CONTACT INFORMATION:

- **Instructor:** Lisa Yanover
- **Class Days and Times:** TWTh 7:50-9:20 am
- **Location:** Room 837
- **Office Hours:** T 11-12:30, W 9:30-10:30, 2-3 Th 11-12:30, & by appointment
- **Office:** 1031N
- **Phone:** 256-4523
- **E-mail:** Lyanover@napavalley.edu
- **WebPage:** http://www.napavalley.edu/people/LYanover

**Note:** This section of English 85 is linked with English 84 Section #61492, The Writing Center (times to be arranged by students with the Writing Center). It is also linked with Counseling 103 Section #61493 (Instructor: Marci Sanchez, Day & Time: T 9:30-10:20, Room 837. Webpage: http://www.napavalley.edu/people/msanchez).

**REQUIRED TEXTS**

Buy the following 2 books at the NVC bookstore. **Both will be needed right away.**


Additional materials will be provided as handouts and/or made available to print and view on the website.

**Note:** The books are also available on reserve at the library in case you cannot buy them immediately. You will need a library card to borrow them, and they may only be used in the library, so make photocopies of the assigned readings to bring with you to class.

**OTHER REQUIRED MATERIALS**

- a notebook with plenty of paper for homework assignments, class notes, in-class writing exercises and activities
- writing utensils (pencil, blue/black pens, highlighters)
- a folder or section of your binder for handouts and returned writing assignments
- access to a computer to type your essays & summaries
- a library card for one of the Snap System libraries which includes Napa Valley College, Napa Public Library, Solano College Library, etc.

**Bring all books, handouts, and your notebook with plenty of paper & writing utensils with you to every class.**

**RECOMMENDED TEXT**

a dictionary
COURSE REQUIREMENTS & EXPECTATIONS

Description (from the NVC course outline):
English 85 introduces students to beginning academic reading and writing, stressing the relationship between reading, thinking, and writing. The course emphasizes the critical reading process, stressing reading comprehension, analysis, and evaluation. Writing is treated as a reflection of critical thinking; therefore, the course emphasizes the writing process, stressing paragraph and essay development, and using grammar as a tool to enhance coherence, clarity, and unity in the writing.

Student Learning Outcomes:
Upon completion of this course, students will be able to:
   1. Think, read, and write critically
   2. Write a unified, coherent, well supported, and grammatically correct document.

Learning Communities
English 85 is part of a Learning Community. Learning Communities allow students to attend classes together and increase their chances to:
   • Learn and succeed
   • Focus on learning
   • Get to know other students in classes
   • Become familiar with the college and services available to students
   • Discover academic goals and career interests
   • Communicate with instructors on a regular basis
   • Work with the staff of the Writing Center

Attendance:
Please know that:
   • Success in this class depends upon regular, prompt, and full attendance.
   • The policy of the college is that you may be dropped from a class if you miss more than the number of classes that meet in one week. I will follow this policy.
   • In this class, you are allowed 3 absences for the semester, regardless of the reason. If you miss more than 3 classes, you may be dropped.
   • Do not schedule work, non-emergency medical appointments, or other activities during class time.
   • Coming late to class disrupts the learning environment as it distracts and prevents me from focusing on the material we need to cover. If it’s a regular occurrence, it’s also a sign that this class doesn’t fit in the student’s schedule or lifestyle. I will be closing the door after 10 minutes to protect the learning environment. Students who come after the door has been closed may not be allowed into the class, and this will count as an absence. Even coming 5 minutes late on a regular basis is unacceptable and may result in a loss of points as all assignments are due at the beginning of class.
   • Inform me right away by email if you must miss class.
   • If you do miss class, you are responsible for turning essays and other assignments in on time and for getting assignments, handouts, and class notes from a classmate or from the website, so that you can come to the next class prepared.
   • Missed in-class work (including peer review) cannot be made up if missed.
Classroom Conduct:
Help keep the classroom environment friendly, respectful, and focused on learning by:
- Turning off and putting away all cell phones and other electronic devices.
- Arriving on time and staying the full time.
- Trying to time bathroom breaks for before class and the scheduled breaks. You do not need to ask for permission to go to the bathroom, but please leave and return quietly.
- Not talking privately during lectures and class activities.
- Participating fully in class activities.
- Participating in group activities by listening and sharing your ideas and questions.
- Asking questions of me and, when it’s not disruptive, of classmates to help clarify lectures and activities.
- Not eating during class. But do remember to eat before class or during breaks. Food feeds the brain.
- Not sleeping during class. But do make sure you get enough sleep. Like food, sleep nourishes the brain as well as reduces stress and helps maintain overall wellness.
- Doing homework for this class and other classes on your own time, outside of class.

Assignments & Point Values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td>450 points (50, 125, 125, 150)</td>
</tr>
<tr>
<td>2 Summaries</td>
<td>100 points</td>
</tr>
<tr>
<td>Practice In-Class Writing</td>
<td>50 points</td>
</tr>
<tr>
<td>Presentation &amp; Write-up</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Exam (In-Class Essay)</td>
<td>100 points</td>
</tr>
<tr>
<td>Writing Center</td>
<td>100 points</td>
</tr>
<tr>
<td>Homework &amp; Reading Responses</td>
<td>150 points</td>
</tr>
</tbody>
</table>

**Total Points Possible:** 1000 points

Note: In order to pass the class, students must earn at least 75% (at least 750 points), a C in the class, and receive an average of at least a C- (70%) on their collected formal writing assignments (summaries, essays, presentation, and final exam). In addition, students are required to complete the minimum word requirement of 4,000 words. All essays, including the final exam, summaries, and other writing assignments that contribute toward the word count must be turned in for a student to receive a passing grade in the course. Students must take the final exam on the scheduled day/time (unless entitled to accommodations as indicated by DSPS). Do not schedule trips or other activities that conflict with the course until after the semester has ended.

Essays #2, #3, & #4 are each done in 2 drafts. First drafts (& Peer Review) are worth 10% of the total points of the essay. First drafts cannot be turned in late, and Conferences and Peer Review cannot be made up if missed.

Grading Criteria:
All essays and writing assignments are graded on the following criteria:
- Critical Thinking
- Focus/Thesis/Topic Sentence
- Support/Development
- Organization/Paragraphing
- Grammar/Clarity
- Draft/Peer Review/Formatting/Timeliness
Summaries are graded on the following criteria:

- Comprehension/Identifying Main Ideas & Major Support
- Critical Thinking/Objectivity
- Organization/Attribution
- Accuracy/Paraphrasing/Vocabulary/Grammar/Clarity
- Formatting/Timeliness

**Late Assignments:**

All homework and writing assignments are due at the beginning of class on the day due.

- Essays & summaries must be typed, stapled, and ready to turn in (with the required number of copies) at the beginning of class.
- Writing Assignments that come in after roll call (more than 5 minutes after the beginning of class) are considered late and will lose 5% of their point value. Final drafts may be turned in until 5pm on the day due without a late pass but will lose 5% of their point value. Turn late papers in to the division secretary in the 1000 building, and have her time and date stamp them and place them in my box.
- During the semester, you may turn in up to 2 late writing assignments (summaries or essays, final drafts only) for full credit (except for deductions based on missed steps, such as drafts, peer review, or conferences, etc.). To turn in a late essay or summary for full credit, use one of the free passes found on page 9. Turn it in with your late paper.
- Additional late papers will receive half credit.
- The late pass cannot be used on drafts or peer review, the Presentation, Essay #4, or the Final Exam.
- Late homework and reading responses will not be accepted.
- The last day to turn in late essays & summaries for credit is Thursday, April 28th by 5 pm. After this date, missing work will not be accepted, and the only options will be to drop (deadline for drops is Friday, April 29th) or to receive “NP” (not passing) in the class.

**Conferences & Peer Review:**

Drafts of Essays #2, 3, & 4 will be revised with the support of your instructor, peers, and the Writing Center instructors. On Essay #2, students will be writing drafts of some of the paragraphs and submitting them for my comments. For essays #3 & #4, I will be holding mandatory conferences with students about their drafts to offer feedback and suggestions. In addition, students will review each other’s drafts, providing and receiving feedback and suggestions for improvement. For some or all of the essays, a visit to the Writing Center to address grammar and other concerns may be mandatory and will need to be scheduled the week before the final draft is due.

- Peer review is worth 10% of the total points of the assignment (together with first drafts).
- The writer earns these points by submitting a draft that is:
  - complete
  - typed
  - printed at the beginning of class on the peer review date
- The reviewer earns these points:
  - by being present and doing the peer review in class,
  - by providing thorough, thoughtful, and relevant feedback in his/her review of a classmate’s paper, filling out the peer review sheet as directed.
Revision:
- Any student wishing to improve his or her grade on a writing assignment may revise.
- In addition, students who receive a failing grade, below a C (70%), on a writing assignment (essays or summaries) may be required to revise the assignment that received a failing grade. Students will be required to meet with me as the first step in revision. Deadlines for meeting with me and for submitting a revision will be indicated on the grade sheet attached to the returned assignment.
- In Essay #2 & Essay #3 (which are done in multiple steps), only students who complete all steps—drafts, conference with me, peer review, and revision—may revise the essay for a new grade.
- Only assignments submitted on time may be revised.
- **Note:** Essay #4, the Practice In-Class Writing, Presentation, and the Final Exam cannot be revised.

To revise, follow these steps in order:
1. First, make an appointment to meet with me to go over your paper and the assignment by the deadline indicated on your grade sheet. Bring to the conference: your graded paper, the assignment page, and the notes you’ve taken in class, and be prepared to ask questions about the assignment and your paper to ensure success on the revision.
2. Next, revise and then take your revised paper to the Writing Center, and get help on grammar issues with the instructors there. You may also get help from them on composition and the assignment as you work on the revision. However, remember that it is your responsibility to give the instructors an accurate understanding of the assignment.
3. In revising, follow the comments I provided on the paper and in conference. Be sure to turn in the first draft—the one I graded—along with the copy the Writing Center reviewed and the typed revision by the deadline. **Note:** Revision should not prevent you from keeping up with the other work due in the class.

Homework Assignments:
The books for this class are an important resource. Your success in the class depends upon having and using them. So:
- Buy them.
- Bring them to class with you.
- Write in them.
  - *Real Writing* is a workbook. Do exercises **in the book:** circle, underline, fill in the blanks as instructed. Be prepared to turn in the assigned pages to me. (Write your name on the first page and staple the pages together.) **Note:** Writing answers only on a separate piece of paper is useless for checking your work and understanding the concepts, and writing out whole sentences is a waste of time.
  - With the book *Looking Like the Enemy*, read actively by underlining, highlighting, and annotating (taking notes in the margins). In addition, you will be asked to keep a vocabulary log and to write a response about each chapter. Both parts must be completed in order to receive credit for the assignment. Write your answers on a separate piece of paper (or type them), and label everything clearly.
- There may be quizzes on the homework, typically, at the start of class, to test understanding of concepts and content. Quizzes may not be made up if missed due to absence. Students who come in late may not take the quiz.
**Portfolio:**
- Get a folder and put all graded essays, summaries, and other graded writing assignments in it once you receive them back from me. Hold onto this folder and all the papers throughout the semester.
- You will be using this portfolio to help you prepare for the Final Exam which will involve looking back on and evaluating your progress and celebrating your achievements during the semester.
- You will turn the portfolio in to me with your Final Exam, so that I too can be reminded of your progress and celebrate your achievements.

**Writing Center Assignments:**
The Writing Center is a vital resource. Your success in this class depends upon your taking full advantage of it. Here’s what you need to know:
- You earn .5 unit for successfully completing English 84.
- To receive credit for English 84, you must complete 4 assignments and 18 hours during the course of the semester. Plan on spending at least 1½ hours in the Writing Center each week. The last day the Writing Center is open is Friday, 5/20.
- In addition, these 4 assignments are worth 100 points (10% of your grade) in this class (English 85). Each assignment is worth 25 points.
- To receive the 25 points for an assignment, you must have completed the work, and a Writing Center instructor must have checked and signed off on it by the due date.

Due dates for the assignments are:
- Assignment #1 – Wednesday, February 16th
- Assignment #2 – Wednesday, March 16th
- Assignment #3 – Wednesday, April 20th
- Assignment #4 – Wednesday, May 18th

**Note:** If you don’t complete an assignment on time, you lose those 25 points, but you still must complete it before doing the next assignment in order to receive the 25 points for the next assignment. So, for example, if you don’t complete Assignment #1 on time, you must then complete it and Assignment #2 by the deadline for Assignment #2 in order to receive the 25 points for Assignment #2.

Other benefits of the Writing Center:
- The Instructors in the Writing Center work one-on-one with you at all stages of the writing process.
- They are experts in grammar.
- They customize grammar and composition lessons to your particular needs based on their observations as well as my suggestions and comments on your graded writing assignments.

**Plagiarism:**
All papers for this course must be written by you specifically for this course.
- Give credit to all outside sources even if you put their ideas into your own words. Taking someone’s ideas without acknowledging where you got them is considered plagiarism, a kind of stealing.
- If an essay or paragraph is plagiarized or if it contains plagiarism, it will receive an “F.”
Getting Help:
For help on homework and especially writing assignments for this class, ask:
- the students in this class
- the instructors in the Writing Lab
- and, of course, me. I am available regularly for conferences (preferably in person but also by phone) during office hours and by appointment. You can also reach me by e-mail.
Do NOT get help from people outside this class (for example, parents, siblings, friends, past English teachers). They do not know the assignments and may mislead you.

Accommodations:
- If you need accommodations for physical, psychological, or learning disabilities, schedule an appointment with a counselor in the DSP&S Office (Disabled Students Programs and Services) located in the 1100 Building, Room 1132. You can reach them at 253-3080 or 253-3084 (TYY).
- If you think you may have a learning disability and need to be tested, contact Learning Services in the McCarthy Library, Building 1700, Room 1766, or call 256-7442 to schedule an appointment with a Learning Disabilities Specialist.
- Please feel encouraged to make an appointment with me privately to discuss your specific learning needs in my class.

Extra Credit/Goodwill:
Throughout the semester, there may be some opportunities to earn extra credit points.
- Some opportunities will be announced in class.
- Others will be posted only on my website.
- Extra credit points will be applied at the end of the semester.
- Only students who have turned in all writing assignments and whose overall average grade on writing assignments and in general is passing are eligible to receive extra credit.
- Similarly, goodwill points may be added at the end to acknowledge and reward students who came to class consistently, on time, prepared with all materials and all work done on time, with a positive attitude, and who participated fully and positively.
Syllabus* for English 85 #57366 – Basic Reading and Writing – Spring, 2011

WEEK 1 Introduction to the Class

Note: Do the Writing Center Orientation by class on Tuesday 1/25. It can be done online, but the last step is to go to the Writing Center, make a schedule, and start a folder.

1/19 FIRST DAY: Introduction to Syllabus

1/20 Homework due at the beginning of class:
Read Chapter 1: “College Basics” (Real Writing pp.3-21)
Answer the 16 questions in the VARK Questionnaire

In-Class: Learning Styles, Letter to Self

WEEK 2 Preparing to Write Essay #1: Names

1/25 Homework due at the beginning of class:
1) Email me and tell me about yourself .
2) Completed questionnaire about the syllabus
3) Read Chapter 3 “Writing Basics” (Real Writing pp.35-47)
   Do Practice 1, 6, & the Chapter Review

In-Class: Preparing to write Essay #1
   Read Sandra Cisneros’ story “My Name” (handout)
   Prewriting: name questionnaire

1/26 Homework due at the beginning of class:
Read Chapter 5: “Writing Your Topic Sentence or Thesis Statement” (Real Writing pp.57-71)
Do Practices 1, 2, 5, & Chapter Review

In-Class: Prepare for Essay #1: Paragraph #1

1/27 Homework due at the beginning of class:
1) Read Chapter 6: “Supporting Your Point” (Real Writing pp.72-79)
   Do the Chapter Review
2) Read Chapter 21: “The Basic Sentence” (Real Writing pp.311-24)
   Do Practices 2, 3, 6, 7

In-Class: Prepare for Essay #1: Paragraph #2
   Review “The Basic Sentence”

WEEK 3 Preparation for Essay #1: Your Name

2/1 Homework due at the beginning of class:
Read Chapter 7: “Making a Plan” (Real Writing pp.80-7)
Do Practice 1, 2, & Chapter Review

In-Class: Prepare for Essay #1: Paragraph #3
2/2 Homework due at the beginning of class:
Read Chapter 8: “Drafting” (Real Writing pp.88-103)
Do Practice 1 & Chapter Review

In-Class: Prepare for Essay #1

2/3 Writing due at the beginning of class:
Essay #1 (50 points): Your Name (typed, 3 paragraphs, 300 words minimum, MLA formatted, 2 copies)

In-Class: Review (What we’ve learned about writing essays: process & product)
Preparing for Essay #2

Note: Wednesday, February 2nd is the last day to add a course.
Friday, February 4th is the last day to drop without a “W.”

WEEK 4 Preparing to Write Essay #2: Your Academic Journey

2/8 Homework due at the beginning of class:
Read Chapter 10: “Narration” (Real Writing pp.121-38)
Answer Questions 1-5 on page 131 about Jelani Lynch’s paragraph “My Turnaround,” answer Questions 1-6 about Dale Hill’s essay “How Community College Has Changed My Life” on p.133, & Do Chapter Review on pp.137-8

In-Class: Prewriting

2/9 Homework due at the beginning of class:
Read Chapter 4: “Finding, Narrowing, and Exploring Your Topic” (Real Writing pp.48-56).
Do the Chapter Review

In-Class: Prewriting & Exploring possible Thesis Statements

2/10 Homework due at the beginning of class:
Do Practices 3, 4, 5, 6, 8

In-Class: Body Paragraphs (Paragraph #2)
Review Fragments

WEEK 5 Preparation for Essay #2: Drafts of Paragraphs 2, 3, & 4 (15 points).

Writing Center Assignment #1 is due Wednesday 2/16. To receive the 25 points, students must have completed the chapter and had a Writing Center instructor sign off on it by closing time on the due date. The Writing Center will let me know who has completed the chapter on time.

2/15 Due: Paragraph #2 (typed, double-spaced, MLA formatted)

In-Class: Body Paragraphs (Paragraph #3)
2/16  **Due: Paragraph #3** (typed, double-spaced, MLA formatted)

   In-Class: Body Paragraphs (Paragraph #4)

2/17  **Due: Paragraph #4** (typed, double-spaced, MLA formatted)

   In-Class: Introductions (Paragraph #1)

**WEEK 6**  Preparation for Essay #2: Peer Review (Take your draft to the Writing Center this week or early next week for help on grammar and making the changes suggested by me and your peer reviewer.)

2/22  Due: Paragraph #1 for in-class group review & discussion

   In-Class: Conclusions (Paragraph #5)

2/23  **Draft of Essay #2 due for in-class Peer Review** (10 points): 5 paragraphs, typed, double-spaced.

2/24  **Homework due at the beginning of class:**
   Read Chapter 9: “Revising” (*Real Writing* pp.104-18)
   Do Practice 1, 3, & Chapter Review.
   **Note:** Bring your draft (the one reviewed by your classmate) and the peer review sheet to class.

   In-Class: Review Essay #2
   Preparing for Revision, Editing, Proofreading, Formatting, etc.

**WEEK 7**  Preparing to Read *Looking Like the Enemy*

3/1  **Homework due at the beginning of class:**
   Read Chapter 2: “Reading Basics” (*Real Writing* pp.22-34)
   Do Practices 1, 2, 3, 6, 7, & Chapter Review

   In class: Read “Prologue: Breaking the Silence” (*Looking Like the Enemy* pp.ix-xi)

3/2  **Homework due at the beginning of class:**
   1) Read Chapter 1: “An Island in Darkness” (*Looking Like the Enemy* pp.1-11)
      Write a response: See handout or website
   2) Read Chapter 23: “Run-Ons” (*Real Writing* pp.343-59)
      Do Practices 2, 3, 4, 5, 6

   In-Class: Discuss Chapter 1 of *Looking Like the Enemy*
   Review Run-Ons
Writing due at the beginning of class:
Essay #2: Your Academic Journey (125 points): 500 words minimum, 5 paragraphs, typed, double-spaced, MLA formatted. Turn in the following in order, top to bottom:
1) Final Draft
2) Paragraphs with my comments
3) Peer review sheet & draft
4) Copy the Writing Center signed off on

WEEK 8 Preparing to Write Summary #1

3/8 Homework due at the beginning of class:
1) Read Chapter 19: “Writing Summaries” (Real Writing pp.279-83)
   Do Practice 1 & Answer Question #2 in the Chapter Review
2) Read Chapter 2: “Being Japanese in America” (Looking Like the Enemy pp.13-19)
   Write a response: See handout or website

   In-Class: Read and discuss “Blood Type and Personality” by Danny Fitzgerald (Real Writing pp.198-9)
   Summary exercises

3/9 Homework due at the beginning of class:
Read James Verini’s essay “Supersize It” (Real Writing pp.633-636)
Read the essay actively using the questions in the “Reading Actively” box on page 23 of Real Writing. (Do not include your reactions, however, as we’re writing a summary not a report.) In particular, underline the main ideas: 1) single underline the Thesis Statement (hint: it’s in the first paragraph) and 2) double underline the Topic Sentence of each paragraph. Note: In some cases, the Topic Sentence may be suggested rather than stated. In this case, write what you think the paragraph’s main idea is in the margin. (If you’re uncertain, use pencil.)

   In-Class: Discuss and identify the main ideas of Verini’s essay.
   Using a Skeleton Outline

3/10 Homework due at the beginning of class:
1) Skeleton Outline of Verini’s Essay Part 1: Copy the Thesis & Topic Sentences of each paragraph, using Verini’s wording. If it’s suggested rather than stated directly, write what you think the main idea of the paragraph is.
2) Read Chapter 3: “Evacuation Orders” (Looking Like the Enemy pp.21-9)
   Write a response: See handout or website.

   In-Class: Paraphrasing
WEEK 9  
Preparation for Summary #1

Writing Center Assignment #2 is due Wednesday March 16th.

3/15  
**Homework due at the beginning of class:**
1) Skeleton Outline of Verini’s Essay Part 2: Paraphrase each of the main ideas (thesis, topic sentences, & major support), putting them in your own words, word order, and style.
2) Read Chapter 4: “Leaving Our Home” (*Looking Like the Enemy* pp.30-7)  
Write a response: See handout or website
3) Read Chapter 5: “Family Number 19788” (*Looking Like the Enemy* pp.pp.39-46)  
Write a response: See handout or website

In-Class: Attributive Tags & adding page numbers

3/16  
**Homework due at the beginning of class:**
Draft of Summary #1 for in-class review

3/17  
**Writing due at the beginning of class:**
Summary #1 of James Verini’s essay “Supersize It” (50 points): typed, MLA formatted.

**Homework due at the beginning of class:**
Read Chapter 12: “Description” (*Real Writing* pp.155-70)
Do Practice 4 & the Chapter Review.

**Note:** Bring to class an object that’s important to you.

In-Class: Preparing for Presentations of Your Treasured Object
Discuss *Looking Like the Enemy* Chapter 3.
Prewriting Exercise

WEEK 10  
Preparation for Presentations of Treasured Objects

3/22  
**Homework due at the beginning of class:**
1) Read Chapter 6: “The First Internment Camp” (*Looking Like the Enemy* pp.47-59)  
Write a response: See handout or website
2) Read Chapter 7: “The Last Dance in the Searchlight” (*Looking Like the Enemy* pp.61-70)  
Write a response: See handout or website

**Note:** Bring to class an object that’s important to you.

In-Class: Preparing for Presentations of Your Treasured Object

3/23  
**Presentations Day 1** (50 points): Bring your object in along with a write-up of your presentation (a typed, MLA-formatted paragraph, 150 words minimum). Do not read your paragraph. Instead, just tell the class the main points.
3/24  **Presentations Day 2** (50 points): Bring your object in along with a write-up of your presentation (a typed, MLA-formatted paragraph, 150 words minimum). Do not read your paragraph. Instead, just tell us the main points.

3/28-4/2  **SPRING BREAK — NO CLASS**

WEEK 11  Preparing to Write Summary #2 & Essay #3 (the 32-day commitment project)

4/5  **Homework due at the beginning of class:**
1) Read Chapter 8: “Dignity in the Face of Hardship” (*Looking Like the Enemy* pp.71-80)
   Write a response: See handout or website.
2) Read Chapter 9: “Collecting Seashells at Tule Lake” (*Looking Like the Enemy* pp.81-5)
   Write a response: See handout or website

In-Class: Discuss Summary #2 about one of the chapters we’ve read so far (1-9) in *Looking Like the Enemy*.

4/6  **Homework due at the beginning of class:**
1) Read Chapter 10: “Sharing Stories” (*Looking Like the Enemy* pp.87-101)
   Write a response: See handout or website
2) Draft of Summary #2 for in-class review

4/7  **Writing Due at the beginning of class:**
Summary #2 of one of the chapters (1-9) we’ve read so far in *Looking Like the Enemy* (50 points): typed, double-spaced, MLA formatted.

**Homework due at the beginning of class:**
Read Chapter 13: “Process Analysis” (*Real Writing* pp.171-87)
Do Practice 4 & the Chapter Review.

**Note:** Bring your 32-Day Commitment Journal with you to class.

In-Class: Preparing to Write Essay #3: the 32-Day Commitment Project

WEEK 12  Preparation for Essay #3

4/12  **Homework due at the beginning of class:**
1) Read Chapter 11: “The Gift of Freedom” (*Looking Like the Enemy* pp.103-9)
   Write a response: See handout or website
2) Read Chapter 12: “No No or Yes Yes” (*Looking Like the Enemy* pp.111-33)
   Write a response: See handout or website

**Note:** Bring your 32-Day Commitment Journal with you to class.

In-Class: Paragraph #1 (Introduction & Thesis)
4/13  Homework due at the beginning of class:
1)  Read Chapter 13: “Remembering Twenty Years from Now” (*Looking Like the Enemy* pp.135-52)
   Write a response: See handout or website
2)  Read Chapter 14: “Goodbyes” (*Looking Like the Enemy* pp.153-70)
   Write a response: See handout or website

Note: Bring your 32-Day Commitment Journal with you to class.

In-Class: Paragraph #2 (a Typical Good Day) & Paragraph #3 (a Typical Bad Day)

4/14  Homework due at the beginning of class:
1)  Read Chapter 15: “On My Own” (*Looking Like the Enemy* pp.171-81)
   Write a response: See handout or website
2)  Read Chapter 16: “Nisei Soldiers (*Looking Like the Enemy* pp.182-92)
   Write a response: See handout or website

Note: Bring your 32-Day Commitment Journal with you to class.

In-Class: Paragraph #4 (the Outcome) & Paragraph #5 (Conclusion)

WEEK 13  Preparation for Essay #3: Peer Review, conferences with me, & a visit to the
Writing Center with your draft are all mandatory steps. In order to receive credit,
you must bring a complete typed, double-spaced draft to your conference and to
peer review. Conferences will be held in my office: 1031N. Only students with
complete, typed drafts who arrive on time will be seen.

Writing Center Assignment #3 is due Wednesday, April 20th. Note: 4 essay reviews or a
chapter from *Grassroots* counts as 1 assignment.

4/19  Class meets for Peer Review

4/20  Class Cancelled (conferences)

4/21  Class Cancelled (conferences)

WEEK 14  Preparing to Write Essay #4

4/26  Homework due at the beginning of class:
1)  Read Chapter 17: “Home Again” (*Looking Like the Enemy* pp.193-204)
   Write a response: See handout or website
2)  Read Chapter 18: “Mama-san” (*Looking Like the Enemy* pp.205-10)
   Write a response: See handout or website
3)  Read Chapter 19: “Return to Minidoka” (*Looking Like the Enemy* pp.211-16)
   Write a response: See handout or website
4)  Read “Afterword” (*Looking Like the Enemy* pp.217-21)
   Write a response: See handout or website

In-Class: Prewriting
   Identifying the major themes of the book
Note: Wednesday, April 27th is the last day to turn in missing writing assignments (essays, summaries, and/or the presentation write-up). Failure to submit even one writing assignment will result in a failing grade in the course.

4/27 Homework due at the beginning of class:
Read Chapter 11: “Illustration” (Real Writing pp.139-54)
Do Practice 4 & Chapter Review, & answer Questions 1-5 on pp.147-8 about Casandra Palmer’s paragraph “Gifts from the Heart” & Questions 1-7 on p.149 about Kathleen Aharonian’s essay “Does Anyone Want Some More Calories with That?”

In-Class: Prewriting
Selecting a theme as the focus of your essay

4/28 Writing due at the beginning of class:
Essay #3: The 32-Day Commitment Project (125 points): 500 words minimum, 5 paragraphs, typed, double-spaced, MLA formatted. Turn in the following in order, top to bottom:
1) Final Draft
2) Draft with my comments
3) Peer review sheet & draft
4) Copy the Writing Center signed off on

In-Class: Outline of Paragraph #1 (Introduction & Thesis)

Note: Friday, April 29th is the last day to drop a class with a “W.”

WEEK 15 Preparation for Essay #4

5/3 Homework due at the beginning of class:
1) Draft of Paragraph #1
2) Read Chapter 25: “Verb Tense” (Real Writing pp.380-407)
   Do Practices 2, 9, 10, 11, 13, 14, 15
3) Read Chapter 33: “Verbs” (Real Writing pp.500-16)
   Do Practices 11, 12, 13

In-Class: Outline of Paragraphs #2, 3, & 4
Supporting the Thesis with Support Points (related Topic Sentences)
& Finding evidence—examples & details from the book—to support them

5/4 Homework due at the beginning of class:
1) Draft of Paragraphs 2, 3, & 4
2) Read Chapter 16: “Comparison and Contrast” (Real Writing pp.221-38)
   Do Practice 4 & the Chapter Review & answer Questions 1-5 on page 230 about
   Samson Green’s paragraph “Men and Women Getting Lost”

In-Class: Outline of Paragraphs #5, 6, & 7
5/5 **In-Class Writing:** Paragraph #5: Comparison or contrast of Mary & you with regards to the selected theme (50 points). This paragraph will be written in class. You may bring & use an outline as you write.

In-Class: Paraphrasing, summarizing, quoting, & providing page numbers for all material from the book

**WEEK 16** Peer Review of Essay #4 & Preparation for the Final Exam. Students will be required to bring a typed, complete draft of Essay #4 for Peer Review (10 points), meet with me with a complete draft (next week, 10 points), and with a Writing Center instructor this week or next week (10 points).

5/10 **Homework due at the beginning of class:**
Draft of Paragraphs 5, 6, & 7

In-Class: Review of Essay #4

5/11 Draft of Essay #4 (7 paragraphs, typed) due for Peer Review (10 points)

5/12 Preparation for Final Exam
**Note:** Bring 2 large sized blue books to class in preparation for the final exam. I will collect them and return them to you at the time of the final.

**WEEK 17** Conferences about Essay #4. Conferences will be held in my office (1031N). Missed conferences cannot be made up. Only students with complete, typed, double-spaced drafts who arrive on time will be seen. Drafts and conferences are worth 10 points.

**Writing Center Assignment #4 is due Wednesday, May 18th.** Note: 4 essay reviews or a chapter from *Grassroots* counts as 1 assignment. To earn the points in English 85, you need to complete the 4 assignments by their respective due dates. To receive credit for English 84, you need to complete 4 assignments and 18 hours by the Writing Center’s closing date. The last day the Writing Center is open is Friday, May 20th. But remember Fridays are short days. Also, expect the Writing Center to be very busy, so plan ahead: try to get done early with your assignments, including Essay #4 review.

5/17 Class cancelled (Conferences)

5/18 Class cancelled (Conferences)

5/19 Class cancelled (Conferences)
WEEK 18 - FINALS WEEK

Day/Date: Tuesday, May 24th
Time: 8-10 am
Place: Room 837 (our regular classroom)

**Final Exam** (100 points): In-Class Essay (5 paragraphs, 500 words minimum, handwritten, MLA formatted. Note: You may use your assignment page & attached outline form during the final but must turn them in with the final.)

**Note:** This assignment cannot be made up if missed.

**Writing Due:** Essay #4: What we learn from *Looking Like the Enemy* (150 points): 7 paragraphs, 750 words minimum, typed, MLA-formatted. Turn in the following in order from top to bottom:

1) Final Draft
2) Draft with my comments
3) Peer Review Sheet & copy with suggestions
4) Draft the Writing Center signed off on

**Due:** Portfolios of all graded Paragraphs & Essays

*Syllabus is subject to change.*