

**EWRT 2.01S**  
**Critical Reading, Writing, and Thinking**  
**Winter 2025**  
**10:30AM-12:20 PM**  
**Classroom: L61**

**Brian Malone, Ph.D.**  
**malonebrian@fhda.edu**  
**Office Hours on ZOOM:**  
**Mon & Wed, 9:30-10:15 AM;**  
**Tues, 5-6:30 PM; and by appointment**

### **Course Communication Plan.**

**Content Release Schedule.** New modules and content will be released weekly. Be sure to check Canvas every Wednesday for the upcoming week's material.

**Office Hours.** I am available for drop-in office hours on:

- Mondays and Wednesdays: 9:30 - 10:15 AM
- Tuesdays: 5:00 - 6:30 PM
- By appointment

All office hours will be conducted via Zoom. Please use the Zoom link provided in Canvas to join.

**Additional Contact Option.** I am also available for a few minutes after class on Mondays and Wednesdays.

**Course Announcements.** I will send weekly course content overview announcements via Canvas on Sunday evenings. Additionally, announcements clarifying course content will be sent on Wednesdays or Thursdays.

**Preferred Method of Contact.** Please use Canvas messages to contact me. I will respond to messages within 24 hours on weekdays and within 48 hours on weekends.

**Feedback on Class Work.** For essays, I provide feedback through written comments, rubrics, and annotations. For other homework assignments, written comments will be provided, as well as occasional class announcements that provide guidance on common issues from the homework. You can view feedback in Canvas by checking the comments and annotations on your submitted assignments. For more information on viewing grades and feedback, refer to the Canvas guides:

- [How to view grades and instructor comments](#)
- [How to view annotation feedback in an assignment](#)

**Additional Information:** If you have any questions, concerns, or need further assistance, feel free to reach out via Canvas messages or see me after class, and I'll be happy to help.

### **Student Learning Outcome Statements (SLO).**

In EWRT 2, you will learn to:

- Apply critical thinking skills to writing and complex readings.
- Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
- Demonstrate analysis, comparison, synthesis, and documentation of independent research.

## **Course Overview**

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Welcome to EWRT 2! I am thrilled that we will be working together this quarter!

This course is designed to teach you the reading, writing, and critical thinking skills you will need in order to succeed in college and beyond. I know that all of you have big dreams for the future—dreams which may include transfer to great schools and exciting careers. It is essential to me that students who complete this course are well-prepared to succeed at their transfer schools and in the workplace. I take this goal very seriously, and I ask that you do so as well.

I am incredibly excited—and already filled with joy—to be embarking on this journey with you!

### **Hybrid Instruction**

**Our class includes both in-person SYNCHRONOUS and online ASYNCHRONOUS components.** Synchronous means that you are required to meet with me (and your classmates) on campus during our class periods on Mondays and Wednesdays. **If you miss more than four of these class periods over the quarter, you may not pass the class.** In addition, the asynchronous online element of this class will require you to watch lecture videos and to complete assignments on your own time. The asynchronous assignments allow for some flexibility; HOWEVER, our class will proceed in weekly modules, and **there will almost certainly be work due on Canvas twice a week.**

**You will not be able to take this course without regular access to Canvas.** If you have not used Canvas, you should familiarize yourself with it. You can log in to Canvas here: <https://deanza.instructure.com>. Once you do so, you should take the Canvas Orientation Course (if you've never used Canvas before): <https://deanza.instructure.com/courses/1106>

### **Health and Safety Policy**

We have a responsibility to protect each other from transmissible disease in the classroom. That responsibility includes:

1. Not coming to class when you are seriously ill. You can miss several classes this quarter without it significantly affecting your grade. Please use those absences when you are ill.
2. Wearing a mask and keeping distance from others when you are mildly ill or recovering.
3. **Staying home if you have Covid or have been exposed to Covid.** It is morally unacceptable to expose other people to Covid without consent, and I will do my best to support you so that an absence due to Covid does not affect your success in this class.

I would also encourage you to wear a mask in class if that makes you feel more comfortable. Indeed, I may wear a mask in class during certain parts of the quarter.

## **What You Should Expect**

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### **Contact with Me**

I want to be very clear that **you are not on your own** in this class and that there will be **many opportunities to interact with and to get help from me.**

1. We meet on Mondays and Wednesdays from 10:30-12:20 in L61 for class.
2. I hold **drop-in office hours** on Zoom: Mondays and Wednesdays, 9:30-10:15 AM, and Tuesdays, 5-6:30 PM. I am also available by appointment. The Zoom link for Office Hours is available on the Canvas page for our course.

3. I am available many other days and times (except weekends) for Zoom appointments. Please contact me to schedule a Zoom appointment.
4. You should **message me on Canvas if you have ANY questions or concerns**. You can expect that I will respond to a message within 24 hours on weekdays. On weekends, it may take me 48 hours to respond. **I am unlikely to respond to messages sent after 9 PM until the next morning.**

### **What Kinds of Help I Provide**

You should expect that I will provide clear lectures, handouts, and assignments. **I will gladly respond to questions about any assignment Canvas message.** I will grade assignments twice a week (except for papers, which may take me two weeks to grade). I will provide written feedback on most of the assignments—especially the papers, HW Posts, and Reading Journals.

### **Working with Me**

I have a specific pedagogical style in my writing classes. You should be clear that:

- **I do not read drafts** of any assignment (including papers) in advance.
- I do not provide tutoring or editing services for your essays. If you need these, you should seek additional help outside of this class. See the information about the Writing and Reading Center (WRC) on p. 10 of this syllabus.
- **I do not accept revisions or rewrites for any assignment, including papers. Once an assignment has been submitted and graded, there is no way to improve the grade on that assignment. Please do not ask.**
- I have specific late work policies. Please see “Late Work Policies” on p. 7 of this syllabus.
- There is no extra credit in this class.

Students who succeed in my class (and most students do!) succeed because they adjust to the expectations that I outlined above. Successful students:

- Attend in-person class sessions and pay attention.
- Study my slideshows and pay close attention. While I am happy to explain via email *anything* in my slideshows that you do not understand, emailing me cannot *substitute* for actually reading.
- Take every assignment seriously. If you do not understand the assignment, email me *before* it is due. **Once it has been submitted, it is final.**
- Pay careful attention to my written feedback, especially on HW assignments and papers. For every paper, you may see some of the writing *in the HW that precedes that paper*. This means that while I do not “read drafts,” I actually *will* be reading and providing feedback on portions of every paper that you write for me before you submit. (So, it turns out that I actually *do* read partial drafts—the work that you submit as HW.)
- Do all of the HW assignments. For the reasons that I just mentioned, it is really important that you do the HW. You will write chunks of many your papers in these assignments.

All of this is to say that I will provide you with plenty of help and feedback to succeed, but that you will have to work in such a way that you take full advantage of the help and feedback I am offering. My goals are for you to become both stronger writers and stronger students.

### **What I Expect**

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#### **Why Are You Here?**

I have spent most of my life as a student and teacher at four-year colleges and universities. I am an *expert* in the expectations that four-year schools have for student writing and what it takes for students to succeed at these institutions. While I understand that not all of you have a goal to transfer to a four-year school, many of you do. And even if you do not plan to transfer, developing strong writing skills remains a required part of college, and (believe it or not) will be useful in “real life.” For these reasons, I will expect that you are in this class to work hard on your writing and to develop the skills you need for transfer and beyond. If you are looking for a course where you satisfy the EWRT requirement without doing much work or putting in much effort, you should look elsewhere. If you remain enrolled in this class, I expect you to take it—and your own future in college—seriously. This means recognizing that writing is something you need to *learn* and that it will require *work*. If you choose to do this, you will be more likely to succeed at De Anza, at a transfer institution, and beyond.

### **Communication**

Although I will see you in the classroom twice a week, you should still read communications from me regularly. **You will not succeed in this class if you do not remain in contact with me and read all of my messages/announcements.** This means:

- You must check your Canvas messages every day.
- You should check Announcements on Canvas every day. I recommend you set your Canvas notifications so that you receive an email every time that I post an announcement. These announcements will often be important—and will often help you with the work for that week.

### **Treating Each Other as People**

Regardless of whether we interact in person or in Canvas, you should only treat others in this course (me included) in the way that you yourself would want to be treated in a professional/academic environment. **This means you will treat *everyone* in this course with respect, kindness, and generosity.** If you fail to do so, I will call your attention to that lapse and I will expect you to respond appropriately. And, of course, you should expect that I will treat you with the same respect, kindness, and generosity in all of my communications.

### **English Fluency**

This is a transfer-level college English course. We will practice reading college-level texts and writing analytical essays in English. This is **not** a course in English grammar or an ESL course. Any English grammar that I teach will focus on grammar mistakes made by fluent English speakers. In this course, I will assume fluency in English and will grade accordingly. I will not edit essays for English grammar, nor will I provide detailed feedback on grammar errors in my comments on your completed essays. If you are not fluent in English, you will need to develop strategies to ensure that your completed work in this course demonstrates sufficient fluency in English. This may require regular tutoring at the Writing & Reading Center, as well as proofreading and practice with friends and classmates who are native English speakers. Doing well in this course will require you to write fluently in English—because that’s what you need to do in college.

### **When Life Happens... SEND ME AN EMAIL**

We are currently living through unprecedented and difficult times. Even under normal circumstances, I know that unexpected and stressful things happen: illnesses, break-ups, losses of loved ones, family difficulties, financial challenges, legal troubles, and many other unpleasant

surprises. I wish these things didn't happen (to you or to me) during the academic quarter, but they do. Often when these things happen to students, they “disappear”; they stop participating in class and ignore my emails until it is too late. But there is a better alternative: you can reach out to me and I can help you get through it—whatever “it” is. I have years of experience helping students through difficult times. I'm supportive, flexible, and understanding. Your success in this class is very important to me and I will do whatever I can to help you succeed. So please, if life happens to you this quarter, **SEND ME AN EMAIL.**

## **Course Details**

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### **Texts**

There is no required text for you to purchase! Instead, I will post electronic files of the readings on Canvas.

### **Structure and Workload**

Your work during each week in this course will include some combination of class, videos, slideshows, readings, discussions, and multiple homework assignments (often including a paper). We will meet in person twice during each week.

Some assignments will be due in class and others will be due on Canvas. If you miss a deadline, late work policies will apply. If you miss two weeks of deadlines in a row without a very good reason, I will assume you are no longer part of the class and may drop you.

This is a writing course and as such, you are asked to read and write a fair amount. **It will usually NOT be possible for you to complete all of the work for a deadline in one evening. You will have to self-pace your own workload.** You will need to start early and you should set aside time in your busy schedule **on multiple days each week** to complete this work. It's not easy, I know. But you signed up for this course. I'm asking you to plan ahead and make a commitment to this course.

### **Attendance and Lateness**

I recognize that there are often challenges in getting to class on time (including traffic-related difficulties). Believe me, I have similar issues driving from Santa Cruz. However, I expect you to be on time and ready to learn at the start of each class. If you miss **more than four** class meetings, you will likely not pass the class. (I've discovered that missing more than two weeks significantly degrades the quality of your work—even if you try to “make up” the work.)

We will begin each class on time. If you are late, you may well miss quizzes or other opportunities for points, and this will affect your grade. If I recognize a pattern of lateness (even by five minutes), you and I will have a serious talk about how it may affect your ability to pass the class.

Please contact me in the event that an emergency or any other situation keeps you from attending class. I expect you to let me know if you are having a difficult time attending class, rather than simply not showing up.

### **Assignments**

**Reading.** For each class, there will be required reading (often several readings!) that need to be completed before class. All of the readings will be posted in advance to Canvas (either as pdf files or links to online sources).

**Essays.** There are 5 required essays, including the capstone research paper. **You cannot pass this class if you do not write all five essays.** I am willing to accept late essays without penalty only if arrangements are made before the deadline. (See “Late Work Policies” below.)

**HW Assignments.** Your primary homework in this class will be written assignments that will sometimes be completed in class and sometimes submitted on Canvas. These are designed to help you write each essay, and they will count for a large portion of your grade. If you miss a HW assignment that we did in class, there is no makeup. HW assignments submitted on Canvas will be accepted up to 24 hours late for reduced credit.

**Quizzes and Participation.** I will occasionally begin class with a quiz. There will also be opportunities for participation points during our in-person class time. There is no makeup for missed quizzes or participation.

**Extra Credit.** There is no extra credit in this class.

**Late Work Policies**

I am willing to consider extensions for essays or some other assignments *if you have a good reason.* Extensions must be approved in advance (before the deadline). *Students with family responsibilities are especially encouraged to contact me regarding missed or late work.* Please let me know in advance if possible. Late work may not receive feedback.

Late policies/penalties depend on the type of assignment:

- Late essays (without approved extension) will lose one letter grade per day (and are no longer accepted after three days).
- In-class assignments (some HW assignments, quizzes, participation) cannot be administered or accepted late.
- For assignments that are due on Canvas (some HW assignments), I allow a 24-hour “late period” when I still accept the work for partial credit.

**Grading**

Your final grade will be calculated as a percentage out of 700 total points:

|                                  |                |
|----------------------------------|----------------|
| Paper 1                          | 50 pts         |
| Paper 2                          | 50 pts         |
| Paper 3                          | 100 pts        |
| Paper 4                          | 100 pts        |
| Paper 5                          | 200 pts        |
| HW Assignments                   | 100 pts        |
| <u>Participation and Quizzes</u> | <u>100 pts</u> |
| Total                            | 700 pts        |

\*Letter grades will be assigned based on the following percentages out of the total 600 points. I will assign traditional + (87.5-89.9) and – (90-92.49) grades. NOTE: there is no C- at De Anza and **I do not award A+ grades.**

|                   |                    |
|-------------------|--------------------|
| 90-100% A range   | 60-69.99% D range  |
| 80-89.99% B range | 59.99% and below F |
| 70-79.99% C range |                    |

## Classroom Environment

**On-time and Prepared.** Do not be late. Bring your notebook and any assignments that are due. Come prepared and ready to talk.

**Participation.** This class works best when we hear everyone's voice. And so, starting very early, I expect **every student** to participate in discussion in some way **every day**. This means that I will begin calling on students if I feel like we haven't heard their voice. But don't worry: I will build plenty of opportunities for easy participation into every class. Also, be mindful about whether your own frequent participation is crowding out other voices.

**Safe Space.** Consider this classroom a safe space and please do your part to keep it a safe space. This also includes our Canvas forums and any other interaction with your classmates. For starters, you should feel free to share your ideas and express yourself without judgment from us. **There are no stupid questions!** If anything is ever unclear, feel free to ask. You never know; others might have the same question. You will learn very quickly that **I do not make fun of students**, so do not fear asking me questions.

**Mutual Respect.** Mutual respect means that you recognize and acknowledge the dignity, agency, and experience of every person in this class, regardless of whether you agree with what they are saying or whether you share their worldview. I expect you to treat each of your classmates (and me) as you would want to be treated. There are many dimensions to such mutual respect, but I want to highlight in particular **the necessity of respecting the gender identity and pronouns of every one of your classmates**.

In our course discussions, we will discuss sensitive topics that will sometimes impinge on deeply held values or beliefs. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on her/his own experience. If you wish to disagree with a specific argument or claim, you must do so intelligently and respectfully. If you are respectful and intelligent, **I will have your back**—regardless of whether I personally agree with you.

**Community Agreements.** In class during Week 1, we will create some “ground rules” together for our work in this class. Everyone in the class will contribute to creating a mutually acceptable set of agreements. After we have completed this process, I expect everyone in the course to abide by these agreements.

**Content Warnings.** We will occasionally talk about sexuality and other “adult” content. Your continued enrollment constitutes your agreement that you do not find this material objectionable.

Although our main focus in this course is joy and other positive emotions and experiences, it is possible that some our readings may discuss negative topics that could be upsetting to some students, such as (but not limited to) sexual assault, self-harm, or other types of violence. I will do my best to provide trigger warnings in advance, but you should also be prepared to read about occasional negative experiences that are part of our lives.

**Phone and Computer Policy.** I expect you to actively engage with the course material and be prepared to share your ideas. I also expect you to be fully mentally present. We will occasionally have need of devices (laptops, tablets, cell phones) in class and if you want to bring them, you should. However, you should not have them out if we are not using them for class purposes. And if

we have them out for class purposes, I expect them to be used in that way. If I see misuse of devices (like, say, watching movies or texting), there will be potential penalties.

**Emergency Contact.** I understand that some of you always need to remain reachable by children, babysitters, caregivers, family members, etc. Put your phone on vibrate and then step outside the classroom if you need to take/make a call or text. In the classroom, you should consider your cell phone as a communication device for *emergencies* and it should not be used (for non-class purposes) inside the classroom.

### **Academic Integrity: AI Tools (ChatGPT), Plagiarism, Sources**

Academic integrity means being honest and open about the work you do for school. It means standing behind your own work and giving accurate credit to the proper people when you borrow work from other sources. Academic dishonesty includes using other people's words and ideas as your own without providing appropriate credit, but it also includes using any tools that produce writing or ideas for you.

Although there are many kinds of academic dishonesty, there are several cases that I will be particularly attentive to this quarter and those cases will have consequences:

1. Use of ChatGPT or other AI writing tools in your work. **Let me be very clear: You MAY NOT use ChatGPT or any other AI writing tool in this class.** If you do not accept this restriction, you should find a different EWRT 1A class that has a less strict policy. In this class, you will submit your essays using Turnitin.com and that app includes sophisticated AI detection. If Turnitin flags your work as including AI writing, I will immediately open an investigation, and I reserve the right to require a rewrite, an oral examination, or other assessment if I believe that AI use is likely. The consequences for apparent AI use in an essay will include grade reduction (including the possibility of a zero grade) and a report to Student Judicial Affairs. That office will determine an appropriate administrative response. **Again, if you are not comfortable with this policy, you should not enroll in this class.**
2. Plagiarism. **You will submit all of your essays and exams on Canvas, which has built-in plagiarism detection using Turnitin.com.** If you use another person's words without appropriate credit (even as little as one sentence in an essay), I will automatically award the assignment a zero—with no rewrite or resubmission. I will also submit a report to Student Judicial Affairs. That office will determine an appropriate administrative response.
3. Misuse of sources. If you do not quote your sources accurately or do not provide accurate citations for the sources you do quote, you have committed a serious violation of academic integrity. If I determine this has occurred, I will automatically award the assignment a zero—with no rewrite or resubmission. I will also submit a report to Student Judicial Affairs. That office will determine an appropriate administrative response.

Please be clear that I do not negotiate over the consequences of academic integrity violations once I have made a determination of which consequences are appropriate. **Note that if I choose to assign a zero to an assignment because of an academic integrity violation, the zero on that assignment may well result in you failing the class.** Again, this is not negotiable. If you are not comfortable with this policy, you should not enroll in this class.

If you are having trouble developing your own words or ideas, or you find it difficult to correctly give credit to your sources, you can always ask me for help.



## **Administrative Deadlines**

Sunday, January 19: Last day to drop with a refund.

Sunday, January 19: Last day to drop without a W.

Monday, January 20: Last day to add classes.

Friday, February 28: Last day for drops with a W.

## **Additional Resources**

### **Services and Resources for Students**

The most up-to-date information about student services and resources for students is always available at this link: <https://www.deanza.edu/services/>

### **Undocumented Students**

This is a challenging time to be an undocumented student. First, I want to be very clear that **you belong here**—in this class, at De Anza, and in the broader community. There are many, many people here who believe this and we will do everything we can to support you.

Second, I want to call your attention to De Anza's **Resources for Undocumented Students**. Check out this website: <https://www.deanza.edu/students/undocumented.html>

And let me know if you have any questions or concerns. I can help!

### **Food, Housing, or Transportation Resources**

Food, housing, and transportation can be significant challenges for people living in our area. De Anza has resources available that may be able to help you. Check out this page:

<http://www.deanza.edu/resources/>

### **Student Success Center and Writing & Reading Center (WRC)**

De Anza's Student Success Center is open and available for Zoom tutoring and workshops.

- All SSC Zoom links and schedules are located in one convenient place. Go to <https://www.deanza.edu/studentssuccess/> and follow the links in the Service Updates to add yourself to the non-course [SSC Resources Canvas](#) site, then click on Modules to find current schedules and links. This is updated frequently, so please, ALWAYS access SSC Zoom tutoring and workshops from within SSC Resources.
- Support for remote learning: If you'd like to speak with someone about trying different study strategies for online classes, finding new routines, creating a productive workspace, resisting the new opportunities for procrastination, or just brainstorming some strategies for good self-care during a stressful time, we encourage you to talk with a peer tutor or SSC staff member, or attend a Skills workshop. We get it and are going through the same things, so let's support each other!

### **De Anza College DSPPS Syllabus Statement**

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course.

Students who need accommodated test proctoring must meet appointment booking deadlines at the Testing Center.

- **Exams** must be booked at least **five (5) business days in advance** of the instructor approved exam date/time.
- **Finals exams** must be scheduled **seven (7) business days/weekdays** in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations and you will be required to take your exam in class.
- [Contact the DSS](#) if you cannot find or utilize your [MyPortal](#) Clockwork Portal.
- DSS strives to provide accommodations in a reasonable and timely manner, some accommodations may take additional time to arrange. We encourage you to work with DSS and your faculty as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

Phone: 408-864-8753

On the web: <https://www.deanza.edu/dsps/dss/>

Email: [DSS@fhda.edu](mailto:DSS@fhda.edu)

## De Anza College Mental Health Statement

Life at college can get very complicated. You may sometimes feel overwhelmed or lost. You may experience stress, anxiety or depression, or struggle with relationship difficulties.

Many of these issues can be addressed effectively with a little help.

Psychological Services helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. **The services are FREE and completely confidential.** Find out more at <http://deanza.edu/psychologicalservices/> or by calling 408-864-8868.

## A Note on Sexual Misconduct

De Anza College is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct—including harassment, domestic and dating violence, sexual assault, and stalking—is also prohibited at our school. Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, Lauren Balducci, at (408) 864-8945 or [balduccilauren@fhda.edu](mailto:balduccilauren@fhda.edu)

De Anza College is legally obligated to investigate reports of sexual misconduct, and therefore the college cannot guarantee the confidentiality of a report, but it will consider a request for

confidentiality and respect it to the extent possible. As an instructor, **I am also required by federal law to report incidents of sexual misconduct** and therefore **cannot be considered a confidential contact**. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

**Let's work hard and have a great quarter!**

## Schedule of Topics and Assignments

Note: Quizzes and **HW assignments are not listed on this schedule**. There will *almost always* be a HW assignment due on Mondays and Wednesdays. Some HW assignments will be due in class; some will be due on Canvas.

Specific assigned readings for each class will be listed and posted on Canvas. Please check the weekly Canvas modules for more details.

|                             | Topic                                   | MAJOR Assignment DUE on that day                            |
|-----------------------------|---|---|
| <b>Wk 1</b><br>Mon, Jan 6   |   |   |
| Wed, Jan 8                  |   |   |
| <b>Wk 2</b><br>Mon, Jan 13  |   |   |
| Wed, Jan 15                 |   |   |
| <b>Wk 3</b><br>Mon, Jan 20  | <b>NO CLASS: College Holiday!</b>       |   |
| Wed, Jan 22                 |   |   |
| <b>Wk 4</b><br>Mon, Jan 27  |   |   |
| Wed, Jan 29                 |   |   |
| Fri, Jan 31                 |   | Paper 1 DUE by MIDNIGHT                                     |
| <b>Wk 5</b><br>Mon, Feb 3   |   |   |
| Wed, Feb 5                  |   |   |
| Fri, Feb 7                  |   | Paper 2 DUE by MIDNIGHT                                     |
| <b>Wk 6</b><br>Mon, Feb 10  |   |   |
| Wed, Feb 12                 |   |   |
| <b>Wk 7</b><br>Mon, Feb 17  | <b>NO CLASS: College Holiday!</b>       |   |
| Wed, Feb 19                 | Choosing Research Topics                |   |
| Fri, Feb 21                 |   | Paper 3 DUE by MIDNIGHT                                     |
| <b>Wk 8</b><br>Mon, Feb 24  | Finding Popular Sources                 |   |
| Wed, Feb 26                 | Reading Scholarly Sources               |   |
| Fri, Feb 28                 |   | Paper 4, Pt 1 DUE by MIDNIGHT                               |
| <b>Wk 9</b><br>Mon, Mar 3   | Finding Scholarly Sources               |   |
| Wed, Mar 5                  | Writing Paper 5                         |   |
| Fri, Mar 7                  |   | Paper 4, Pt 2 DUE by MIDNIGHT                               |
| <b>Wk 10</b><br>Mon, Mar 10 | Writing P5                              |   |
| Wed, Mar 12                 | Writing P5                              |   |
| <b>Wk 11</b><br>Mon, Mar 17 | P5 Draft Workshop                       |   |
| Wed, Mar 19                 | P5 Presentation Workshop                |   |
| Fri, Mar 21                 |   | Paper 5 DUE by MIDNIGHT                                     |
| <b>Wk 12</b><br>Mon, Mar 24 | <b>NO CLASS</b>                         |   |
| Wed, Mar 26                 | <b>FINAL EXAM PERIOD: 9:15-11:15 AM</b> | P5 Paper Presentation DUE in-class during Final Exam Period |