I. LOCATOR INFORMATION:

Instructor: Dr. Aydé Enríquez-Loya
Course # and Name: ENGL 120 English Composition II
Semester Credit Hours: 3
Day and Time Class Meets:
   ENGL 120-02 (CRN 6050) MWF 8-8:50 am
   ENGL 120-10 (CRN 7224) MWF 10-10:50 am
Office Location: Butler 388 A
Office hours: MWF 9-10 am, 12-1 pm, or T/R only by appointment
Office Phone: 672-2507
Total Contact Hours for Class: 45
Email address: aenrique@uncfsu.edu

II. COURSE DESCRIPTION:

A course that continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources. When take for 4 credit hours two lab hours are included. Prerequisite: ENGL 110

"Rhetorics of Social Justice." This composition course utilizes a Decolonial social justice theoretical framework to engage the multiple ways in which both alphabetic and non-alphabetic texts can and have been used to oppress marginalized groups and the means by which to build alliances across all divisions. We will utilize Gloria Anzaldúa’s new mestiza consciousness, as well as a series of other scholars, to build a rhetoric of alliance and a social justice praxis that will be infused into all aspects of our readings, writings, projects, and in class discussions. This course will include basic Nahuatl language instruction to initiate the Decolonial process. This is a reading intensive and a writing intensive course that utilizes a variety of rhetorical and pedagogical tools that will lead us to define/redefine composition, rhetoric, social justice, and the subjectivity of writing and other material rhetorics. The course will consist of various major projects that will require students to build on what they’ve learned. The final project consists of a multimodal mapping project that will bridge the discussion between research, social justice, and ethical rhetorical practices.

Arts Across the Curriculum---Components of this course are part of the Fine Arts Fellowships/Arts Across the Curriculum program and thereby incorporate assignments and activities seeking to explore how the arts illuminate and enrich student learning across multiple content areas in the University’s Core Curriculum and in course learning outcomes for this section. Students in the course have higher exposure to arts events, including engagement expectations that fall outside of class time.

III. DISABLED STUDENT SERVICES:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

We all have different skills and abilities and these often affect how we learn and retain information. For example, some people need to be simultaneously read and listen to material in order to remember. Other people will need larger fonts or neutral colors on the overhead projections. Every possible effort will be made to accommodate students in a timely and confidential manner. Students should speak with me privately as soon as possible to ensure
their success in the classroom. Additionally, students who request accommodations must be registered with the Center for Personal Development. The sooner you register the better.

Furthermore, if other life circumstances arise that may affect your performance and or participation in the classroom, like your glasses are broken/missing, you are having stomach issues, or you are expecting an urgent call, please email me to let me know what is going on. Depending on the circumstances, we will find ways to accommodate your needs. Your success in the classroom is important to me. Please let me know how I can be of service.

**Video & Audio Recording Policy:** Recording of any lectures, discussion, and/or activities is not permitted in this classroom for privacy and copyright issues. Furthermore, unless incorporated by the instructor into the lesson, all electronics must also be stored away for the entirety of the class to avoid disruptions. All lessons/lectures will usually be made available via handouts on blackboard. If you have a disability and may need to record to something to aid in your learning, you will need to provide documentation from the Center for Personal Development and we will need to speak privately prior to any recording. While you are free to download, save, and print any handouts provided for you, please be aware that all lessons, assignments, handouts, lectures, and other materials available in pdf or hard copy are my property, are intended for educational purposes, and they cannot be shared.

IV. **Title IX – Sexual Misconduct** Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
- Ms. Dionne Hall
  - Licensed Professional Counselor
  - Spaulding Building, Room 167
  - (910) 672-2167
  - dhall9@uncfsu.edu
- Ms. Linda Melvin
  - Director, Student Health Services
  - Spaulding Building, Room 121
  - (910) 672-1454
  - lmelvi10@uncfsu.edu

**Reporting an Incident of Sexual Misconduct** - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:
- Title IX Coordinator
  - Barber Building, Room 242
  - (910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. **REQUIRED TEXTBOOKS & SUPPLIES:** The following textbooks are required and will be used extensively throughout the semester. All books will be available at the FSU bookstore. Students will be required to get and use their books during the first week of class. Failure to get your books in a timely manner will result in failing the course.

4. Periodically, there will be additional assigned readings in pdf format via Blackboard. You can either print these or read them on a tablet or laptop. Reading them on your phones will not be productive for in-class discussions. *Students are required to bring all textbooks and other assigned readings to class every day.*

**Additional Supplies Required:** (you may use other supplies as available and as needed)
- Twitter Account for Social Media “Check-ins”—students will be required to check-in at specific art events using twitter with the #hashtag #FSUFineArtsFellows.
- 1 packet of 3x5 index cards.
- 1 Single subject composition notebook (for Rhetorical Chronicles)
- Color Pencils or other colorful tools of your choosing.
- Post-it Notes
- Glue stick and scissors to be used outside of class
- Three folders with pockets (one for each project to maintain your writing portfolio)
- Dropbox account (it's free!) [www.dropbox.com](http://www.dropbox.com)

**VI. STUDENT LEARNING OUTCOMES:**
After successfully completing this course, students will be able to:
1. Conduct independent research on a topic using various library databases and other research tools
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources
3. Cite material according to a citation style in APA.
4. Demonstrate proof of the writing process, including inventing or gathering ideas; researching the library catalog, databases, and other tools by keyword and/or subject searching; planning a draft, writing the first draft; revising; editing; and proofreading.

ENGL 120 contributes to the following FSU Core Objectives:

**Communication**
1. Evaluate effectiveness of various forms of communication.
2. Create written and spoken communication: organization.
3. Create written and spoken communication: clarity.

**Ethics and Civic Engagement**
4. Develop and demonstrate a personal system of ethics and morality.

**Reasoning: Critical Thinking**
5. Evaluate reasonableness of arguments.
6. Construct reasonable arguments.

**Inquiry Skills**
7. Formulate effective questions.
8. Organize, sort, evaluate and retrieve academic information.
9. Cite sources appropriately.

**VII. COURSE REQUIREMENTS AND EVALUATION CRITERIA:**
***All Assigned grades on all assignments are final and non-negotiable.***

A. **Grading Scale**—
All students begin the class with 0 (zero) points. Each assignment, activity, response, or other project is worth a select set of points. Assignment sheets, rubrics, and detailed information regarding points will be provided in writing for each of these items. Your participation in the class is calculated separately and students who fail to participate will be deducted up to 1 letter grade of your final grade for the course.

There are a total of 1,000 points you can earn by the end of the semester. Your daily average will be calculated based on the number of points you’ve earned divided the number of points you could have earned up to that point in the semester. At the end of the semester, your total earned points will be divided by 1,000 points. In general, the grade break down will look like this:

A / 1,000-900 points total; B 899-800 points; C 799-700 points; D 699-600 points; F 599-0 points.

Please see me if you need further clarification on the grading for the class.

Evaluation Criteria:
All work produced this semester will be evaluated according to the following criteria:

- Is complete (this includes meeting the required page length, amount of sources, and/or fulfilling all parts of the assignment).
- Adheres to assignment guidelines (purpose, structure, organization, and requirements)
- Is clear, concise, and organized
- Displays complexity of thought
- Has a professional appearance and is edited and proofread for detail consistency and ease of language
- Is well documented with proper APA parenthetical citations and a works cited page, when necessary; Paper is properly formatted according to APA style
- Includes a strong, focused argument that is fully and thoroughly supported

The “A” Paper Minimum Requirements
- Meets and/or exceeds all standards including required page length
- Conveys a superior understanding of audience, situation, and purpose analysis
- Employ an appropriate prose style
- Contains thorough, complete, and accurate information
- Is well developed and organized
- Contains appropriate examples, details, and/or supporting information
- Is thoroughly proofread and easy to read and understand

The “B” Paper Minimum Requirements
- Is a very good paper that meets the standards for the assignment and engages the reader
- Is well written with a solid understanding of audience, situation, and purpose
- Contains proper citations and examples and is sufficiently well developed and organized
- May contain some minor flaws that can be fixed without much trouble

The “C” Paper Minimum Requirements
- Is adequate in meeting standards but may fail to answer one or two major questions about the topic
- May contain errors in logic or miss important sources
- Sources may be handled awkwardly
- May not be sufficiently developed
- Does not necessarily engage the reader or stick in the reader’s mind
- May contain serious and repeated proofreading errors

The “D” Paper Minimum Requirements
- Forces the reader to do too much work to understand or read the paper because of incomplete information and/or serious grammatical problems
- Fails to meet an important requirement of the assignment

The “F” Paper Minimum Requirements
- Work not completed or paper does not address the assignment
B. Attendance & Participation Requirements—The success of our class is largely dependent on our ability to build a strong sense of community early on. Because this classroom is a community and NOT a one person performance, a large portion of responsibility rests equally on everyone’s shoulders.

**Students who do not actively participate each and every day will be deducted up to a letter grade on their final grade.**

Thus, all students are required and expected to:
- Be in class every single meeting day. Be on-time every day. And remain in class for the entirety of class.
- Be prepared to fully and actively participate each and every day. Complete all readings, watch all videos, and homework assignments prior to class.
- Have required textbooks and other classroom supplies (handouts, paper, pens, staplers, etc.) available each and every day.
- Refrain from eating, grooming, texting, searching your phone for whatever reason, having headphones and/or ipods anywhere in sight, talking to your neighbors, being disruptive/dismissive/crude to either the instructor or any other classmates, and/or not maintaining a proper classroom decorum throughout the class, etc.
- Unless incorporated into the lesson or activity all phones and other electronic devices must be stored during the entirety of the class period.
- Students who fail to comply with daily expectations will be penalized daily.

Attendance will be taken twice each day. Once at the start of each class period on my attendance sheet. And also at the end of class via an Exit Index Card (will be explained later) which all students will be required to submit at the end of class. Everyone must turn in their own Exit Index Card. Attendance requires students to be in class for the entirety of the class.

If it becomes necessary to be absent, you have 6 absences allotted to you. If you are not in class when I take attendance, you’re absent. Use them wisely and only if absolutely necessary. Students participating in university sponsored athletics or other activities must provide proper documentation that must include dates/times of approved absences prior to their absences and must complete due assignments either before an scheduled absence is to take place and or via online when applicable. Students have no more than 7 days to submit documentation for excused absences in the event of an unforeseeable absence.

There are no makeup online assignments, homework, quizzes, group work, or in-class activities. No exceptions. Students who collect more than 6 unexcused absences will fail the course. No exceptions. Students are encouraged to submit any assignment before a foreseeable and inevitable absence.

Excused absences, those that are medically and or university excused and properly documented cannot exceed 6 absences beyond the first 6 that are allotted to you. As such, a combination of excused and unexcused absences cannot exceed 12 absences total for the semester (for classes that meet MWF). Exceeding the allotted number of excused and unexcused absences at 12 will result in automatically failing the class.

Please note the following requirements for excused absences:
- What constitutes an excused absence? You (or a child in your custody) are very ill and you have a doctor’s note authorizing your absence for the specific days you miss class. There’s a death in the family and you can document your absence. In other words, excused absences are those that are very serious/urgent in nature, are beyond your control, they cannot be delayed or
rescheduled since you didn’t plan for them, were not caused by a failure of your own, and for which you can provide official documentation. Documentation cannot be in the form of a note from your parent, boss, other professor, advisor, or preacher.

- **What DOES NOT constitute an excused absence?** Your alarm didn't go off, you were too tired, you scheduled a doctors’ appointment during class time, you could not find parking, you had a headache that required a nap, a flat tire, a family reunion, an early start or delayed personal trip not university related, meeting with an advisor, or attending court for whatever reason, overtime at work, etc… I realize things can go wrong; I am NOT penalizing you for that. I need you to be in class. We will cover lots of information each day. I want you to be successful. Please remember that you have 6 absences that you can do what you want with. Please save these absences for when you need them. Assume something may go wrong.

- **Please note that excused absences require official documentation.** It is your responsibility to provide a copy of your documentation for your absence immediately prior to or up to 7 days following the excused absences. It is also your responsibility to check with me if you have been absent before your return to class for excused absences. I will need hard copies of all documentation to keep on file. Make any necessary copies.

- **Please note the policy on submitting late assignments.** Having an excused absence does not excuse you from completing your work in a timely manner. This policy will be strictly enforced.

- **In case of absence, do not ask me what you missed (you missed class) or ask me for class notes (they don't exist).** Instead, exchange emails with at least two classmates to see what we covered and any notes they may have taken. If we covered something that does not make sense, come see me during office hours with a specific question in mind regarding what you did not understand.

- **In case of problems or issues that will affect your attendance and success in the class, please come see me during office hours.** Be honest with me and I’m more than willing to work with you. I don’t need to know your personal life, but if you make the effort to reach out to me, I too will do what I can to help with the class. We can make reasonable arrangements. The sooner you can get to me the better off. If you wait too long there might not be anything I can do. This will be handled on a case by case basis. Please note the policy on excused/unexcused absences and late assignments do not change.

**Tardiness** is incredibly disruptive and disrespectful to me as the instructor and to your classmates. I will take attendance at the start of class. If you are not in the classroom, then you are absent. If you are less than 5 minutes late, you will be marked tardy. I will lock the door after 5 minutes from the start of class. **Please do not interrupt the class by knocking.** Additionally, take care of all bathroom needs before the start of class. If you are tardy, you must make sure I change your absence to a tardy after class. These changes will only be made on the day in question and only at the end of class. It’s your responsibility to keep up with these tardies/absences. If you leave less than 5 minutes before the end of class, you will be marked “tardy.” If you are asked to leave because of your disruptive behavior, you will be counted absent for the day or “tardy” if it does not exceed 5 minutes. **If you gather 3 tardy notations, these will count as 1 absence.**

**Leaving early is incredibly jarring and disruptive. Please avoid it whenever possible.** If you leave more than 5 minutes before the end of class, you will be marked absent. I will make exceptions to this rule only if absolutely warranted at my discretion. If you do need to leave early, you need to inform me prior to class via email, phone, or in my office. Please make your exit out of the classroom as quietly as possible so as to not disrupt your fellow classmates.

I will do my best each and every day to finish the class on time. I will use each and every minute of class. I will very rarely if ever release you early or cancel class. **Do not start packing up your stuff before I've released you.** Doing so is disruptive and will only delay the time you are officially released because I will have to wait to finish until you are done being disruptive.
Do not schedule appointments during class time. If you’re absent for whatever reason (if you are ill, car breaks down, alarm didn’t go off), I’ll assume it was necessary. Do not contact me to get those excused. You are all adults and you don’t need my permission to be absent. As previously noted, you have **6 absences** allotted to you without any penalties; use them wisely. Expect something to go wrong. Also, keep track of your absences because I do.

C. Graded Assignments and Values—

***All Assigned grades on all assignments are final and non-negotiable.***

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Total pts/ %</th>
<th>Approximate Due Dates</th>
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<tbody>
<tr>
<td>Project 1-Visual Rhetorical Analysis***</td>
<td>100 pts / 10 %</td>
<td>Week 4</td>
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<tr>
<td>Project 2-</td>
<td></td>
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<tr>
<td>Part 1- Academic Research Paper</td>
<td>150 pts / 15 %</td>
<td>Week 9</td>
</tr>
<tr>
<td>Part 2- Rhetorical Makings</td>
<td>100 pts / 10 %</td>
<td>Week 12</td>
</tr>
<tr>
<td>Project 3-Theoretical Paper &amp; Mapping Project</td>
<td>200 pts / 20 %</td>
<td>Week 16</td>
</tr>
<tr>
<td>Fine Arts Series Event 1-“Hispanic” Day of the Dead-Embody Cultural Analysis (twitter)(1-2 pgs)***</td>
<td>25 pts / 2.5 %</td>
<td>TBA pending Fine Arts Calendar</td>
</tr>
<tr>
<td>Fine Arts Series Event 2-Hamlet-Embody Rhetorical Analysis (twitter)(1-2 pgs)***</td>
<td>25 pts / 2.5 %</td>
<td>TBA pending Fine Arts Calendar</td>
</tr>
<tr>
<td>Hwk/Assignments/Activities/Quizzes</td>
<td>100 pts / 10 %</td>
<td>Announced in Class</td>
</tr>
<tr>
<td>Critical Responses (3) (Prompted Writing/reading examinations completed in class)</td>
<td>150 pts / 15 %</td>
<td>Week 6, 10, 16 (will take place in-class)</td>
</tr>
<tr>
<td>Rhetorical Chronicles (3) (Hwk and In-Class)</td>
<td>150 pts / 15 %</td>
<td>Week 6, 10, 16 (will be picked up 3 times per semester)</td>
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</tbody>
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Assignment sheets will be provided for each assignment listed above that will include thorough instructions, guidelines, examples (when available), and exact due date information.

***These noted assignments are those in line with components of the Fine Arts Fellowships/Arts Across the Curriculum program.

Rhetorical Chronicles (150 points/15%) Handwritten

Scholars define **rhetoric** as the way meaning is made that is always culturally situated and locally based. A **chronicle** is a record of a set of history or histories in a factual and detailed way usually illustrating an order of occurrence. Thus, your **Rhetorical Chronicles** will be used as a mechanism for you to create a narrative of the meaning that you derive from our Social Justice readings, always recognizing what the readings mean to you as an individual and as a member of a community, and as a way for you to provide information that will leave a material record of the information you read in a way that is accurate, thorough, and thoughtful. As such, I want you to think of these Rhetorical Chronicles as not simply a journal reflecting on what you read but as that and as multimodal projects where you write, draw, cut and paste, and add as much material as you can that will help you both understand, integrate, and remember the readings.

The social justice readings are listed in your calendar at the end of this syllabus and are from the **Readings for Diversity and Social Justice** textbook (RDSJ). In order to complete this assignment, for every Social Justice reading assignment, have your Chronicles out as you read. Prompts will be provided that will help you focus your response. Use your Chronicles to take notes, to reflect, to visually represent, to map out what you see, to paste online images that help you understand the readings, to write poetry, jot down lyrics, or anything you can think of. Try not to leave any blank space (unless that’s a rhetorical choice to do so). Try to fill every inch. These are yours. Make them yours. And make them chronicle your rhetorical journey through our class. Ultimately, I would expect you to
complete 2-3 pages per class reading assignment. Feel free to use more pages if needed. Typically readings are listed in pairs. In other words, there will typically be 2 readings assigned. You only complete ONE entry for both, in 2-3 pages. Readings of the Social Justice textbook and their accompanying rhetorical chronicle response must be completed before we discuss them in class. These dates will be listed in your calendar. If you are struggling with the reading or have questions, bring them to the class discussion. You can add the questions and or answers in the post it notes to keep yourself organized.

Bring these chronicles with you to class every day. Bring all your color pencils, post it notes, and glue stick to class everyday too. Leave the scissors at home. You will have other reading/writing/drawing activities to complete in class. You can also use the post it notes to update, revise, or clarify notes. Lastly, you will be allowed to use these chronicles for the Critical Responses. These chronicles will be picked up once you complete each in-class Critical Response. So make sure to always have them with you and to always be caught up with your reading assignments. Make sure to also have your chronicles with you at all times to help with participation.

Rhetorical chronicles will be graded on your ability to (1) respond to all the readings/activities, (2) address the prompt/assignment thoroughly, (3) illustrate multiple rhetorical ways of interacting with the readings, (4) the creativity you attempt to include, and the (5) insightfulness and preciseness of your response. Originality is also very important in these responses. In other words, these are individual projects and you are not allowed to work together on this or any other project in this class unless the assignment specifically calls for it. And do not copy the pages of the book into your journal.

***Please note that the final theoretical research paper and the mapping project will use all of the social justice readings for the semester. You need to make sure that you have read, understood, and are able to discuss each of these social justice readings. The last project will either be really easy or very difficult if you have not read. Make sure to read and to keep up.

Critical Responses (150 points/15 %) (3) In-Class

Social Justice Critical Responses will be derived from our supplemental readings for the unit (these are listed in your calendar) and will take place at the start of class on dates listed in the calendar. Students will be given 20 minutes to complete these responses. These are essay examinations. There is no makeup work allowed. Don't be late and don't be absent. We will have 3 in-class responses. Responses will consist of essay type discussion questions or other writing activities. Responses will require that you answer all parts of the prompt and demonstrate your familiarity with the readings in question. These activities will be checking for your ability to answer the questions, properly address the readings, recall class discussions, and demonstrate your writing skills improvement throughout our time together. Students will be able to utilize their Rhetorical Chronicles to complete all the Critical Responses. Students will not be able to use their textbooks, copies of articles, or each other to complete the critical responses.

D. Daily Participation:

Discussion, In-Class Writing, Group Work, Homework, Quizzes, and Comment/Question Index Cards

There will be a few homework assignments and plenty of in-class individual and group work that you will be required to complete. While most homework will be focused work on your major writing assignments, there will be few instances that I will assign homework such as practice APA citations assignments. We will sporadically have 5 minute writing exercises at the start of class. Don’t be late or you will miss them. As such, the majority of this section will be focused on in-class work, discussions, and participation. Please see the guidelines before to see how your participation grade will be computed:

- **Attendance**—Student arrives to class on time daily. (Students who exceed 6 absences will automatically fail. Students who collect 3 tardies will earn 1 absence. Please review the attendance policy for this section).
- **Active Engagement**—Student fully participates to their full capacity in all lessons, lectures, group work, and in class activities and writing exercises.
- **Preparation**—Student arrives to class fully prepared with all assignments completed and is fully prepared to participate by having all textbooks and other supplies on hand.
- **Contribution**—Student actively contributes to class discussion and group activities.

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@Aydé Enriquez-Loya, PhD
• Professionalism—Student arrives to class on time (and remains in class the entire class period), refrains from distracting/disrupting the class, and is a productive member of the class. (Please review the section FSU Policy on Disruptive Behavior in the Classroom for more information.)

• Comment/Question Index Cards—Student provides comments and questions of significant substance at the end of each class period. (Please review the section on Comment/Question Index Cards for more information regarding this assignment).

I reserve the right to enforce reading quizzes at the start of class if I detect that students are not reading. My in-class quizzes are not fun at all. Please complete your reading and be ready to participate in class.

Students who do not actively participate in a manner that is positive, productive, and consistent each and every day of class and fulfill the components listed above will be deducted a letter grade (10%) from their final grade. In other words, you are graded for your participation because it is expected that you will participate as college students. Also, you cannot get an “A” in this class if you have not fully participated all semester.

Comment/Question Index Cards

Students are required to purchase 1 packet of index cards that will be used throughout the semester as Comment/Question Cards and which will be counted as part of students’ daily participation. At the end of every class, students will be required to submit their Comment/Question Index Cards.

How to complete the Comment/Question Cards? On each index card present the following information:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>ENGL Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment: Reflect on the class session. What section was the most interesting, helpful, and/or memorable? And or what have you learned/what can you walk away with from today’s class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question: At the end of class, what lingering questions do you have about what was discussed? What information was unclear? What information do you need more help to understand? (This could be in regards to the lesson/readings of the day, writing assignments and or homework assigned, and or the class in general.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How will these Comment/Question Cards be used? The comment/question cards will be used so that I can get an immediate assessment of how students are responding to the lessons and to see when I either need to slow down or speed up. These cards allow me to see what's working and not working, other side issues I may need to respond to, and or if I need to schedule a private meeting with a student to address his/her concerns. This comment/question cards are critical so that I can update, alter, and or change the path of our course immediately rather than wait until the end of semester to make sweeping changes to the entire curriculum.

How will I respond to the cards comments/questions? It depends. I read each card for the class. Note attendance on my attendance sheet. Read the cards again. Scan for problems/issues. Look out for “golden” cards. Keep track of recurring questions/concerns. Then decide how to best address it efficiently. If students are all raising questions about the material we are covering, then I will rework my lesson plans for the next day since I know there were confusions. If the confusion can be handled by a mass email, then I will send one after class. If one student is having a recurring issue with the lessons/assignments/class, I will make an appointment with the student and help them get caught up. If one student is having a minor issue, I will either respond to the student via email or make a point to speak with the student before or after class. If you offer random thoughts (such as the meaning of life) or other poignant and critical observations about our readings, I won’t respond but I will take your ideas/comments into account as I plan the next class lesson. If you ask me a question that is on the syllabus, assignment sheet, blackboard, or that’s common sense, I will not respond.

@Aydé Enriquez-Loya, PhD
How will these be graded? These comment/question cards will be picked up and reviewed at the end of each class. Comments and questions must be of significant substance:

**Incorrect:**
- Comment: Everything is fine OR I don’t get it.
- Question: How long will our paper be? OR Can we have an extension on the paper?

**Correct:**
- Comment: The lesson on audience analysis was helpful because...
- Question: I’m not understanding how to paraphrase material. Can you provide me some help with this part?

These will be counted and tallied as part of your participation grade. One will be due at the end of the class, every day of class. They can be filled out anytime throughout the class as the questions/comments come up, but they will be picked at the end of class. These cards will not be returned but filed in my office. Students are still, of course, welcomed to ask any and all questions, and I will continue to ask for questions throughout the class. But the majority of the time many students have excellent questions and valid concerns that go unheard. These will ideally give you the space to voice any questions and or concerns you may have within a space in which I can adequately respond. Additionally, these cards will also allow students who have a hard time participating vocally in class to share their thoughts and concerns.

**Extra Credit Options**

**Option 1: Attendance**
Students who maintain perfect attendance will be rewarded with up to 25 points extra credit added to their final grade. **Perfect attendance will be defined as no absences and no tardies.** Please review the policy on excused and unexcused absences. Students who have no more than 1 unexcused absence and no more than 1 tardy will be awarded 20 points. Students who have no more than 2 unexcused absences and no more than 2 tardies will be awarded 15 points. Please note that students will fail once they exceed 6 unexcused absences.

**Option 2: Attending/Responding to Major Speaking Events on Campus**
*Description:* Students are encouraged to attend major speaking events on campus as part of the university experience. I like to encourage my students to attend these events by providing 10 points extra credit and providing information about upcoming events. The extra credit points are added to your final grade in the course.
*Purpose:* It’s important for students to become aware and involved in the different events going on throughout campus. These events are highly informative and educational. Students are able to earn extra credit points upon completion.
*Instructions:*
1. You must attend one of the listed/approved/announced events.
2. You must bring a flyer from the event.
3. You must select a key phrase or comment made at the presentation that stood out to you for whatever reason and you must type up 250 word response it.
4. You must print it out and bring it to class on the following class date.

*Rules and Restrictions:*
- These do not include the Fine Arts events that are part of the required assignments for the class.
- There is absolutely no late work accepted for this and submissions via email will not be accepted.
- All extra credit must be typed.
- You can attend as many events as you like but you can only submit for extra credit twice per semester.
- If you know of an upcoming event that you’d like me to consider, please send me the information.
- It has to be a free event, and I need at least a week notice prior to the event to announce it and make sure everyone has access to it.

E. Policy on Missed or Late Assignments—
Generally, there is NO LATE WORK allowed in this course for Minor Assignments. All major projects are listed above and in your course calendar. Any changes to that calendar will be announced in class. If you are late or absent, it’s up to you to find out if anything is due upon your return to class. Please communicate with your fellow classmates to get information about missed homework.

However, late submissions will be allowed for the Major Assignments (anything individually worth 10% or more (this does not include minor assignments that add up to large percentage points)) but will be penalized 10% per day late including weekends, holidays, and snow days. All assignments will be turned in electronically so you can submit them even if you are not on campus. Please note that these assignments will only be accepted for 7 days past the original due date. There are no exceptions or changes allowed on project presentation days.

All Assigned grades on all assignments are final and non-negotiable.
- **Major Projects/Assignments** will be defined as assignments that individually are worth 100 points or more of your final grade. (Please see the table above and ask questions as needed). In the event of university sponsored excused absences, all major assignments must be turned in before the absences take place. In the event of medically induced absences, students will be allowed to submit all missed work immediately on the day they return to class. **However, this number cannot exceed 7 business days from the original due date. All late submissions will require official documentation beforehand. Late submissions will not be accepted without official documentation.**
- **Minor assignments**, weekly online assignments, in-class activities and writing, group work, assignments announced/submitted in class, quizzes, or participation scores cannot be recovered. No late work will be accepted for minor assignments. **No exceptions.**

**F. Text Requirements**—
1. Type all homework. Un-typed homework assignments will not be accepted. Homework will not be accepted via email. Homework will not be accepted outside of class. (No Late Work).
2. All assignments must be completed using APA: type on 8 1/2” x 11” paper, double-spaced, using in Times New Roman (font 12), use 1” margins on all sides, and include a header at the top of each page (with your last name and page number).
3. Submit all assignments via Blackboard and or Turnitin through Blackboard for grading as indicated on the assignment sheets unless otherwise indicated.

**G. Academic Integrity**—
Unless it is specifically connected to assigned collaborative work, all work should be individual. Penalties for academic dishonesty may range from a lower or failing assignment or course grade to suspension or expulsion from the university, as explained in the Code of Student Conduct.

Plagiarism: According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat or plagiarize, cheats (receiving unauthorized aid or assistance on any form of academic work), plagiarizes (copies the language structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or aids and abets others to cheat or plagiarize.
- Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.
- Please note that reusing old papers of your own that have been previously been submitted for credit in previous or current semesters even if the semester/course was not completed or passed at this or another institution still constitutes as plagiarism.
- **All assignments that are plagiarized will not be accepted.**
- **Each case of plagiarism will be handled individually.**

**VIII. ACADEMIC SUPPORT RESOURCES:**

@Aydé Enriquez-Loya, PhD
For course materials, including our syllabus, your grades, and Smarthinking access, see Blackboard at https://blackboard.uncfsu.edu/. For writing center assistance, make an appointment at the Writing Center(http://www.uncfsu.edu/learningcenter/writingcenter/). Please feel free to make an appointment to call or see me during my office hours, especially when you have questions about the class, an assignment, or a letter of recommendation. Of course, you always can use your FSU email account to contact me. I generally respond to email within 48 hours during the work week (Monday through Friday, 9 am to 5pm). I generally avoid email in the evenings and over the weekend, but if I’m online and see your message, I will try to respond. See IX. COURSE EMAIL ETIQUETTE POLICY:

Please note that any email you send to me or any other professor should be thought through, proofread, and necessary. Keep the following information in mind:

- An email is not a text message, or Facebook/twitter/other social media post. No short hand or abbreviated phrases. Do not write in all CAPS.
- I cannot respond to an email that I do not understand or cannot read. An email to a professor is a professional document that warrants careful attention.
- All electronic correspondence/exchanges are never private and remain on the servers on which they were communicated. We do not own them. Do not send legally binding information, private information, or other inappropriate content. Do not email anyone when you are upset.
- I am not to be addressed as Ms., Mrs., Teacher, or by my first name. My title is Dr. or Prof. Enriquez-Loya.
- You are to identify yourself and the class you have with me. I have lots of students.
- Email me from your own Bronco email. Those sent from other non-Bronco emails are usually filtered into my junk mail.
- Make sure that there is a purpose to your email. And if you expect a response request one. A good way is to ask a question.
- Make sure that the information you are requesting is not on our syllabus, assignment sheet, or on blackboard already. I will direct you there instead of providing the information.
- Alert me of any attachments that you've included in the email. Emails without a message and only an attachment will not be opened.
- Please review the handouts on email professionalism provided on the first day of class.
- Once I've replied to you, make sure to indicate that you have received the response by replying.
- I generally respond to email within 48 hours during the work week (Monday through Friday, 9 am to 5pm). I generally avoid email in the evenings and over the weekend, but if I’m online and see your message, I will try to respond. If for some odd reason I have not replied and it’s been over 48 hours and its not a holiday or weekend, re-send it to me. I’m pretty consistent on this but I am human. I can accidentally overlook an email if too many came in at the same time and sometimes they do get filtered out into my junk mail.

X. FSU POLICY ON DISRUPTIVE BEHAVIOR IN THE CLASSROOM:

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive.
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

All electronic devices must be turned off and stowed away for the entirety of the class. If there is an emergency situation in which you must take a call, let me know beforehand, keep the phone on vibrate, and quietly step out of the classroom to take the call.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior:
1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final grade by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.
7. Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Hate speech, communication that attacks, denigrates, or criticizes a person or group based on prejudice on any grounds (sex, gender, race, nationality, religion, disability, class, etc.) against that person or group, will not be tolerated in this class – this includes class discussion and assignments.

XII. COURSE CALENDAR AND ASSIGNMENT SCHEDULE (TENTATIVE)
Note: All readings must be completed before class on the day they are listed. All major assignments are listed below. Periodically, there will be other readings and other assignments announced in class. Check with your classmates if you are absent to make sure you don’t miss anything. Speak with me in advance if you plan to be absent. If you have any questions or problems with the schedule, please speak with me after class or during office hours.
In the assigned reading lists, you’ll see a series of columns:
- Week #/Dates: This column counts off our weeks in class and provides the dates of each week.
- Readings and Assignments listed must be completed before you arrive to class.
- Questions of Inquiry: These questions address the topics, discussions, or issues we will be tackling each week. You don’t have to answer these questions.
- Day: This is simply the day of the week.
- Assigned Readings: This lists all the readings that must be completed before the class time. Readings listed as EAA are from Lunsford. *Everything’s an Argument*. Readings listed as RDSJ are from Adams. *Readings for Diversity & Social Justice*. The APA Manual is Hacker, Diana. *A Pocket Style Manual*.
- Due Dates: This section lists the majority of all assignments. There may be a need to drop, change, or add assignments depending on the needs of the class.
- Most homework assignments will be due via Blackboard and/or Turnitin.com by or before 8 am on their set due date. Assignments will close promptly at 8 am. Any assignments due in class are noted in the calendar and will again be noted on the actual assignment sheet.
- There will be lots of in-class writing and activities. Make sure to bring your rhetorical chronicles to class every day.

Lastly, this is a tentative schedule. I will do my best to maintain this schedule. There are situations that may arise that will require us to change the schedule. Any changes will be announced in class and posted on blackboard. You are responsible for keeping up with the changes. Check with your classmates for any changes that may be announced on days you are absent.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Day</th>
<th>Assigned Readings</th>
<th>Major Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>8/18-8/20</td>
<td>Wed</td>
<td>Class introductions and Overview</td>
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<td>Discuss “The Top 15 Habits of Top College Students” (pdf); “18 Etiquette Tips for Emailing Your Professor” (pdf); “How not to Write an Email to Your Instructor or TA” (pdf)</td>
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<tr>
<td>1</td>
<td>8/24-8/28</td>
<td>Mon</td>
<td>Introduction of 1st Major Writing EEA: Ch. 6 “Rhetorical Analysis”</td>
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<td>PDF: “Introduction to Visual Rhetoric”</td>
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<td>Wed</td>
<td>EEA: Ch. 1 “Everything is an Argument” <em>Introduction to APA</em></td>
<td>RA Table Due in Class</td>
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<td>RDSJ: “Conceptual Frameworks” by Adams; “Theoretical Foundations” by Bell</td>
<td>APA Hwk 1 Due in Class</td>
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<tr>
<td>2</td>
<td>8/31-9/4</td>
<td>Mon</td>
<td>EEA: Ch. 2 “Arguments Based on Emotion: Pathos”</td>
<td>Draft Due by 8:00 am via Turnitin.com</td>
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<td>EEA: Ch. 3 “Arguments Based on Character: Ethos”</td>
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<td>Wed</td>
<td>EEA: Ch. 4 “Arguments Based on Facts &amp; Reasons: Logos”</td>
<td>Peer Review Draft Due by 8:00 am via Turnitin.com</td>
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<td>Fri</td>
<td>RDSJ: “Developing a Liberatory Consciousness” by Love; “Toward a New Vision: Race, Class, and Gender” by Hill Collins</td>
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<td>3</td>
<td>9/7-9/11</td>
<td>Mon</td>
<td>No class--Labor Day</td>
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<td>4</td>
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<td>Wed</td>
<td>EEA: Ch. 5 “Fallacies of Argument”</td>
<td>Peer Review Workshop In-Class (print copies of each completed review sheet/submit online for me before class)</td>
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<td>Date</td>
<td>Monday</td>
<td>Wednesday</td>
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<td>9/14-18</td>
<td><strong>Introduction of 2 Part A Major Project; Discussion of Topics</strong>&lt;br&gt;EEA: Ch. 16 “Academic Arguments” &amp; Ch. 12 “Proposals”</td>
<td>PDF: On “Environmental Justice Movement” &amp; On “Food Justice Movement”</td>
<td>RDSJ: “The Possessive Investment in Whiteness” by Lipsitz; “Waking Up White” by Arminio</td>
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<td>9/21-25</td>
<td><strong>Critical Response #1</strong>&lt;br&gt;EEA: Ch. 8 “Arguments of Fact”</td>
<td>EEA: Ch. 17 “Finding Evidence” &amp; Ch. 18 “Evaluating Sources”</td>
<td>RDSJ: “Race, Wealth, and Equality” by Oliver and Shapiro; “Is the Near-Trillion-Dollar Student Loan Bubble about to Pop?” by Jaffe</td>
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<td>9/28-10/02</td>
<td>EEA: Ch. 19 “Using Sources” &amp; Ch. 21 “Documenting Sources”&lt;br&gt;(APA Style pgs 465-468) APA Handbook</td>
<td>EEA: Ch. 20 Plagiarism and Academic Integrity” APA Handbook</td>
<td>RDSJ: “La Conciencia de la Mestiza…” by Anzaldúa 94-98 Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing” by Smith</td>
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<tr>
<td>10/05-11</td>
<td><strong>Student Conferencing</strong></td>
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<td>Peer Review Workshop In-Class (print copies of each completed review/submit online for me before class)</td>
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<td>10/12-18</td>
<td>RDSJ: “Patriarchy, the System: An It, Not a He, a Them, Or an Us”&lt;br&gt;by Allan G. Johnson 332-337; RDSJ: “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” by Kimmel</td>
<td><strong>Introduction of Major Project 2 Part B</strong>&lt;br&gt;APA Game 1_Bring your handbooks</td>
<td>Project 2 Part A Research Paper Final Draft Due by 8 am [Writing Portfolio due in class]</td>
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<td>10/19-23</td>
<td><strong>Critical Response #2</strong>&lt;br&gt;PDF: “Designing Visual Arguments and Websites”</td>
<td>EEA: Ch. 14 “Visual and Multimedia Arguments”</td>
<td>RDSJ: “Feminism: A Movement to End Sexist Oppression” by hooks “To Stop the Violence Against Woman” by Walker; “He Works, She Works, but What Different Impressions They Make” by Kirk and Okazawa-Rey</td>
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<td>10/26-30</td>
<td><strong>Rhetorical Chronicles Due Critical Response 1 in-class</strong></td>
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<td><strong>Rhetorical Chronicles Due</strong> Critical Response 1 in-class</td>
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<td>11/02-06</td>
<td><strong>Introduction of Major Project 2 Part B</strong>&lt;br&gt;APA Game 1_Bring your handbooks</td>
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<td>11/09-13</td>
<td>RDSJ: “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” by Kimmel</td>
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<td>11/16-20</td>
<td><strong>Critical Response #3</strong>&lt;br&gt;PDF: “Designing Visual Arguments and Websites”</td>
<td>EEA: Ch. 14 “Visual and Multimedia Arguments”</td>
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<tr>
<td>Date</td>
<td>Monday Activity</td>
<td>Tuesday Activity</td>
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<td>10/26-30</td>
<td>Mon: EEA: Ch. 7 “Structuring Arguments”</td>
<td>Workshop “Draft” Due in-class</td>
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<td>Wed: EEA: Ch. 13 “Style in Arguments”</td>
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<td>Fri: RDSJ: “Native American Religious Liberty: Five Hundred Years After Columbus” by Echo-Hawk; “Taking the Indian Out of the Indian: U.S. Policies of Ethnocide through Education” by Grinde</td>
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<th>Date</th>
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<tbody>
<tr>
<td>10/26-30</td>
<td>Mon: <em>Project 3 Student Presentations</em></td>
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<td>Wed: Introduction of 3rd Major Project</td>
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<td>Wed: PDF Reading on Writing Theoretical Papers</td>
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<td>Fri: RDSJ: “Christian Privilege and the Promotion of ‘Secular’ and Not So ‘Secular’ Mainline Christianity...” by Blumenfeld; “Creating Identity-Safe Spaces on College Campuses for Muslim Students” by Nasir and Al-Amin</td>
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<tr>
<td>11/2-7</td>
<td>Mon: No class-Veteran’s Day</td>
</tr>
<tr>
<td>11/7-11</td>
<td>Wed: Building Theory and Building Maps</td>
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<th>Date</th>
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<tbody>
<tr>
<td>11/8-12</td>
<td>Mon: Student Conferencing-Attend Your Appointment</td>
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<tr>
<td>11/8-12</td>
<td>Wed: Student Conferencing-Attend Your Appointment</td>
</tr>
<tr>
<td>11/8-12</td>
<td>Fri: RDSJ: “Courage” by Cornel West; “Allies” by Gloria Anzaldúa</td>
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<th>Date</th>
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<tbody>
<tr>
<td>11/16-20</td>
<td>Mon: Peer Review Workshop In-Class</td>
</tr>
<tr>
<td>11/16-20</td>
<td>Wed: Finalizing Project 3</td>
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<tr>
<td>11/16-20</td>
<td>Fri: No Class Thanksgiving Holiday</td>
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<th>Date</th>
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<tbody>
<tr>
<td>11/23-27</td>
<td>Mon: Critical Response 3 Student Presentations</td>
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<td>Wed: Student Presentations Last Day of Classes</td>
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<td>Fri: No Class Thanksgiving Holiday</td>
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<th>Date</th>
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<tbody>
<tr>
<td>11/30-12/2</td>
<td>Mon: Critical Response 3 Student Presentations</td>
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<td>Wed: Student Presentations Last Day of Classes</td>
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<td>Fri: No Class Thanksgiving Holiday</td>
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<th>Date</th>
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<tr>
<td>12/2-7</td>
<td>Mon: No class-Veteran’s Day</td>
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<tr>
<td>12/7-11</td>
<td>Wed: Student Conferencing-Attend Your Appointment</td>
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<tr>
<td>12/7-11</td>
<td>Fri: RDSJ: “Courage” by Cornel West; “Allies” by Gloria Anzaldúa</td>
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<th>Date</th>
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<tr>
<td>12/10-14</td>
<td>Mon: Peer Review Workshop In-Class</td>
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<tr>
<td>12/10-14</td>
<td>Wed: Finalizing Project 3</td>
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<tr>
<td>12/10-14</td>
<td>Fri: No Class Thanksgiving Holiday</td>
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<th>Date</th>
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<tbody>
<tr>
<td>12/17-21</td>
<td>Mon: Critical Response 3 Student Presentations</td>
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<td>Wed: Student Presentations Last Day of Classes</td>
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<td>Fri: No Class Thanksgiving Holiday</td>
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<tr>
<td>12/24-28</td>
<td>Mon: Peer Review Workshop In-Class</td>
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<tr>
<td>12/24-28</td>
<td>Wed: Finalizing Project 3</td>
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<tr>
<td>12/24-28</td>
<td>Fri: No Class Thanksgiving Holiday</td>
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<th>Date</th>
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<tbody>
<tr>
<td>12/31-1/4</td>
<td>Mon: Critical Response 3 Student Presentations</td>
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<td>Wed: Student Presentations Last Day of Classes</td>
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<td>Fri: No Class Thanksgiving Holiday</td>
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<tbody>
<tr>
<td>1/5-9</td>
<td>Mon: Peer Review Workshop In-Class</td>
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<tr>
<td>1/5-9</td>
<td>Wed: Finalizing Project 3</td>
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<tr>
<td>1/5-9</td>
<td>Fri: No Class Thanksgiving Holiday</td>
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**XIII. Teaching Strategies:** This course will utilize a variety of teaching strategies, including lecture, large and small group discussions; in-class writing assignments; and individual conferences.