



Reading and Responding

METROPOLITAN COMMUNITY COLLEGE

SPRING QUARTER 2013

SECTION I: CLASS AND INSTRUCTOR INFORMATION

Course Information:

Title:	Reading and Responding
Prefix/Section:	ENGL 0950 Section 7D
Credit Hours:	4.5
Class Begins/Ends:	Tuesday, March 12 th – Thursday, May 23 rd , 2013
Meeting Days/Time:	T/TH 2:00 – 3:55 p.m.
Last Day to Withdraw:	Thursday, May 9 th , 2013
Census Date:	Thursday, March 21 st , 2013
Class Location:	South Omaha Campus, Mahoney Building, Room 113

Methods of Contacting Instructor:

Instructor Name:	Erin Herrmann
Instructor E-mail:	emherrmann1@mccneb.edu (This is the best way to reach me!)
Instructor Voicemail:	(402) 457 – 7200, ext. 8879
Office Hours:	By appointment/Before or after class
Academic Area:	Communications and Humanities

SECTION II: COURSE INFORMATION

Course Description: This course, which acts as a capstone for ESL classes and as a preparatory class for native speakers before the college fundamentals course, increases students' literacy and communication skills through reading, writing, speaking, and listening. Students will become better able to read critically and analyze the texts of others, identifying strengths and weaknesses, and respond with logical, complete summaries and responses. Much emphasis is placed on the process of writing, including revising drafts to better achieve goals.

Course Prerequisites: Completion of the ESL sequence or testing assessment into the course through the ASSET or COMPASS reading and writing exams.

Course Objectives: Upon successful completion of this course, students will be able to (1) use discussion, reading, and writing to explore and examine ideas, feelings, values, and beliefs (2) develop strategies for discussing a topic, reading about a topic, and drafting a paper about a topic, and (3) develop a process for assessing, evaluating, revising, and connecting ideas.

Course Philosophy: Like any learning experience, students will get out of this course whatever they put into it. English 0950 allows students to develop and utilize skills fundamental to the college experience: they read, analyze and respond to texts, write texts in assigned formats, and actively participate in class discussions. If students are enthusiastic about making themselves better thinkers, readers, and writers who commit to the coursework, this course will be quite beneficial.

Communication involves many challenging processes, and discussion, reading, and writing are processes that improve only through practice, attention, and patience (especially with ourselves when we are frustrated). As the instructor, I will do everything I can to facilitate the thinking, reading, writing, and learning process. Students are expected to do their own work to the best of their ability. A student's final grade in this course is a representation of his or her level of ability in regards to the course objectives and is based on the quality of work displayed throughout the course.

Required & Supplemental Materials:

1. Swinton, Janet R. and William J. Agopsowicz. *Read and Respond*. Fourth Edition.
2. *The Secret Life of Bees* by Sue Monk Kidd
3. 1 flash drive
4. 1 pack of note cards (approximately 50 cards, size 3" by 5")
5. 1 one-subject spiral bound notebook to be used for this class only for note taking
6. 1 one-inch binder with five dividers to be used for this class only

Divider Sections: Front—Syllabus, Major Assignment Guides, Extra Readings
Section 1: Textbook Notes and Material
Section 2: Novel Study Guides
Section 3: Novel Vocabulary
Section 4: Summary Assignments
Section 5: Response Assignments

****Students must bring all materials to every class, beginning on the second day of class. Those who come to class without their required supplies may be counted ½ absent for the day.**

Course Structure: Activities occurring during class time will involve reading, writing, discussion, and workshop review of student writing. Other lessons will be incorporated as needed. To achieve the objectives of this course, students must be actively involved in and take responsibility for their own learning. This means students must:

1. Attend classes and conferences
2. Read assigned materials
3. Ask questions about concepts, readings, and/or assignments
4. Participate in class discussions
5. Participate in individual and collaborative projects
6. Complete assigned writing projects and revise them as needed
7. Discover and complete activities/assignments that have been missed during an absence
8. Keep all course materials organized

The extent to which students participate in these activities as well as the skill level demonstrated in their completion will influence the final grade earned in the course.

Methods of Assessing Student Progress: Student work and progress will be assessed—using a variety of methods—in the following areas: (1) reading and in-class writing assignments, (2) notes on all readings and vocabulary, (3) oral presentations, (4) formal written assignments, and (5) exit exams in reading and writing. **Drafts of writings, workshop participation, and quizzes cannot be made up or turned in late; these grades depend entirely on the student being present, punctual, and prepared on the due dates.**

***Note** – Unless otherwise stated, all written work for this class **must** be typed. Handwritten homework will **not** be accepted. This means that if you do not own a home computer, you must plan on spending a few hours a week in one of the computer labs on campus in order to complete your work.

SECTION III: ASSESSMENT OF STUDENT WORK

Criteria for Determining Final Course Grade: Your final grade in the course will be based on your attendance, participation, and completion of required assignments (Major Assignments, Exit Exams, and Homework).

Pass (P): A passing grade of 70% or above on all major assignments and the final in-class essay as well as satisfactory completion of all other course requirements (including homework, journal entries, in-class writings, participation, and attendance) is required to receive a passing grade of a “P”. A “P” indicates that the student has satisfactorily met all objectives and completed the assigned work. In addition to coursework, a student must also receive a passing grade (70% or higher) on the TABE exam.

Re-enroll (R): A grade of re-enroll indicates that the student has attempted to meet course objectives and to complete the assigned work but has been unable to and is not yet prepared to move on. To earn an “R”, the student must have completed all assigned work in a timely manner and attended class regularly.

Fail (F/FX): A failing grade “F” indicates that a student has not met some or all objectives, has not completed all assigned work, and/or has exceeded the number of allowed absences for the course. If a student stops attending class and does not return (see FX policy below), the grade of an “FX” will be given, which is the same as an “F” in terms of GPA.

Any student who does not attend the first class meeting without prior notification to the instructor will be reported with a WX and withdrawn from the course. If you have questions or concerns about your course standing at any time, please do not hesitate to schedule an appointment with me to discuss them.

Major Assignments: Please refer to the assignment guidelines for detailed information and instructions for each major assignment. These guidelines will be distributed as we begin each unit and will be expanded and clarified in course readings and during class discussions and activities. Absences are *not* an excuse for failing to meet all guidelines. In order to pass the class, students must submit satisfactory work (70% or above) for each major writing assignment (including the final in-class essay). For the first four major assignments listed below, students will receive feedback on early drafts before submitting final drafts. Students will then have the opportunity to revise the essays in order to meet satisfactory standards if needed. Revisions must be submitted within one week after the final draft has been graded and returned. Any required revisions not turned in within this time frame will render the Major Assignment as not passing, which means the student will no longer be able to pass the course.

- 1. Novel Chapter Summary**
- 2. Novel Response Essay**
- 3. Article Outline and Summary**
- 4. Article Summary and Response Essay**

Exit Exams: Students will complete an in-class Summary and Response essay to an assigned article and will take the TABE exam. Students must earn passing scores (70% or above) on both the essay and TABE in order to be in passing range for the course.

Other Coursework: In preparation for the Major Assignments and Exit Exams, students in Reading and Responding will complete homework and in-class assignments. These assignments include both writing and reading assignments given throughout the quarter, such as chapter notes and outlines, vocabulary, reading quizzes, study guides, projects, workshop drafts, worksheets, and conferences

with the instructor. All homework assignments must be typed unless otherwise noted. Students must pass 70% or more of these assignments in order to maintain passing status for the course. There are no revisions for homework or in-class assignments.

Participation: Learning does not thrive in a lecture environment. Rather, the course is designed to encourage student engagement and participation, small group work, and dialogue. Much like students receive credit for attending class, they also earn a grade for participating once they get here. This means students should speak often during every class in order to earn all of their points. Participation points are earned based upon active engagement in class discussions and group work and upon demonstrating a positive attitude about the learning and activities in our course. Students may earn up to 5 points per day for participation and must maintain a 70% or higher for participation in order to maintain passing status for the course.

Late Work: Homework assignments and in-class work are NOT accepted late. If a Major Assignment is not turned in on the due date, it will be accepted as late up to one class meeting after its due date. In the event of an emergency, a student may e-mail their work BEFORE CLASS on the assigned due date. Work received after the start of class will be considered late or not accepted if it is anything other than a Major Assignment.

Note on Feedback: Students can expect the instructor to return assignments with written feedback in a timely manner, typically within one week after the assignment was turned in. If at any point during the course you would like to discuss your performance or to receive additional feedback, please contact the instructor privately.

Use of Student Work: By enrolling in classes offered by Metropolitan Community College, the student gives the College license to mark on, modify, and retain the work as may be required by the process of instruction, as described in the course syllabus. The institution shall not have the right to use the work in any other manner without the written consent of the student(s).

Grading Key for Homework

+	Passing
-	Not Passing
0	Not Turned In

**Note: Major assignments will earn a percentage grade based on the rubrics that will be provided. Assignments that earn 70% or higher are considered Passing. Assignments earning below a 70% will be eligible for revision as discussed above.

Assessment of Student Learning Program: Metropolitan Community College is committed to continuous improvement of teaching and learning. You may be asked to help us accomplish this objective. For example, you may be asked to respond to surveys or questionnaires. In other cases, tests or assignments you are required to do for this course may be shared with faculty and used for assessment purposes.

Consider this as an overall framework for evaluating yourself this quarter:

A: 90-100% The A student demonstrates superior writing ability. This means they have chosen wise topics and provide unique and compelling insight into each. They have written about these topics with both clarity and passion. They understand the power and intricacies of word choice, and they compose with *perfect* grammar.

B: 80-89% The B student demonstrates the potential to be an A student. Often they are a little shaky on two of the elements above, but they must show strong effort in class and in their work. They consistently bring strong ideas to the table and are falling short only in a few areas of execution.

C: 70-79% The C student is usually one who fails to demonstrate comprehension of one of the major elements of the class. Often, the C student has attendance issues or participation issues, and fails to fully engage in class work and homework

D: 60-69% The D student shows poor work in class and poor writing, which fails in several major areas. Often these students have major attendance issues, and when they do attend, they fail to participate or come prepared. Homework does not meet basic college standards.

F: 59% and below Students have failed to turn in major assignments, failing to do most/any homework, and/or failing to come to class. It shows a significant lack of effort.

Appeals of Final Course Grades: The procedure for a final course grade appeal at MCC requires that the student and instructor first have a conversation with the expectation of resolving the grading issue between them. The question is mainly whether or not the instructor's syllabus has been followed. If this conversation does not sufficiently address the issue, students who wish to appeal a final course grade need to follow the appeal procedure listed below. The appeal process for final course grades must be initiated no later than the end of the quarter (the last class day) following the quarter in which the course was completed. The appeal process begins when a student writes a letter to the Instructor (first level of appeal). Upon receipt of the instructor's response, the student may appeal, if necessary, in writing to the next level, the appropriate Academic Dean (second level of appeal). Upon receipt of the academic dean's response, the student may appeal, if necessary, to the final level, the Vice President for Academic Affairs, for a final decision.

SECTION IV: CLASSROOM GUIDELINES & EXPECTATIONS

Attendance Statement: Attendance in this class is *vital* to your final course outcome. Following a professional model, no distinction is made between excused and unexcused absences—if you are absent, I *assume* it is for a good reason, but you are nevertheless responsible for turning in work due that day on time and coming prepared for the following class.

Missing the first day of class without prior notification to the instructor = WX

Up to two total absences (not counting the first day of class) = no penalty

Three total absences = final grade is lowered by 10%

Four total absences or two absences in a row = F

Arriving late or leaving early (more than 15 minutes either way) = ½ absence

*****Missing over 30 minutes of class will result in a full absence.**

*****Coming to class unprepared may result in being counted absent for the day.**

WX: After the first class meeting and through the Census Date, the instructor will disenroll (WX) students who have never attended. For this course, students will be disenrolled if they do not attend the first class meeting and do contact the instructor prior to the first meeting.

FX: An FX is a final grade given to a student who stops attending a class, does not return, and fails.

Note: A student earning an FX grade or F following the Attendance Statement above prior to the end of the quarter may avoid receiving the failing grade by withdrawing from the course before the Last Date to Withdraw listed in Section I of the syllabus.

Behavior and Communication Expectations: When you communicate with others in this course, you must follow the Student Code of Conduct (<http://www.mccneb.edu/catalog/studentinformation.asp>), which calls for responsible and cooperative behavior. This classroom will uphold a zero tolerance policy. Any student who violates the Code of Conduct will be removed from the class permanently

and will receive a failing grade. Please think critically, ask questions, and challenge ideas, but also show respect for the opinions of others, respond to them politely, and maintain the confidentiality of thoughts expressed in the class. Yelling, swearing, threatening (in words or in gestures), texting, sleeping, doing homework for another class, speaking out of turn, and any other inappropriate behavior will result in the student being counted absent for the day and the student may be asked to leave. In some instances, depending on the level of severity/number of infractions, inappropriate behavior may result in expulsion from the class and/or a failing grade for the course.

Academic Honesty Statement: Students are reminded that materials they use for class work may be subject to copyright protection. Additional information about copyright is provided on the library website at <http://www.mccneb.edu/library> or by your instructor. In response to incidents of student dishonesty (cheating, plagiarism, etc.), an Academic Misconduct Report will be filed with the Dean's office, which will result in failure of the test/assignment and may also result in failure of the course, suspension from the College, or dismissal from the College. No previously submitted papers or drafts written by the student or by another person are acceptable in this course. Disciplinary procedures are available in the Student Services Office or at http://www.mccneb.edu/procedures/V-4_Student_Conduct_and_Discipline.pdf.

Specifically, NONE of the papers in this course require or allow students to do outside research (beyond your personal observation skills). To help avoid plagiarism issues, **students MAY NOT look anything up on the Internet for any of the essays.** Failure to follow these guidelines, even if the research is correctly cited, will result in a zero for the assignment, and any plagiarism will be dealt with according to the policies above.

Cell Phones: Because cell phones are becoming more and more distracting in the classroom, please **have cell phones turned off completely (not even on vibrate) while you are in class.** Additionally, please remove any Bluetooth headsets before entering the classroom. Any student texting during class may be asked to leave. This will be counted as an absence for the ENTIRE day, even if it happens at the end of class. If you need make a call before or after class, do so in the hallway or outside since other students and the instructor are likely to be present and don't need to hear the conversation. If, for a very important reason discussed previously with the instructor, you need to have your cell phone on in class, have it on vibrate, and if it's an emergency and the phone needs to be answered immediately, leave the room as quietly as possible.

Ipods, Ipads, laptops, PDAs, and other electronic devices: The classroom is a place for learning. There are times when we, as a class, will be using computers or other technology to aid us in that learning. All other electronics are a distraction. Turn them off and put them away **BEFORE ENTERING THE CLASSROOM.** These devices are a distraction not only to you, but to your fellow classmates and your instructor. If you violate these policies, you may be asked to leave and will be marked absent for the day. **If you feel that you need to use a laptop for in-class note-taking, you must clear it with the instructor first - No exceptions.**

Printing Requirements: Please be advised that you may need to allot additional funds for this course to cover printing. This is an English writing class, and drafting, workshoping, and revising are essential parts of this process. Not having access to a printer and/or not having credit to print in your student account are not acceptable excuses for not bringing the work assigned. Additionally, there may be days when you will need to be able to print work in class. You will be aware of these days ahead of time and will need to be sure you have credit to print on those days. If you do not have credit to print, you will not receive credit for your work.

Use of Campus Computers: The computers in the classroom (if available) or in any computer lab we visit are for academic purposes and are to be used only when directed to do so during class. You may not print your homework in our classroom. If you need to print on campus, arrive early and use the Academic Resource Center. Additionally, any student using the computer for reasons other than those assigned will be asked to leave and counted as absent for the day. This means you may not check your e-mail or any personal networking site (facebook, Twitter, etc.); you may not play games during class; you may not work on homework for another class. Do not log-in if you have not been asked to do so. We are fortunate to have access to computers on our campus; please do not abuse the privilege.

Note on Software/File Requirements: Metropolitan Community College uses Microsoft products as part of its standard software and encourages students to do the same. You may save word-processed documents for file attachments in Microsoft Word .doc or .docx format. If your software does not allow either of these, then save files in Rich Text Format (.rtf). This is especially important for students using software other than Microsoft.

Student Withdrawal: If a student cannot participate in and complete this course, the student should officially withdraw through the MyWay portal accessible through www.mccneb.edu or by calling Central Registration at 402-457-5231 or 1-800-228-9553. Failure to officially withdraw by the deadline will result in a WX if you can be withdrawn by the census date or an attendance-related failure (FX) or failing (F) grade if the census date has passed. The last date to withdraw is noted in the Course Information section of this syllabus.

SECTION V: LEARNING & TECHNOLOGY SUPPORT

Resource Centers: MCC's Academic Resource Centers, Math Centers, and Writing Centers offer friendly, supportive learning environments that can help students achieve educational success. Staff members in these centers provide free drop-in assistance with basic computing, reading, math, and writing skills. Self-paced, computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available. Detailed information about the Academic Resource, Math, and Writing Centers is in the Student Handbook, College Catalog, and online at <http://www.mccneb.edu/arc/>.

As this is an English course, you may find the assistance offered in the Writing Center to be particularly useful. For more information, including locations and hours, please visit the Writing Center website at <http://resource.mccneb.edu/writingcenter/>. The Writing Center utilizes an online scheduler for students to make appointments for consultations. Please visit <http://mccneb.mywconline.com> to create an account and schedule appointments to work with a writing center consultant.

Accommodations for Students with Disabilities: Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. It is the student's responsibility to request accommodations from Disability Support Services (DSS) located in each Student Services Office. After students have arranged for accommodations with DSS, the student and instructor should privately discuss these accommodations. For further information, please contact DSS or visit <http://www.mccneb.edu/dss/>.

Password Center (<http://www.mccneb.edu/password>): The password center is a website that allows you to change (reset) your password even if you don't know your username and password, provided the personal information you enter to verify your identity matches the information the College has in its database. Verification information consists of student ID number (or the last 5 digits of your Social Security number), last name, birth date, street address and ZIP Code.

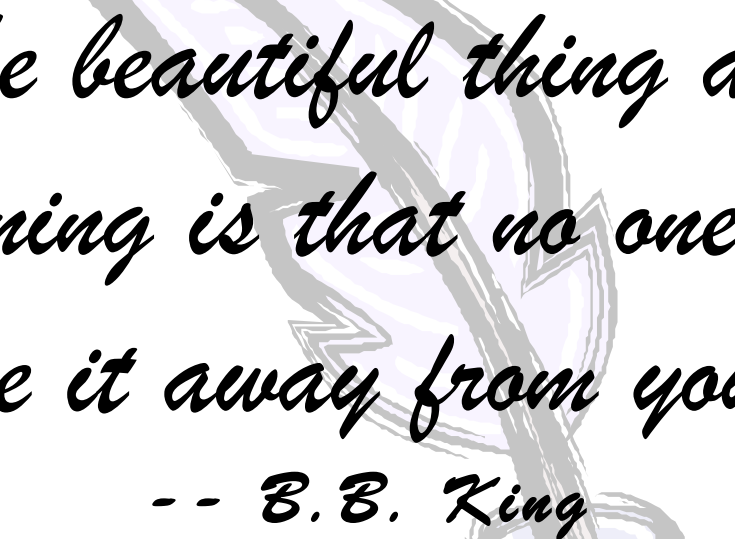
Technology Resources: By using the information technology systems at MCC (including the computer systems and phones), you acknowledge and consent to the conditions of use as set forth in the Metropolitan Community College Procedures Memorandum on Acceptable Use of Information Technology and Resources. It is your responsibility as a student to be familiar with these procedures. The full text of the Procedures Memorandum may be found at the here:
http://www.mccneb.edu/procedures/X-15_Technology_Resources_Use.pdf.

SECTION VI: SCHEDULE OF ASSIGNMENTS

This schedule is subject to change. The syllabus sets forth a tentative schedule of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to modify this schedule to enhance learning for students. You are expected to be in class and be responsible for noting any changes we make to due dates, assignment guidelines, and assignments.

Important Dates: Thursday, May 9th, 2013 is the last day to withdraw from the course. The College will be closed Saturday, March 30th – Sunday, March 31st, 2013 for Spring Recess. Please see <http://www.mccneb.edu/sos/enrollman.asp> for further information about important dates, such as graduation information. See <http://www.mccneb.edu/academics/calendar.asp> to view the Academic Calendar.

<p>NOTE: Your attendance after the first day of discussing the syllabus communicates your acceptance of the policies and procedures outlined within this document.</p>



“The beautiful thing about learning is that no one can take it away from you.”
-- B.B. King

Our Course Schedule will look like this:

WEEK 1

	Daily Objectives	Class Date	Assigned Homework
Day 1	<p>Tuesday, March 12th:</p> <ul style="list-style-type: none"> ○ Introductions ○ Discussion of Course and Syllabus ○ Register with the Writing Center ○ Campus Tour ○ Discuss Strategic Note-taking Form and begin taking Chapter 1 notes together ○ Read Letter to the Class 		<ul style="list-style-type: none"> ○ Syllabus Take-Home Quiz ○ Compose your letter to the instructor ○ Finish Reading <i>Read and Respond</i> Chapter 1 and taking notes on the worksheet provided. ○ Bring all required supplies: <i>Failure to come prepared with required supplies will result in ½ an absence for the day.</i>

This first column tells you what we will cover during class for the day.

This second column tells you what homework will be assigned that class period. Homework is always due the next class period. Additionally, all homework must be typed unless you are given specific permission to handwrite it.

Day 2	<p>Thursday, March 14th :</p> <ul style="list-style-type: none"> ○ Collect Chapter 1 Notes ○ Discuss Chapter 1: <i>Read and Respond</i> ○ Begin reading chapter 2 and taking notes ○ Take TABE Practice Test 		<ul style="list-style-type: none"> ○ Read <i>Read and Respond</i> Chapter 2 and take notes
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WEEK 2

Day 3	<p>Tuesday, March 19th:</p> <ul style="list-style-type: none"> ○ Chapter 2 Quiz: Notes are to be turned in with your quiz ○ Discuss: What is a Sentence? (Ppt.) ○ Discuss Parts of Speech (Ppt.) ○ Discuss Vocabulary 	<ul style="list-style-type: none"> ○ Read <i>Read and Respond</i> Chapters 3 & 4 ○ Context Clues Worksheet (handout) ○ Parts of Speech Worksheet (handout)
Day 4	<p>Thursday, March 21st:</p> <ul style="list-style-type: none"> ○ Chapters 3 & 4 Quiz: Notes are to be turned in with your quiz ○ Return Notes from Chapters 1 & 2 ○ Discuss Chapters 3 & 4 Locating Topic, Main Idea, and Major Details 	<ul style="list-style-type: none"> ○ Complete Topics worksheet for assigned paragraphs ○ Bring novel with you to next class

WEEK 3

Day 5	<p>Tuesday, March 26th:</p> <ul style="list-style-type: none"> ○ Small Group Work: Drafting Topic Sentences ○ Put topic sentences on the board ○ Review Major and Minor Details ○ Discuss Literature Workbook for Chapters 1-2 SLoBs ○ Begin Reading Chapter 1 Aloud 	<ul style="list-style-type: none"> ○ Literature Workbook: “The Secret Life of Bees” chapters 1-2 (The workbook may be handwritten.) ○ Read “Tyranny of the Shoulds” (pgs. 33-34 in <i>Read and Respond</i>)
Day 6	<p>Thursday, March 28th:</p> <ul style="list-style-type: none"> ○ Stand up Quiz over Chapter 1-2 ○ Collect Homework: “Shoulds” Worksheet Lit. Packet 1-2 ○ Discuss Novel-characters, setting, conflicts (story analysis) ○ Portfolio Project #1: Major Details in Narrative Writing 	<ul style="list-style-type: none"> ○ Finish portfolio project #1 ○ Read <i>Reading and Responding</i> Chapter 5. Take notes and be prepared for a quiz

WEEK 4

Day 7	<p>Tuesday, April 2nd:</p> <ul style="list-style-type: none"> ○ Chapter 5 Quiz: Notes will be collected with quizzes. ○ Review Topic Sentences ○ Discussion of Comic Strips ○ Discussion of Summary (Ppt.) ○ Add full sentences to comic outlines ○ Discuss Transitions ○ Assign Novel Chapter Summary 	<ul style="list-style-type: none"> ○ Complete <i>Secret Life of Bees</i> Literature Workbook Chapters 3-6 ○ Create and study <i>Read and Respond</i> Vocabulary Flashcards
Day 8	<p>Thursday, April 4th:</p> <ul style="list-style-type: none"> ○ SLoBs Stand up Quiz Chapters 3-6 ○ Discuss the novel ○ Portfolio Project #2 ○ Discuss Novel Summaries and Conferences (brief) ○ Read and begin discussion of Ebert's movie review ○ Collect <i>Read and Respond</i> Vocab. Flashcards 	<ul style="list-style-type: none"> ○ Complete Portfolio Project #2 ○ Re-read Ebert's review using active reading skills. ○ Novel summaries are due for conferences next class (bring 2 copies—double spaced)

WEEK 5

Day 9	<p>Tuesday, April 9th:</p> <ul style="list-style-type: none"> ○ Students will meet individually with the instructor to discuss novel chapter summaries. ○ Remaining students will: <ul style="list-style-type: none"> ▪ Work in small groups to read and discuss Ebert's review ▪ Individually draft summary outline of Ebert's review due by the end of class. ▪ Begin SLoBs Homework 	<ul style="list-style-type: none"> ○ Revise Novel Chapter Summaries for Final Draft—Notes from conferences will be turned in with final draft ○ SLoBs Chapter 7-9 Literature Workbook
Day 10	<p>Thursday, April 11th:</p> <ul style="list-style-type: none"> ○ Collect Final Drafts of Chapter Summaries and rough drafts & Outlines ○ Return Summary Outlines and Discuss Ebert's Review ○ Stand up Quiz: Chapters 7-9 ○ Discuss Chapters 7-9 	<ul style="list-style-type: none"> ○ SLoBs Chapter 10-12 Literature Workbook ○ Revise Summary Outlines for Ebert's Movie Review ○ Write a summary from revised outline (Bring 2 copies for conferences)

WEEK 6

Day 11	<p>Tuesday, April 16th:</p> <ul style="list-style-type: none"> ○ Collect SLoBs Homework ○ Students will meet individually with the instructor to discuss article summaries. ○ Remaining students will: <ul style="list-style-type: none"> ○ Begin portfolio Project #6—Zach’s Anger ○ Begin Read and Respond Homework 	<ul style="list-style-type: none"> ○ Read “Read and Respond” Chapter 6 and take notes
Day 12	<p>Thursday, April 18th:</p> <ul style="list-style-type: none"> ○ Chapter 6 Quiz: Notes will be collected with the quiz ○ Discuss Responding to a Text (ppt) ○ Assign Novel Response ○ <i>Read and Respond</i> Vocabulary Quiz 	<ul style="list-style-type: none"> ○ Complete Assigned Portions of Novel Response Worksheet ○ SLoBs Chapter 13-14 Literature Workbook

WEEK 7

Day 13	<p>Tuesday, April 23rd:</p> <ul style="list-style-type: none"> ○ Stand up Quiz: Chapters 13-14 ○ Discuss the novel ○ Continue discussion of response writing. ○ Complete response workbook in class ○ Read “Buzz Off” and briefly Discuss in class 	<ul style="list-style-type: none"> ○ Write Novel Response (Bring two copies for conferences)
Day 14	<p>Thursday, April 25th:</p> <ul style="list-style-type: none"> ○ Students will meet individually with the instructor to discuss novel responses. ○ Remaining students will: <ul style="list-style-type: none"> ○ Work in small groups to reread and discuss “Buzz Off” ○ Draft a summary outline for “Buzz Off” Due by the End of Class ○ Start <i>Bees</i> vocabulary flashcards 	<ul style="list-style-type: none"> ○ Revise Novel Responses and bring all drafts and final draft next class ○ Finish <i>Bees</i> vocab. flashcards

WEEK 8

Day 15	<p>Tuesday, April 30th:</p> <ul style="list-style-type: none"> ○ Collect Novel Responses and all early drafts ○ Collect <i>Bees</i> flashcards ○ Hand back “Buzz Off” outlines and discuss what should be in the summary outlines ○ Assign Response #2 and review Response Guidelines ○ Draft thesis statements together in class ○ Draft body paragraphs one piece at a time together in class ○ Continue drafting 	<ul style="list-style-type: none"> ○ Draft “Buzz Off” Response essays for Conferences. Bring 2 copies.
Day 16	<p>Thursday, May 2nd:</p> <ul style="list-style-type: none"> ○ Students will meet individually with the instructor to discuss “Buzz Off” responses. ○ Remaining students will: <ul style="list-style-type: none"> ○ Re-take the Practice TABE 	<ul style="list-style-type: none"> ○ Finish “Buzz Off” Response for final draft

WEEK 9

Day 17	<p>Tuesday, May 7th:</p> <ul style="list-style-type: none"> ○ Turn in Final Draft of “Buzz Off” Responses ○ Watch <i>The Secret Life of Bees</i> ○ Portfolio Project—Due at the End of Class 	
Day 18	<p>Thursday, May 9th: *(Last Day to Withdraw)</p> <ul style="list-style-type: none"> ○ Discuss the TABE exam and strategies 	<ul style="list-style-type: none"> ○ Review and practice for the TABE

WEEK 10

Day 19	Tuesday, May 14 th : <ul style="list-style-type: none">○ Read Final Response Article together in class○ Review Guidelines for Response Essay○ Students will have time in class to discuss new vocabulary and plan a writing strategy.	<ul style="list-style-type: none">○ Reread Article○ Continue practice for the TABE
Day 20	Thursday, May 16 th : <ul style="list-style-type: none">○ TABE Exam—Exams will be graded as they are completed.○ Begin In Class Summary Outline and Response Essay (if time allows)	

WEEK 11

Day 21	Tuesday, May 21 st : <ul style="list-style-type: none">○ In Class Response Essay	
Day 22	Thursday, May 23 rd : <ul style="list-style-type: none">○ In Class Response Essay	

Emily Martin

Erin Herrmann

English 0950

8 March 2012

All assignments will have a four line heading including:

- Your name
- Instructor's name
- Course Name
- Date (Day Month Year)

Each page should include the author's last name and a page number in the upper right hand corner, set 1/2 inch from the top of the page.

The title should be centered and should indicate what the assignment is.

Summary of *The Secret Life of Bees*

The Secret Life of Bees by Sue Monk Kid is an historical novel set in 1963 in the South. A young girl, Lily, ventures off with her housekeeper, Rosaleen, to Tiburon, South Carolina. Lily is running from her tyrannical father, T.Ray but she is also running to free Rosaleen who was wrongfully imprisoned. In Tiburon, they meet the calendar sisters, where Lily begins an exploration and discovery of race, mothers, her past, and herself.

Always use your "TAB" key to indent the first line of a paragraph.

All assignments should use MLA style:

- Times New Roman, 12 point font
- Double Spaced with no extra space between paragraphs
- One inch margins

1. What is the name of this class? _____

2. What is your instructor's name? (Please make sure you spell it correctly).

3. What happens if you miss two days of class in a row?

4. What happens if you miss three days of class (not in a row)?

5. What happens if you miss four days of class (not in a row)?

6. What homework is due for the second day of class?

7. What font and spacing is used for homework? _____

8. What is the policy for late HOMEWORK?

9. What is the policy for late MAJOR ASSIGNMENTS?

10. What is the policy regarding cell phones?
