/student-support/counseling-center/index.php>

**Cuyamaca Cares**

Cuyamaca Cares is our campus resource for food, housing, personal counseling and self-care. For the Emergency Assistance Fund, please contact [Cuyamaca.cares@gcccd.edu](mailto:Cuyamaca.cares@gcccd.edu) for the application.

For support through Disabled Student Services and Programs (DSPS) please contact:

* **Main office** at [**cuyamaca.dsps@gcccd.edu**](mailto:cuyamaca.dsps@gcccd.edu)or leave a voicemail message for our staff at (619) 660-4239.
* **High Tech Center** office staff at [**cuyamaca.dsps.htc@gcccd.edu**](mailto:cuyamaca.dsps.htc@gcccd.edu)or leave a voice mail message for our staff at (619) 660-4299.
* **Test Proctor** at [**roberta.gottfried@gcccd.edu**](mailto:%20roberta.gottfried@gcccd.edu)
* **Deaf and Hard of Hearing** can reach Laura Brow (DSPS ASL Scheduler) at[**laura\_brow@gcccd.edu**](mailto:laura_brow@gcccd.edu)

When leaving a message for DSPS, please leave your first and last name, student ID number, telephone number, and your message.

**Disruptive Behavior** interrupts the classroom learning environment. Disruptive behavior is . . .

* Using cell phones, iPhones, iPads or other electronic devices for text messaging or talking
* Arriving to class late or leaving early
* Being disrespectful to the professor and fellow students
* Talking when the professor is talking
* Speaking in native language
* Showing anger, arguing, and demanding immediate attention to questions about quizzes, grades or individual needs
* Making disrespectful comments about religion, race, language, appearance, gender, sexual orientation, disabilities, or nationality

**Disruptive Behavior Consequences**

* The professor will communicate with the student about the disruptive behavior.
* Students displaying serious disruptive behavior will be sent to the Dean of Student Affairs.
* Disruptive behavior second offense, students will be sent to the Dean of Student Affairs and/or be suspended.
* Suspended for disruptive behavior will result in a student missing two (2) class sessions before attending class again.

**Academic Honesty Policies**

 The following information is taken from the Cuyamaca College Student Catalog:

Professors at Cuyamaca College are eager to help students succeed in their studies.  However, success means more than just receiving a passing grade in a course.  Success means that a student has mastered the course content so that he/she may use that knowledge in the future, either to be successful on a job, or to continue with their education.  A reputation for honesty says more about the student, and is more highly prized, than simply a students' academic skills.  For that reason, academic honesty is taken very seriously by the faculty at Cuyamaca College.

**Academic dishonesty** is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, or fraudulent means.

**Plagiarism** is defined as the act of taking the ideas, words, or specific substantive material of another and offering them as one’s own without giving credit to the source(This includes copying complete sentences or paragraphs from books, magazines, or the internet).

Do not cut and paste from the internet, copy from the required textbook, or from another student as this constitutes plagiarism. Most of the time, this occurs as an innocent oversight on the part of the student. Regardless of the reason, in the event of plagiarism, a student will receive 0 points for the entire assignment per Cuyamaca’s College policy on academic dishonesty.

**Cheating** is NOT allowed. The ESL program has a **zero-tolerance** policy for cheating and plagiarism.

Cheating is . . . .

* Turning in another students work as if it is your own
* Giving answers for homework or assignments to another student
* Copying information from the internet and turning it in as if it is your own
* Looking at another students paper
* Looking at notes, a book, using a translator during a quiz or test
* Asking students for the answer in your native language
* Not turning papers in to the instructor when asked and when the allotted time is finished
* Offering bribes in exchange of a passing grade
* Taking pictures on your cell phone of the quizzes and or homework
* Students will receive zero (”0”) points for homework, or a quiz because of cheating
* Students may be **suspended from the college or permanently expelled** for repeated acts of cheating or plagiarism.  Please feel free to consult the college catalog for further information or visit http://www.cuyamaca.edu/ascc/conduct.asp

**Important Dates**

Monday August 30, 2021, - **Census Day** - Last day to ADD or DROP

Monday September 6, 2021 - **Holiday** (Labor day)

Sunday November 7, 2021 - Last Day to DROP Semester Length Classes

Thursday November 11, 2021 - **Holiday** (Veteran's Day)

Thursday & Friday November 25-27, 2021 - **Holiday** (Thanksgiving)

December 13-18, 2021 - **Finals Week**

Wednesday December 15, 2021 - 8:00-10:00 AM **Final**

Thursday December 23, 2021 - Grades will be available in Web Advisor

**This course outline is an agreement between the professor and the students.**

Any information in this syllabus may change at the discretion of the professor at any time. This class will obey and support the policies outlined in the Cuyamaca College catalogue. For more information, please read the Academic Policies in the school catalogue.

**Fall 2021 CLASS SCHEDULE**

ESL 1A Section: 2874

Monday and Wednesday

Room: F-507

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **In-Class Assignments** | **Homework** | |  |  |  |
|  | **Mon.** | Welcome/Introduction |  |  |  |  |  |
| **1** | Aug. 16 | Class Syllabus | Read Chapters 1-4 in **Define Normal** | | | |  |
|  |  | Packet Pre-Reading |  |  |  |  |  |
|  | **Wed.** | Packet 1 Activity 3 & 4 | Summary and Annotation Log #1 - Chapters 1-4 | | | | |
|  | Aug. 18 | Explain Annotation Logs |  |  | **due** Monday | |  |
|  | **Mon.** |  |  |  |  |  |  |
| **2** | Aug. 23 | Packet 1 Activity 5 | Journal #1 | | **due** Wednesday | |  |
|  | **Wed.** | Journal #1 Review | Discussion #1; Vocabulary Worksheet #1 | | | | |
|  | Aug. 25 | How To . . . | Summary and Annotation Log #2 - Chapters 5-8 | | | | |
|  |  |  |  |  | **due** Wednesday | |  |
|  | **Mon.** |  | Read Chapters 9-12; Vocab Worksheet #2; | | | | |
| **3** | Aug. 30 | Packet 1 Activity 7 & 8 | Vocab Quiz #1 Discussion #2; | |  |  |  |
|  | **Wed.** | Packet 1 Activity 9 | Vocabulary Worksheet #3; Discussion #3 | | | | |
|  | Sep. 1 |  |  |  | **due** Wednesday | |  |
|  |  |  |  |  |  |  |  |
|  | **Mon.** |  |  | | |  |  |
| **4** | Sep. 6 | **HOLIDAY** |  | |  | |  |
|  | **Wed.** | Packet 1 Activity 10 | Vocabulary Quiz #2; Journal #2 | | |  |  |
|  | Sep. 8 |  | Tutor Visit #1 | | **due** Monday | |  |
|  | **Mon.** | Packet 1 Activity 11 |  |  |  |  |  |
|  | Sep. 13 | Peer Review - | Paragraph #1 submit on Canvas | | | |  |
| **5** |  | Characteristics |  |  | **due** Monday | |  |
|  |  | Bring 3 typed copies |  |  |  |  |  |
|  | **Wed.** | Whole Class Grading | Vocabulary Quiz 3 | |  |  |  |
|  | Sep. 15 | Paragraph #1; Lecture In- | Writing Check #1 Quiz | | |  |  |
|  |  | Class Writing Techniques |  |  | **due** Monday | |  |

**Fall 2021 CLASS SCHEDULE**

ESL 1A Section: 2874

Monday and Wednesday

Room: F-507

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **In-Class Assignments** | **Homework** | |  |  |  |
|  | **Mon.** | Packet 2 Activity 2 | Read Chapters 13-17 | S & A Log #4 |  |  |  |
|  | Sep. 20 | Lecture on Introduction | Journal #3 | **due** Monday |  |  |  |
| **6** |  |  |  |  |  |  |  |
|  | **Wed.** | In-Class Writing |  | |  |  |  |
|  | Sep. 22 | Paragraph #1 |  | | | | |
|  |  |  |  |  |  | |  |
|  |  | Book Check #1 |  |  |  |  |  |
|  | **Mon.** |  | Discussion #4 | |  |  |  |
| **7** | Sep. 27 | Packet 2 Activity 2 | Vocabulary Worksheet #4 | | |  |  |
|  |  |  |  |  | **due** Monday | |  |
|  | **Wed.** | Packet 2 Activity 3 | Summary and Annotation Log #5 - Chapters 18-23 | | | | |
|  | Sep. 29 | Lecture on Conclusion |  |  | **due** Monday | |  |
|  | **Mon.** | Packet 2 Activity 4 | Vocabulary Worksheet #5 | | |  |  |
|  | Oct. 4 |  | Vocabulary Quiz #4 | |  |  |  |
| **8** |  |  | Discussion #5 | | **due** Monday | |  |
|  | **Wed.** |  | Summary and Annotation Log #6 - Chapters 24-30 | | | | |
|  | Oct. 6 | In - Class Essay Review | Journal #4 | |  |  |  |
|  |  |  | Tutor Visit #2 | | **due** Monday | |  |
|  | **Mon.** | Packet 2 Activity 5 | Essay #1 submit on Canvas | | |  | |
| **9** | Oct. 11 |  | Vocab Quiz #5 | |  | **due** Monday | |
|  |  |  |  |  |  |  |  |
|  | **Wed.** | Packet 2 Activity 6 |  | |  |  |  |
|  | Oct. 13 | Peer Review | Discussion #6 | | **due** Monday | |  |
|  | **Mon.** | **In-Class Essay #1** |  |  |  |  |  |
| **10** | Oct. 18 | Book Check #2 |  |  |  |  |  |
|  | **Wed.** | Discussion of In- Class |  |  |  |  |  |
|  | Oct. 20 | Essay #1 | Writing Check Quiz #2 | | |  |  |
|  |  | Packet 2 Activity 7 |  |  | **due** Monday | |  |
|  | **Mon.** |  | Journal #5 | | **due** Wednesday | |  |
| **11** | Oct. 25 | Packet 2 Activity 8 and 9 |  | | | |  |
|  | **Wed.** |  | Summary and Annotation Log #7 - **Carnegie** | | | | |
|  | Oct. 27 | Packet 3 Activity 1 | Part 1-2 |  | **due** Monday | |  |
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**Fall 2021 CLASS SCHEDULE**

ESL 1A Section: 2874

Monday and Wednesday

Room: F-507

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **In-Class Assignments** | **Homework** | | | |  | |  | |  |
|  | **Mon.** |  | Vocabulary Worksheet #6 | | | | | |  | |  |
| **12** | Nov. 1 | Packet 3 Activity 2 | Discussion #7 | | | | **due** Monday | | | |  |
|  | **Wed.** | Packet 3 Activity 3 | Summary and Annotation Log #8; Read Part 3 | | | | | | | | |
|  | Nov. 3 |  | Vocab Quiz #6 | | | | Discussion #8 | | | |  |
|  | **Mon.** | Packet 3 Activity 4 | Read Part 4 | | | |  | |  | |  |
| **13** | Nov. 8 |  | Discussion #9 | | | | **due** Monday | | | |  |
|  | **Wed.** |  | Discussion #9 | |  | |  | |  | |  |
|  | Nov, 10 | Packet 3 Activity 5 | Summary and Annotation Log #9; Read Part 4 | | | | | | | | |
|  |  |  |  | |  | | **due** Monday | | | |  |
|  | **Mon.** |  |  | |  | |  | |  | |  |
|  | Nov. 15 | Packet 3 Activity 6 and 7 | Journal #6 | | | |  | |  | |  |
| **14** |  |  |  | |  | | **due** Monday | | | |  |
|  | **Wed.** | Packet 3 Activity 8 and 9 | Writing Quiz #3 | |  | |  | |  | |  |
|  | Nov. 17 |  | Tutor #3 **due** | | Monday | |  | |  | |  |
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|  |  |  |  | |  | |  | |  | |  |
|  | **Mon.** |  |  | |  | |  | |  | |  |
| **15** | Nov. 22 | Packet 3 Activity 10 |  | |  | |  | |  | |  |
|  |  |  |  | |  | |  | |  | |  |
|  | **Wed.** |  |  | | | | | |  | |  |
|  | Nov 24 | **TBA** |  | |  | |  | | | |  |
|  | **Mon.** | Packet 3 Activity 11 |  | |  | |  | |  | |  |
|  | Nov. 29 | Peer Review | Essay #2 submit on Canvas | | | | | |  | |  |
| **16** |  | Bring typed copies |  | |  | | **due** Wednesday | | | |  |
|  | **Wed.** |  |  | |  | |  | |  | |  |
|  | Dec. 1 | Whole Class Grading | Prepare for Final Exam | | | | | |  | |  |
|  |  | Book Check #3 |  | |  | |  | |  | |  |
|  | **Mon.** |  |  |  | |  | |  | |  | |
|  | Dec. 6 | **Make-Up Day** |  | | | | |  | |  | |
| **17** |  |  |  |  | |  | | | |  | |
|  | **Wed.** | **Preparation for Final** |  |  | |  | |  | |  | |
|  | Dec. 8 |  |  | | | | |  | |  | |
|  |  |  |  |  | |  | |  | |  | |
|  | **Wed.** |  |  |  | |  | |  | |  | |
|  | Dec. 15 | **FINAL EXAM** | **8:00AM** |  | | **- 10:00 AM** | | | |  | |