

FIRST YEAR COMPOSITION I: EN 111 (ONLINE)

Fall 2016; 3 HR Credit

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Office Hours: Remotely &
By Appointment Only

PREREQUISITE (111): Minimum ACT English subtest score of 16, minimum SAT English subtest score of 411, or completion of EN 099, Basic English.

NOTICE: Students not meeting these prerequisites may not receive credit for EN 111.

Required Texts:

Hacker, Diana and Nancy Sommers. *A Writer's Reference* 8th edition with 2016 MLA update (University of North Alabama Edition). This handbook is intended to help you in all courses requiring writing.

Cooley, Thomas. *Back to the Lake: A Reader and Guide*, 3rd Edition.

Required Materials:

Regular, uninterrupted access to the internet

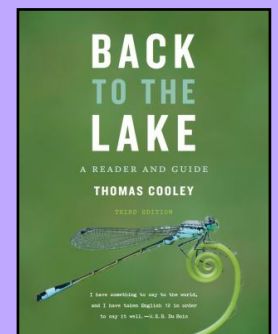
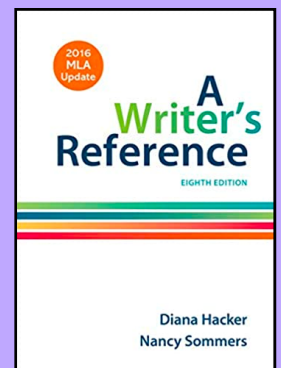
Access to word processing software (Microsoft Word, Google Docs, or Pages)

Access to Facetime or Skype for videoconferences with the instructor

UNA email address that you check regularly

Recommended Text:

a good collegiate dictionary, such as *Merriam-Webster's Collegiate Dictionary*, *The American Heritage Dictionary of the English Language*, or *Webster's New World Dictionary*



COURSE JUSTIFICATION

No matter what your major, you will need strong writing skills to succeed in college. Your professors will expect you to write clear and detailed summaries, lab reports, analyses, proposals, position papers, research papers, and essay exams. A recent study published by the University of Chicago called *Academically Adrift: Limited Learning on College Campuses* (2011) showed that the more students read and write in college, the more they learn. By giving you practice in critical reading and writing, **English 111: First-Year Composition I** will prepare you for more advanced course work, significantly increasing the value of your UNA degree.

This course will also prepare you for an increasingly competitive job market. No matter what your job, you will be expected to perform a wide range of writing tasks, beginning with a job application and a resume. Once employed, you will probably be required to write on a daily basis:

- Business owners write bids and proposals.
- Musicians and artists write profiles and grants.
- Pilots keep logs and file reports.
- Teachers write lesson plans, evaluations, and letters to parents.
- Nurses write instructions regarding a person's care.
- Citizens read and listen to the news, writing blogs and letters to the editor so they can participate in the public discourse over matters that affect their lives.

The learning outcomes in English 111 correspond to the abilities that employers say they want college graduates to have. According to a 2009 survey conducted for the Association of American Colleges and Universities, a vast majority of employers think higher education should place *more* emphasis on oral and written communication skills (89%), critical thinking and analytical reasoning skills (81%), and locating, organizing, and evaluating information from multiple sources (68%). In English 111, you will get plenty of practice reading and analyzing texts—print, digital, and visual. You will also complete a variety of informal and formal writing tasks.

EN 111 LEARNING OBJECTIVES

1. Students will understand academic writing as a **conversation** about topics of consequence.
2. Students will understand their **responsibilities** as writers—to cite accurately the work of other writers, to provide their audience with reliable information, and to consider multiple points of view.
3. Students will learn **to take their writing seriously**, approaching writing tasks as opportunities to increase their knowledge about a topic and to improve and expand their communication skills.
4. Students will understand academic writing as governed by the **conventions** of specific discourse communities.
5. Students will become more **critical readers**, learning strategies for previewing, annotating, summarizing, analyzing, and critiquing print, digital, and visual texts.
6. Students will acquire **informational literacy**—the ability to locate and evaluate source material.
7. Students will improve their ability to write clear and compelling **thesis statements**.
8. Students will become adept at using appropriate **rhetorical strategies and patterns** (description, analogy, planting a naysayer, etc.) to develop and make their arguments.
9. Students will develop the skill of **constructive critique**, focusing on higher order concerns during peer workshops.
10. Students will understand the distinction between **revising and editing**.
11. Students will know how to use their **handbook** as a guide and a reference tool.
12. Students will gain confidence in their ability to generate **a plan** for writing across the curriculum.

READING & WRITING REQUIREMENT

As dictated by the UNA Department of English, the English 111 student is required to write a minimum of six (6) expository essays. Of those six, **three essays will be written in class during the class period**. As we are an online class, your three in-class essays will be a timed writing assignment on Canvas. (Please note that while you are writing your essay, you will be required to use Respondus Lockdown Browser in Canvas, and your browser will be locked down for the duration of the writing period.) The sixth essay—the final exam—will be a single, impromptu in-class essay written entirely during the time designated by the university. All essays should demonstrate knowledge of Standard American English. **A composition of less than three paragraphs will NOT be counted toward the requirement.**

Also required will be **5 discussion postings** which will prime you for the larger essay that follows. Thoughtfully respond **before the deadline** as these will **not** be unlocked/extended. You will also be required to keep a **blog** throughout the semester that will act as a writing journal. You are required to post at least once per week (a total of 14 posts throughout the semester), but you may post more than that as you see fit.

NOTE: ALL ESSAYS MUST BE COMPLETED AND GRADED TO PASS THIS COURSE.

Revisions: Writing is a process, and that process involves revision. Your three out-of-class essays **MUST** be revised and edited after your initial submission; this gives you the opportunity to incorporate feedback to improve not only your grade but also your writing. Your **final** grade will be the mean (average) of the two grades. However, revisions may not be counted as separate essays toward the required six. In other words, a student may receive two grades on one essay as the student improves that essay through revision, but the essay is to be counted only once toward the minimum requirement.

EXTRA CREDIT: There will be none offered. This is not meant as a punishment, but rather to make you realize the importance of keeping up with the assignments throughout the semester and not falsely leading you to think there will be an opportunity to redeem yourself for skipped assignments.

CENTER FOR WRITING EXCELLENCE: <http://www.una.edu/writingcenter/>
UNIVERSITY SUCCESS CENTER: <http://www.una.edu/successcenter/index.html>

ASSESSMENT

Grades tend to make people anxious. I have seen many students fall apart when faced with a grade that will lower their GPA and thus put financial aid in jeopardy. In this class, you will be graded according to the **quality of your written work**. Obviously, the amount of time and effort you put into your work will affect its quality although a lot of effort does not necessarily result in a high grade. We all know students who work *exceptionally* hard to earn a C while others put in what seems to be minimal effort to earn a B or even an A. Each of you is beginning the semester at a different reading and writing skill level. Your goal should be to *improve* those skills, passing the class so you can move to the next level of your coursework and take one more step toward the completion of your college degree. If you have concerns about passing this class, make an appointment to speak with me—I am here to help, and I want you to succeed!

Grade Computation: Grades are based on a point system. You will be able to chart your own progress through the Canvas page, where your grades will be posted. The largest component of your final grade, roughly 70%, will be from the grades you receive on the essays. The number and value of other activities (reading and grammar quizzes, short writings, discussion postings, etc.) will vary according to the needs and time limits of the class. In general, however, the following point system will be used.

- Five essays = 100 points each
- Final essay = 150 points
- Five Discussion Postings = 15 points each + 5 points each for critical peer dialogue
- Ten Writing Quizzes = 10 points each
- Fourteen blog posts = 20 points each
- Two videoconferences with instructor = 10 points each

At the end of the term, your accumulated points will be divided by the total possible points to arrive at your course percentage:

90 - 100 = A

80 - 89 = B

70 - 79 = C

65 - 69 = D

64 or below = F

NOTE: ALL ESSAYS MUST BE COMPLETED AND GRADED TO PASS THIS COURSE.

Also note: Final grades of D and F will be recorded as NC (no credit), and students who earn NC will be required to repeat the course.

CLASS PARTICIPATION & ONLINE ETIQUETTE

In order to successfully complete this course, you will need to participate fully. This means that you should turn your work in consistently and on time. You should complete all aspects of the course, including reading assignments and discussion postings. **You must also submit all six major writing assignments order to receive a passing grade in this course.** Failure to contribute to online discussions or submit weekly work will result in zeros for grades. The grade of "I" for Incomplete shall only be granted under special circumstances, and if the student is passing the class and has completed 60% of all class work at the time of the request. Students must specifically request an "I", and if the instructor approves it, both the student and instructor must sign a contract detailing the work that must be completed.

A NOTE ABOUT ETIQUETTE: PLEASE BE COURTEOUS TO YOUR CLASSMATES AND INSTRUCTOR WHEN POSTING DISCUSSIONS OR EMAILING. REMEMBER, WITHOUT THE CONTEXT OF TONE OR FACIAL EXPRESSIONS, SOME COMMENTS MAY BE TAKEN THE WRONG WAY. REMEMBER TO ALWAYS INCLUDE A RELEVANT SUBJECT LINE IN EMAILS AND USE STANDARD FONTS. RESPECT THE PRIVACY OF OTHER CLASS MEMBERS.

When corresponding in email or in discussions, please use professional/academic writing. Do not use text messaging, emoticons, or shortcut language. **Since this is an English composition class, it is essential that you practice professional language and tone when expressing yourself in written communication.** Remember that, even online, you are in a classroom, working with a faculty member and other students, not chatting with family or close friends.

DISCUSSION BOARD GUIDELINES

The discussion board is a place for you to share your ideas with the class and to get ideas from other class members. It is important that you participate in the discussions as they are going on, not simply add your comments after everyone else is finished with the discussion. Review the discussion board regularly and adhere to the following guidelines:

- Review the discussion threads thoroughly after submitting your own post. Remember that this is a discussion, not “post-and-run”!
- To maintain threads, use the "Reply" button rather than starting a new topic.
- Be positive and constructive in group discussions; disagreements are fine, but be polite when expressing them.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
- Be cooperative with classmates in completing assignments.
- Respond in a thoughtful and timely manner.

NOTE: To earn full credit for your discussion postings, be sure to always provide one original post (20 points) and respond to at least one other student's postings (5 points). Your postings should be developed and thoughtful, and consist of a minimum of 300 words; note that each is worth 1/4th the points of an essay. This should give you an indication of the effort expected. The instructor will participate only minimally in the discussions.

MAKEUP POLICY: All discussion board postings (unless otherwise indicated) will be due by 10:59 p.m. on Wednesdays. All blog posts and essay assignments must be submitted in Canvas by 10:59 p.m. Saturday each week. No late discussion postings can be submitted, for any reason, since they are the equivalent of class discussions. Written assignments submitted late without prior arrangement will lose 20% per day; after 5 days, work is worth 0 points. Instructor approval for extensions is more likely to be granted (but not guaranteed) if requests a) come before the deadline rather than after; b) are clear, specific (naming the assignment and the new due date), and courteous; and c) are not part of a pattern of missed due dates. In the case of extraordinary circumstances (such as illness) that will result in multiple missed deadlines, contact the instructor with a proposal (subject to approval) for alternative deadlines. For 10 points on your first discussion post, please tell the class about your favorite television show.

TECHNICAL ISSUES

Since this is an online class, there is a reasonable expectation that you have regular, reliable access to both the internet and a functioning computer. The in-class essays require use of the Respondus Lockdown Browser, which will not work on a Chromebook or most tablets, and will also not work with a mobile hotspot—you need a genuine wifi or wired internet connection to complete these assignments. Computers are available for student use in many places on campus, including the Library.

If you have questions about Canvas, need instructional assistance, or are having trouble inside Canvas, please go to the page/item in Canvas where you are having the problem and click Help (the question mark), then Report a Problem. Please include a description of the problem you are having, your full name, UNA email address, an alternative e-mail address (if applicable) and a phone number. If you cannot login, there is a Help link on the login page. UNA Canvas support should reply to you via UNA email within one business day.

Other Technical Issues

If you cannot log-in to Canvas, or are otherwise having trouble with UNAPortal or email, then please contact UNA Information Technology Services: helpdesk@una.edu. Include your full name, UNA email address, an alternative e-mail address (if applicable) and a phone number. You may also contact UNA ITS via phone at 256-765-4865 Monday-Friday from 8:00am-4:30pm. Additional information about ITS services may be found on their website: <https://www.una.edu/its/>

ACADEMIC DISHONESTY & PLAGIARISM POLICY

The UNA 2016-2017 Undergraduate Catalog outlines the University's policy regarding academic honesty (pg. 55, 69). Guidelines on avoiding plagiarism can be found in Section R2 of A Writer's Reference (417-421), and at <http://libguides.una.edu/copyright>. Instructors should review these sections with students early in the semester. The English Department's web page outlines the department's stand on plagiarism and other forms of academic dishonesty at <http://www.una.edu/english/plagiarism-policies.html>

Students must submit a signed copy of the "Plagiarism Awareness Form" (available on the departmental Web site and via Canvas) before instructors will accept any work to be graded.

NOTE: *As this is an online course, attempts to circumvent course security measures such as Respondus Lockdown Browser will be considered academic dishonesty and dealt with according to the Academic Honesty policy.*

Incidents of academic dishonesty (cheating, plagiarism, etc.) will be documented using the "Academic Dishonesty Incident Report " from the Office of Student Conduct.

ACADEMIC HONESTY: Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

WITHDRAWAL POLICY

Students who choose to withdraw from the course may do so, but they are solely responsible for handling any appropriate paperwork. Students who do not follow procedures properly often remain on class rosters and receive failing grades for the course. The following statement is from pages 70-72 of the 2016-2017 Undergraduate Catalog published by the University:

A student may withdraw from a course with a grade of W up to and including the Friday that falls one week after the designated midterm date by bringing a completed withdrawal slip (signed by the instructor) to the Registrar's office or sending an email to Registrar@una.edu. This email must be sent from the student's UNA Portal account. After that deadline and up to the Wednesday that falls two weeks prior to the last day of class, a student may withdraw from a course with a grade of WP (withdraw passing) or WF (withdraw failing) assigned by the instructor. During the final two weeks of class, withdrawal is not permitted except in extraordinary circumstances. Permission of both the instructor and department chair is required, and the grade of WP or WF will be assigned by the instructor.

Students should review the listed exceptions and notes to this rule as printed in the 2016-2017 UNA Catalog.

DISABILITY ACCOMMODATIONS

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. **Students needing assistance should contact Disability Support Services (256-765-4214).**

TITLE IX

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. Both the Equal Employment Opportunity Commission and the State of Alabama regard sexual harassment as a form of sex/gender discrimination and, therefore, as an unlawful discriminatory practice. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, below are some resources to contact.

Confidential Reporting:

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

Student Counseling Services	256-765-5215	University Health Services	256-765-4328
Women's Center	256-765-4380	Rape Response	256-767-1100
Safe Place (domestic violence)	256-767-6210 (hotline)/ 256-767-3076 (office)		

Formal Reporting:

If a reporting party would like the University to investigate an incident, the reporting party may speak with:

UNA Police	256-765-4357
Title IX Coordinator	256-765-4223

SYLLABUS NOTE: The instructor considers this syllabus to be a contract with her students. By taking this course, the student accepts the terms of the contract. Every student should read through the syllabus carefully at the outset of the course and ask questions if clarification is needed on any point. Keep this syllabus, and refer to it often during the course of the semester.

WEEKLY SCHEDULE

Readings that include (pp.) are found in *Back to the Lake*. Ed. Thomas Cooley. 3rd ed. New York: Norton, 2015. These will be listed as BTTL (*Back to the Lake*). Readings from *A Writer's Reference* will be listed as WR. Other material will be linked in the syllabus as well as the Canvas modules.

Any changes to the syllabus deadlines will be announced in Canvas and an updated syllabus will be posted.

WK1: 8/24-8/28	INTRODUCTION & WELCOME	Read syllabus, complete plagiarism pledge Read WR, C1 (pp. 3-16)	Discussion 1 Plagiarism Pledge WR Quizzes 1 and 2
WK 2: 8/29-9/04	GOOD WRITERS ARE GOOD READERS and NARRATION	Read BTTL, Ch.1 (pp. 1-7) Read Quindlen's "How Reading Changed My Life" (pp. 8-10) Read BTTL, Ch.6 (pp 93-118) Read Streeter's "Have a Caltastic Day!" (pp. 119-126) Read WR (pp.38-39)	Blog #1 Essay 1: Literary Narrative
WK 3: 9/05-9/11	COMPARISON AND CONTRAST	Library Orientation Read BTTL, Ch 10 (pp. 335-356) Read Wolk's "Superhero Smackdown" (pp. 361-368) Watch two vlogs, "I Kind of Hate Batman" and "I Kinda AM Batman": Type to enter text #1: https://www.youtube.com/watch?v=LATPfqT4118 #2: https://www.youtube.com/watch?v=7Qns8txH5Ns Read WR C2 (pp. 16-22) and C5 (pp. 45-58)	Blog #2 WR Quiz 3
WK 4: 9/12-9/18		STUDENT CONFERENCES REVIEW RESPONDUS LOCKDOWN BROWSER INFO & TAKE PRACTICE TEST Read Park's "Where Are You From?" (pp. 357-360) Read Sedaris' "Remembering My Childhood on the Continent of Africa" (pp. 369-376) Read WR A1 (pp. 73-81) ESSAY 1 REVISIONS DUE	Blog #3 (In-class) Essay 2: Compare/Contrast *ESSAY 1 REVISIONS DUE
WK 5: 9/19-9/25		Listen to This American Life's podcast entitled "Three Miles": http://www.thisamericanlife.org/radio-archives/episode/550/three-miles (Transcript of the podcast in module file) Read WR A1 (pp. 82-85) and C3 (pp. 23-37)	Discussion 2 Blog #4
WK 6: 9/26-10/2	CAUSE AND EFFECT	Read Ch. 13 (pp.533-567) Watch "The Accidental Sea": https://youtu.be/otlU6Py4K_A Read Chuck Reece's article "The Dirt Underneath" Read WR S1 and S2 (pp. 133-139)	Blog #5 WR Quizzes 4 and 5
WK 7: 10/3-10/9		Read Hannibal's "Why the Beaver Should Thank the Wolf" (pp. 577-582) Read Mooallem's "Squirrel Power!" (pp. 583-590).	Blog #6 Essay 3: Causal Analysis (MIDTERM ESSAY)
WK 8: 10/10-10/16	DEFINITION 10/14: MIDTERM	Read BTTL, Ch. 12 (pp. 449-478) Read Roach's "How to Know if You're Dead" (pp. 479-486) Read WR S6 and S7 (pp. 155-166)	Blog #7 WR Quizzes 6 and 7

Wk 9: 10/17- 10/23		<p>Watch Jay Smooth's "How to Tell Someone They Sound Racist": https://youtu.be/b0Ti-gkJiXc (Transcript in module file)</p> <p>Watch Smooth's MSNBC's "All In with Chris Hayes" interview: https://youtu.be/zlyUS6GVWY (Transcript in module file)</p> <p>Watch Smooth's TedX Talk "How I Learned to Stop Worrying and Love Discussing Race": https://www.youtube.com/watch?v=MbdxeFcQtaU (Transcript in module file)</p> <p>Watch Smooth's "How to Recover from Awkward Racial Conversations": https://youtu.be/phfvQdBZQaM?list=PLxd0bZ1RXEzv-cJ58eavUixeigtTqDMrw (no transcript at this time)</p> <p>Read <i>WR</i> A3 and A4 (pp. 91-115)</p> <p>OCT 21: LAST DAY TO DROP WITH A W</p>	<p>Blog #8</p> <p>Discussion 3</p> <p><i>WR</i> Quiz 8 and 9</p>
Wk 10: 10/24-10/ 30		<p>Read Rose's "Blue-Collar Brilliance" (pp. 497-506)</p> <p>Read Mason's "Being Country" (pp. 507-516)</p> <p>ESSAY 3 REVISIONS DUE</p>	<p>Blog #9</p> <p>(In-class) Essay 4: Definition</p> <p>*ESSAY 3 REVISIONS DUE</p>
Wk 11: 10/31-11/ 6	CLASSIFICATION	<p>Read <i>BTTL</i>, Ch. 11 (pp. 388-408)</p> <p>Read Tannen's "But What Do You Mean?" (pp. 437-444)</p> <p>Read Kaling's "Types of Women in Romantic Comedies Who Are Not Real" (pp. 427-431)</p> <p>Listen to Radiolab's "Words": http://www.radiolab.org/story/91725-words/ (Transcript in module file)</p>	<p>Blog #10</p> <p>Discussion 4</p>
Wk 12: 11/7-11/1 3		<p>Read Ericsson's "The Ways We Lie" (409-418) (see post)</p> <p>Watch an excerpt of Davis Foster Wallace's commencement speech entitled "This is Water": https://youtu.be/pfw2Qf1VfJo (Transcript in module file)</p>	<p>Blog #11</p> <p><i>WR</i> Quiz 10</p>
Wk 13: 11/14-11/ 20		<p>STUDENT CONFERENCES</p> <p>Read <i>WR</i> A2 (pp. 85-90)</p> <p>Listen to 99% Invisible's "Unpleasant Design & Hostile Urban Architecture": http://99percentinvisible.org/episode/unpleasant-design-hostile-urban-architecture/</p>	<p>Blog #12</p> <p>Essay 5: Multi-Modal</p>
Wk 14: 11/21-11/ 27	DESCRIPTION	<p>Read <i>BTTL</i>, Ch. 7 (pp. 165-196)</p> <p>Read Cofer's "More Room" (pp. 197-202)</p> <p>Read Crenshaw's "Storm Country" (pp. 203-208)</p> <p>Read Mooney's "The Most Amazing Bowling Story Ever" (pp. 209-218)</p> <p>11/23-11/25: THANKSGIVING BREAK</p> <p>11/23: LAST DAY TO DROP WITH WP OR WF</p>	<p>Blog #13</p> <p>Discussion 5</p>
Wk 15: 11/28-12/ 4	EXAMPLE	<p>Read <i>BTTL</i>, Ch. 8 (pp. 231-252)</p> <p>Read Morozov's "Making It"</p> <p>Read Ulrich's "Well-Behaved Women Seldom Make History" (pp. 267-276)</p> <p>ESSAY 5 REVISIONS DUE</p>	<p>Blog #14</p> <p>*ESSAY 5 REVISIONS DUE</p>
Wk 16: 12/5-12/1 1		<p>12/8: STUDY DAY</p>	<p>(In-class) Essay 6: (Final Essay)</p>