

English 80, Section 22335

Instructor: Dr. Yvonne Mills (Flack)

Spring 2017

Email: yvonne.flack@mvc.edu

T/Th 7:40 - 10:00

Office Hours: T 5:00 - 5:30; W 11:00 - 1:30; F 10:10 - 12:10

F 7:40 - 9:00

Office: LIB 135

F (Lab) 9:10 - 10:00

Course Website: www.professorflackmvc.weebly.com

PSC 3

Remind: @d8eeaa4

English 80: Preparatory Composition

Course Theme: The American Dystopia

COURSE INFORMATION

What is English 80? If you have enrolled in English 80, it is because you are not quite ready for English 1A. English 80 is based on the idea that students who do not immediately place into English 1A do not need lots of “basic” classes to get them to 1A, nor do they need lots of grammar exercises. Rather, a class preparing students for 1A should be a lot like 1A, in which students read intellectually interesting and challenging articles and books and then write essays exploring their own ideas about the issues raised in those readings. The goal of English 80 is to give you the tools and motivation to get into 1A quickly and to succeed in 1A when you get there.

What can you expect? Because this course is based on the idea that students need exposure to college-level reading and writing in order to be successful in a college-level English course, we will be reading college-level texts from the very beginning. These readings will be academically, intellectually and practically challenging. And there will be a lot of them. However, don’t let this turn you away! My goal as an instructor is that we will work through these readings as a class and much of our class time will be spent working to understand what the authors wrote so that we all grasp the big ideas of each reading. **I will never expect you to be an expert on any reading, especially not the first day we start discussing it. However, I always want you to read all the way to the end of every assigned reading before coming to class.** Reading all the way to the end is going to be absolutely essential, or the in-class discussions I devise to help us understand difficult sections, the main points, or just an interesting side-note will not work.

As part of this course, then, you are expected to struggle—with the readings, with critical thinking, with your writing, with the world of ideas. Struggle is the very core of academic work. There was never a time in college or grad school (or even today) when I have read something and got it all on the first go. I still struggle all of the time. It’s how we confront our struggle to improve ourselves that I will focus a lot of my energies on in order to help you succeed. As part of this struggle, you must come to class every day prepared to speak: first testing out what you think the writer’s points are, then testing out your own theories about the readings, extending your classmates’ ideas, challenging their ideas, and questioning your own after you hear your classmates. This need to test ideas, therefore, requires that you participate in the small group and large group discussions we have.

What can you expect from me? To support you, I will give you time to work out your understanding of what authors are saying. I will hound you to make sure you are reading all the way to the end of each reading that is assigned. I will hold you accountable for class absences. I will meet with you all individually or in small groups regularly. I will applaud your successes and praise you for hard work. I will not belittle you when you are struggling, but I will offer constructive criticism, including constant encouragement to keep you pushing through frustration. I will create sequences of activities that help you understand the readings, and then later the demands of the essay prompts. And then, I'll give you time to work on those essays. I will also make myself available to you outside of class time. If you ever have questions, please don't hesitate to email me, come to my office hours or make an appointment to meet with me individually.

What can you do to create a positive and productive learning environment? We will create a learning community of support. Participating actively in the class by completing all readings and assignments and joining in class and small group discussions is paramount to your success. I will ask that you support each other. When in groups, if you understand something that a classmate does not yet, support your classmate by trying to explain your understanding. Having to put your understanding into words will sharpen your understanding and make writing the essays easier. Exchange contact information with classmates to help each other know what is due on any given class day. Ask your classmates how they are doing when they return from an absence and encourage each other to attend every class period. Congratulate each other on your successes, encourage each other through struggles, and participate openly: do these things and you'll find a college English class can be a whole lot better (and more manageable) than you had previously thought.

STUDENT LEARNING OUTCOMES

What will you be able to do after this course?

Upon successful completion of the course, students should be able to:

- **Employ effective reading strategies for active, critical reading (including pre-reading and post-reading);**
- **Apply the higher-order cognitive skills necessary for critical participation in the ongoing conversations and debates of our culture and polity;**
- **Assess their own writing processes;**
- **Compose intelligible, source-based, multi-paragraph essays that employ rhetorical strategies for situating, developing, and communicating a controlling idea;**
- **Craft sentences for beauty, variety, and effectiveness.**

Additionally, students will:

- Participate willingly and productively in class discussions;
- Demonstrate tolerance of ideas that differ from their own;
- Tolerate (or hopefully even enjoy) writing and reading.

REQUIRED MATERIALS

Text*: *MLA Handbook for Writers of Research Papers: 8th Edition* ISBN-13: 978-1603292627

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser ISBN-13: 978-0547750330

***A Note on Required Text:** Please note that you **MUST** purchase the 8th Edition of the MLA handbook. Significant changes were made between the 7th and 8th editions, and as we will be using this book as our primary guide for how to properly cite outside sources, you must have the most up to date version. If possible, do not rent *Fast Food Nation*! It is not a very expensive book, and you will be much more prepared and able to participate actively in class and complete assignments if you can write in your book.

- **Many readings will be provided for you as photocopies, but there will also be readings that can only be found on the course website and will need to be printed out before you come to class.**

Additional Materials:

- A composition book for in-class writing, Warm-up Assignments and Notes.
- Access to/willingness to use a college level dictionary (can be found online)
- An at-home printer or a budget for on-campus printing of articles and assignments
(Many assignments and readings will be accessible only on the course website)
- A three ring notebook for keeping materials organized and storing paper for in-class writings
- Pens (all in-class writing and handwritten assignments must be done in pen)
- Highlighters of various colors to highlight important passages in readings and help with peer reviewing your classmates' work

POLICIES

Attendance: Class attendance is mandatory and there are no excused absences.* If you miss more than four (4) classes you will be asked to drop the class or will not pass. It is the student's responsibility to keep track of absences. Students who miss multiple days in a row, or multiple labs in a row, could be automatically dropped from the class. These patterns show a lack of commitment to the class. Please always communicate with me about any repeated absences.

- Any student who wishes to drop the course is responsible for dropping through WebAdvisor. Failure to properly drop the course may result in an F on your transcript.

***Note:** There is no such thing as an excused absence. Students are responsible for ensuring that I receive any work due on the day it is due (more about this later). Students must be present on the first and second days of class, or they will be dropped.

Tardiness: Entering class late is disruptive to the learning process for your fellow students, so please be respectful when arriving late. If arriving late becomes a problem, I reserve the right to count tardies as absences. Any student arriving more than 15 minutes late or leaving more than 15 minutes early may be counted absent. Habitual tardiness or early departures may result in a student being asked to drop or a failing grade. If you arrive late, do not interrupt the class to ask for missed work or what we are doing or announce that you have arrived; please see me during a break or after class. Even if you are going to be very late to class, please still come! Don't get a whole day behind because you're worried about walking into class late!

Lab Attendance Policy: This English 80 class has a scheduled lab period every Friday from 9:10am - 10:00am. As the lab offers guided practice and immediate instructor feedback on the skills we will develop throughout the semester, attendance at labs is mandatory and crucial to your success in this course. A student who must miss lab for medical or other emergency reasons may arrange to make up the lab at a different time with prior instructor approval.

Successful students:

- Attend class regularly;
- Are motivated and committed;
- Complete all assignments on time;
- Are ready to start class at the appropriate time and have their materials ready;
- Are attentive during class, follow directions, take notes, participate in class discussions and activities, and ask questions about anything they do not understand;
- Plan and use their time wisely so they can keep up with assignments, complete work on time, and prepare for quizzes and exams;

- communicate with their classmates and instructors in an appropriate manner, which includes receiving the opinions of others with courtesy, even if they disagree with those opinions;
- **show respect for other races, ethnicities, religions, genders, sexualities, and abilities.**

Expectations: Students are expected to come to class prepared with all necessary materials and a willingness to participate. Consistently arriving to class unprepared can result in receiving a lower grade, being asked to leave and counted absent for the day, and/or being asked to drop the class.

Late Work: No late work will be accepted. You will have plenty of warning before assignments are due, so please plan accordingly. If you are going to miss class on the day an assignment is due, you may email me the assignment BEFORE THE CLASS IS OVER to have it counted as on time. If you miss class, it is your responsibility to ask a fellow student, check the course website, or email me (as a last resort, please) about what you missed to ensure that you do not miss turning in any homework assignments on the day of your return. If a quiz or test is missed, it is the student's responsibility to schedule a makeup. ***Note:** Emailed work is easily erased or forgotten, so emailed homework will be counted as on time, but will not be graded until I receive a physical (hard) copy from you.

Class rules:

1. NO cell phones, other electronic devices (except when used for class purposes) or non-class related materials. If you are caught using any electronic device during class or viewing non-class related materials or working on outside homework, you will be given one warning. Upon the second request, you will be asked to leave the classroom and will be counted absent for the day.
2. NO late papers or homework are accepted.
3. RESPECT the property and people around you. Disrespecting anyone or anything in the classroom may result in you being asked to leave and counted absent for the day.
4. NO food or open beverage containers in class. This is a school-wide policy in order to help reduce maintenance and custodial costs. Eating in class is also a distraction to you and often to those around you. Please eat before you enter class or during breaks.

ACADEMIC HONESTY

Cheating and plagiarism have serious consequences. This is a writing and research course, so you will regularly be using outside sources to further your arguments. Learning how to cite those sources properly will be a key component of this class. Even using a short passage from someone else's work without properly citing the source is considered plagiarism. Copying another student's work is not "sharing" or "working together." It is cheating and will face consequences. While I encourage you to work together and share ideas, the words that you ultimately write down should be your own.

According to Riverside Community College District Policy 6080, Section II.C. 1&2: For instances of academic dishonesty a faculty member may take any one of the following actions:

The faculty member may reduce the score on tests or assignment(s), reduce the grade for the course, fail the student in the course, or recommend to the appropriate administrative officer that the student be suspended from the course.

Note*: Class discussion and group work are considered the free exchange of ideas: build upon ideas you get in class and make them your own as you write your papers. You do not need to cite classmates or professors for ideas generated in class discussions.

RESOURCES

Keeping in Touch

I am nearly always available via email*. I strive to return messages promptly, so please do not hesitate to contact me if you have problems, concerns or questions. You can also message me through Remind. My office is located in LIB 135, and I hold regular office hours Tuesdays 5:00 - 5:30, Wednesdays 11:00 - 1:30 and Fridays 10:10 - 12:10. Please come see me! If you have conflicts during my regularly scheduled office hours, feel free to contact me to make an appointment to get together. Student-teacher relationships are often key to student success, and I am happy to provide any resources I can!

**When emailing, please use a salutation (i.e., "Dear _____,") and signature (i.e. identify yourself by providing your full name).*

Email: yvonne.flack@mvc.edu

Office: LIB 135

Office Hours: T 5:00 - 5:30; W 11:00 - 1:30; F 10:10 - 12:10 (or by appointment)

Course Website

This class will make use of a website, www.professorflackmvc.weebly.com. I will use the website to upload course documents and supplemental assignments/readings. Some assignments and readings will only be available via the website. I will also regularly update the course calendar with new assignments and scheduling details/changes. Please check the website regularly for updates and listen for announcements made in class about upcoming assignments and other items accessible only from the website. Please notify me immediately if the website fails or you have trouble accessing any of the supplemental documents. Please also notify me if you are unable to access the course materials online, and I will make hard copies of assignments for you. Most files are PDF or .docx files, so you will need the appropriate programs to open the course documents. Remember, there are computers and printers on campus for student use if you do not have these resources at home.

Remind is a text-message based system that I will use to alert you to changes on the website or course calendar. I will also use Remind to remind you of upcoming deadlines, homework assignments, etc. You may sign up for text message alerts, push notifications on your smartphone and/or email notifications. While Remind is a free service, please note that data and/or messaging rates will apply and are charged at your cell phone provider's normal rates. Be cautious if you do not have a text messaging plan for your cell.

- **For text message notifications:** Text @d8eeaa4 to the phone number 81010.
- **For push notifications on your smart phone:** Open your web browser and go to the following link: rmd.at/d8eeaa4
Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.
- **For email notifications, use your desktop or laptop to visit:** rmd.at/d8eeaa4
Follow the instructions to sign up for email reminders.

Lab

The lab offers an opportunity for you to practice writing and reading skills necessary for success in the class without the fear of a grade. As you practice the particular skill I assign for lab activities, I will walk around the room to help each and every one of you; these conversations will function as a check that you are completing the required lab activities. Your effort and attention to fulfilling the activities as I have designed them will form your grade for the lab portion of the class. Use the time to write without fear, knowing that these activities are opportunities to help you to improve your writing so that when you turn in your papers, you will feel more comfortable in your ability to achieve the outcomes of the course. I may also occasionally collect completed activities to verify you are doing the work and to offer more feedback.

The lab activities are NOT homework. If a number of students in the class do not complete an activity during scheduled lab time, I may arrange for the class to continue working on a given activity at the next lab meeting.

Other Students

Many students do not utilize one of the most valuable resources available to them: other students. Many college students find it beneficial to form study groups to complete assignments, prepare for exams, and provide each other with camaraderie and support. Even if you don't form study groups, it is recommended that you find at least two reliable students from this course you can contact when you need assistance, particularly to ask about any work you missed if you are absent or tardy. These students' names and contact information can be written below:

Name _____

Contact Info _____

Name _____

Contact Info _____

Writing and Reading Center

Want extra help learning to become a better writer?

Location: HM 222

Monday through Thursday: 9am – 5pm

Friday: 10am – 2pm

Saturday & Sunday: Closed

If you have questions about any aspect of your writing, I encourage you to make use of Moreno Valley College's Writing and Reading Center. Access to the WRC is totally free to all registered MVC students.

Because you will be required to complete writing assignments for my course, you may want to seek extra one-on-one help in understanding the assignments, as well as in understanding the various stages of your writing process: brainstorming, researching, drafting, editing, revising, and proofreading essays. The Writing Center faculty and writing consultants are not there to answer questions about the content of my class, nor are they a proofreading service. This means they will not simply "correct" or "check" your essay. Rather, they can help you to learn skills and techniques that will help you put together better essays, including how you can proofread your own essay, how to cite sources properly, how to organize your ideas, and more.

What do I do if I have a disability that may affect my performance in this course?

If you have a documented disability requiring accommodation in this class, please contact me or the Office of Disability Support Services. Our goal as a college and as educators is to make sure that you succeed, and as such we will be happy to work with you in determining appropriate accommodations to meet the educational limitations resulting from your disability. The Moreno Valley DSS office is located in the Library building, room number 230. The phone number for the office is 951-571-6138 or you can visit their website at <http://www.mvc.edu/services/dsps/>

ASSIGNMENTS AND GRADING

Grading Scale I follow the college-wide grading scale. Pluses or minuses are not given on final course grades. A passing grade is a C or better. You can find my grading scale on the course website.

A 90 -100% B 80 - 89% C 70 - 79% D 60 - 69% F 0 - 59%

Grade Distribution

3 Formal Essays (E1, E2, E3):	45% (15% each)
Homework and In-class Assignments*:	15%
Reaction Papers:	15%
Quizzes**:	10%
Final Project:	10%
Lab Assignments***:	5%

* In-class assignments including quick-writes, warm-ups, notes and other writing assignments should be completed in a Composition Book. Composition Books will be spot-checked frequently (often unannounced) throughout the semester, so be sure to keep up with in-class assignments.

**Some quizzes may be unannounced...this is why attending class regularly and on time is so important!

***Lab assignments are graded Credit/No Credit.

CALENDAR

Please note this calendar is subject to change. Please listen for schedule changes in class and check the website frequently for updates.

UNIT ONE: More is better, right?

Guiding Question: What drives consumption and what are its impacts (both global and local)?

T 2/14 Introductions/ice-breakers; Syllabus Overview

Film: "The Story of Stuff" <https://www.youtube.com/watch?v=9GorqroigqM>

New Assignments: Homework #1: SOS Film questions

(Please rewatch "The Story of Stuff" video at home to help you complete HW #1)

Th 2/16 SOS Film Questions review; Intro. to Close Reading; In-class timed writing (Reaction Paper #1);

Introduction to MLA format

In-class Assignment: Reaction Paper #1

Assignments Due: Homework #1: "Story of Stuff" Film Questions

F 2/17 HOLIDAY--NO CLASS! :)

T 2/21 Reaction Paper #1: Self-analysis; SOS Discussion/Activities; Pre-Reading for "Discarded Factory"

Readings Due: Annie Leonard's *Story of Stuff* Introduction

Assignments Due: *Story of Stuff* Close-Reading Check

New Assignments: Homework #2: SOS reading questions

Th 2/23 "The Discarded Factory" Discussion/Activities Day 1

Readings Due: *No Logo* Chapter 9 "The Discarded Factory"

Assignments Due: Homework #2: SOS reading questions; "Discarded Factory" Close-Reading Check

New Assignments: Homework #4: "Discarded Factory" Reading Questions

F 2/24 (PLEASE BRING YOUR MLA HANDBOOKS!!) "The Discarded Factory" Discussion/Activities Day 2; Pre-Reading "Threats and Temps"

Assignments Due: Homework #4: "Discarded Factory" Reading Questions

F 2/24 (LAB) MLA citations, Works Cited, Annotated Bibliographies Practicum

LAST DAY TO ADD—2/24

LAST DAY TO DROP WITHOUT A "W"—2/26

T 2/28 “Threats and Temps” Discussion/Activities Day 1

Readings Due: *No Logo* Chapter 10 “Threats and Temps”

New Assignments: Homework #5: “Threats and Temps” Reading Questions

Th 3/2 “Threats and Temps” Discussion/Activities Day 2; Reaction Paper #2 Assigned; Outlines

Assignments Due: Homework #5: “Threats and Temps” Reading Questions

New Assignments: Reaction Paper #2: Hidden Costs

F 3/3 Film: *Consuming Kids*

https://www.youtube.com/watch?v=lkei3KTh_vk

New Assignments: Homework #7: Consuming Kids Film Questions

F 3/3 (LAB) Synthesizing multiple sources practicum (PEE/A Charts)

T 3/7 *Consuming Kids* Discussion/Activity; In-class reflection on Reaction #2

Assignments Due: Reaction Paper #2; Homework #7: *Consuming Kids* Film Questions

Readings Due: “12 Hidden Tricks Advertisers Use to Sell You Stuff” by Liz Stinson Wired.com

<https://www.wired.com/2014/06/5-hidden-visual-tricks-advertisers-use-to-sell-you/>

New Assignments: Reaction Paper #3: Advertisement Analysis

Th 3/9 Prewriting/Prep for E1 (Bring all readings from Unit 1); Thesis statements and introductions; Sentence Summaries; Source gathering and use; **In-class Reading:** Writing Introductions Handout

New Assignments: E1 Assigned

F 3/10 Peer Review Intro; Lecture and practice: Integrating sources into your writing and PEE Charts (Bring all readings to class)

Assignments Due: Introduction Paragraph for E1 (bring 4 copies)

F 3/10 (LAB) PEE Charts; Body paragraph practice integrating sources

T 3/14 Peer Review Body paragraphs

Assignments Due: Reaction Paper #3: Advertisement Analysis; Revised Introduction Paragraph and 2 body paragraphs (Bring 3 copies); PEE Chart E1

Th 3/16 Recognizing and Correcting Fragments; Peer Review complete draft of E1

Assignments Due: Complete draft of E1 (bring 3 copies)

New Assignments: Homework #8: Revising for Fragments

UNIT TWO: What's wrong with fast food anyway?

Guiding Question: How has the modern American food industry evolved and what are its impacts?

F 3/17 Film: *Food Inc.*

Assignments Due: Homework #8: Revising for Fragments;

New Assignments: Homework #9: *Food Inc.* Film Questions

F 3/17 (LAB) Revising practicum

T 3/21 *Food Inc.* Discussion; *Fast Food Nation* discussion; Introduction to food issues

Readings Due: *Fast Food Nation* “Introduction” pp. 3-10 and Chapter 9 pp. 210-218 and 204-207

Assignments Due: Homework #9: *Food Inc.* Film Questions

New Assignments: Homework #10: *Fast Food Nation* “Introduction” Questions

Th 3/23 Give one/get one; *FFN* Activities Day 2; Summarizing and Paraphrasing; Pronoun Reference

Assignments Due: Final draft of E1 including Self-check list, Peer Review Worksheets and PEE chart; Homework #10: *Fast Food Nation* “Introduction” Questions

F 3/24 Speed dating with Lappé

Readings Due: “The Climate Crisis at the End of Our Fork” by Anna Lappé

New Assignments: Homework #11: “Climate Crisis” Reading questions

F 3/24 (LAB) Summarizing and Paraphrasing Practicum

T 3/28 Summary and paraphrase practice; pre-reading *Eating Animals* (bring to class!)

Assignments Due: Homework #11: “Climate Crisis” Reading questions

Th 3/30 Animal impacts of factory farming

Readings Due: Excerpt *Eating Animals* by Jonathan Safran Foer

New Assignments: Homework #12: *Eating Animals* Reading questions
Reaction Paper #4

F 3/31 HOLIDAY—NO CLASS! :)

T 4/4 Animal impacts of factory farming (continued)

Assignments Due: Homework #12: *Eating Animals* Reading questions

Readings Due: Omnivore’s Dilemma Ch. 17 “The Ethics of Eating Animals”

New Assignments: Homework #13: “Ethics” Reading questions

Th 4/6 Comparison/Contrast Pollan and Foer

Assignments Due: Homework #13: “Ethics” Reading questions
Reaction Paper #4

F 4/7 Slaughterhouse workers; Reading Quiz #3

Readings Due: *Fast Food Nation* Chapter 8 “The Most Dangerous Job”

F 4/7 LAB Comparison/Contrast Practicum

SPRING BREAK!! 4/10-4/14

T 4/18 Film: *Wall-E*

In class film questions: *Wall-E*

New Assignments: Reaction Paper #5: *Wall-E* as Social Satire

Th 4/20 E2 Assigned; Library and research orientation

New Assignment: Research two additional sources for E2; Annotated Bibliography

Assignments Due: *Wall-E* Film Questions

F 4/21 Fast Food Workers

Readings Due: “Life on \$7.25 an Hour” by Alan Feuer
Fast Food Nation Chapter 3 “Behind the Counter” pp. 71-75 and pp. 83-87

New Assignments: Homework #14: Behind the Counter and Life on \$7.25 Reading Questions

F 4/21 LAB

T 4/25 Affects of Industrialized Food System on workers and communities

Readings Due: “Cogs in the Great Machine”

New Assignments: Homework #14: “Cogs” Reading questions

Assignments Due: Reaction Paper #5

Th 4/27 Pre-writing/Prep for E2 (Bring all food readings); Source gathering/PEE Charts

Assignments Due: Homework #14: “Cogs” Reading questions; Essay 2 Annotated Bibliography

F 4/28 Peer Reviewing Introduction paragraphs; Rewrite Intro Paragraphs

Assignments Due: E2 Introduction paragraph and one body paragraph (bring 3 copies)

F 4/28 LAB Revising Practicum

T 5/2 Peer reviewing/revisions

Assignments Due: E2 Rewrite Intro/Body paragraph + two additional body paragraphs (bring 3 copies)

Th 5/4 Peer Review E2 Complete Draft

Assignments Due: E2 Complete Draft (bring 3 copies)

F 5/5 Film: *Idiocracy*

New Assignments: Homework #15: *Idiocracy* Film Questions; *Idiocracy* Film Notes (in journal)

F 5/5 LAB Reaction Paper #6 (in-class)

UNIT THREE: Sick and Tired of Being Sick and Tired

Guiding Question: What are the effects of American consumer capitalism on medicine and health outcomes?

T 5/9 Intro. to healthcare issues

Readings Due: *Overdosed America* by John Abramson Chapter 6: "American Medicine's Perfect Storm: A Brief History"

Assignments Due: Homework #15: *Idiocracy* Film Questions

New Assignments: Homework #16: *OA* Ch. 6 Questions

Th 5/11 Money and medicine

Readings Due: *OA* Chapter 7: "The Commercial Takeover of Medical Knowledge"

Assignments Due: Homework #16: *OA* Ch. 6 Questions

New Assignments: Homework #17: *OA* Ch. 7 Questions

F 5/12 Film: *Sicko*

Assignments Due: E2 Final Draft

F 5/12 LAB *Sicko* questions

LAST DAY TO DROP WITH A "W"—5/12

T 5/16 Advertising and Medicine

Assignments Due: Homework #17: *OA* Ch. 7 Questions

Readings Due: *OA* Chapter 10: "Direct-to-Consumer: Advertising, Public Relations, and the Medical News"

New Assignments: Homework #18: *OA* Ch. 8 Questions

Th 5/18 In-class essay: BRING ALL UNIT 3 READINGS! E3 Essay Assigned; Final Project Presentations Assigned

New Assignments: Various solutions readings to be assigned individually

Assignments Due: Homework #18: *OA* Ch. 8 Questions

Unit 4: Finding a Way Out or Visions of the Future

Guiding Question: What is the future of American consumer culture and how can we make it sustainable?

F 5/19 Readings round-table presentations

Readings Due: Various

F 5/19 LAB Colons and Semi-colons

T 5/23 Course conclusions; E3 Assigned; Final Presentations Assigned

Th 5/25 Peer-Reviewing E3 Intro and 1 body paragraph; Presentation work time

Assignments Due: Annotated Bibliography E3; Intro/Body Paragraph E3 (bring 3 copies)

F 5/26 Peer-Review E3 complete draft; Time to work on Final Project Presentation

Assignments Due: E3 Complete draft (bring 3 copies); E3 PEE chart

F 5/26 LAB

T 5/30 Final Presentations (Day 1)

Th 6/1 Final Presentations (Day 2)

Th 6/8 FINAL 8:00am - 10:30am

Final Presentations (Day 3)

Assignments Due: E3 Final Draft