

TOHONO O'ODHAM COMMUNITY COLLEGE



Syllabus: *Integrated Reading & Writing II: Intermediate*

Course Information

Course Prefix/Number: IRW 090 Section 1 Semester: Fall 2018 Class Days/Times: Tuesday and Thursday 9:00 am-11:45 am	Credit Hours: 4 Course Title: Reading Improvement II Room: Central 502
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Instructor Information: Name: Dan Aiken	Phone/Voice Mail: 520-850-2586 E-mail: daiken@tocc.edu Office hours: By appointment or Student Success Center
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Course Description:

This course prepares students for college-level reading and writing by combining the two skill sets. It is a performance-based course. Students will apply a variety of reading strategies for the purposes of organizing, analyzing and retaining material, and produce written work appropriate to the audience, purpose, situation and length of the assignments. The course offers students the opportunity to build upon the basic skills of grammar and mechanics and to further their organizational skills for building short essays. A lab component (MySkillsLab) is an essential part of the course.



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Course Objectives:

During this course students will:

1. Apply intermediate reading skills and strategies to all reading materials to enhance reading comprehension and prepare for Writing 101 and Writing 102
2. Identify, evaluate and discuss important themes/issues based on the readings and group discussion.
3. Identify main ideas, supporting details, topics and topic sentences in writings.
4. Improve recognition of words and use vocabulary, parts of speech, grammar, rubrics, and etymology.
5. Write regularly in class and engage in peer review/editing of classmates' writing.
6. Engage in discussions based around reading assignments.
7. Recognize patterns of organization: example, cause and effect, comparison and contrast, outlining.
8. Proofreading and revision of written work—individually and with peers.
9. Develop and improve study habits and personal organization as a life skill.
10. Become familiar with references, citations, MLA, plagiarism, and other topics relevant to student success.
11. Present short talks, evaluate peer talks, develop library skills.

Student Learning Outcomes (SLOs):

After completion of the course students will be able to.....

- Enter into a college level writing class with an improved sense of confidence and familiarity with expectations.
- Be aware of Himdag core values as related to ethical and traditionally based approaches to written work.
- Describe and apply insights gained from reading and writing to a variety of texts.
- Write a purposeful and well organized thesis statement.
- Compose a variety of essays and shorter works that demonstrate clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
- Evaluate the quality of ideas and relevance of information used to formulate and develop a theme.
- Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level assignments.
- Respond to instructor's comments with energy and understand how to seek fresh input on class work.
- Apply a variety of study strategies to texts and show improved ability to observe and write descriptions.
- Use a variety of references to purposely develop academic and personal vocabulary.
- Use and be familiar with the Little, Brown Handbook to get professional assistance on writing challenges.
- Work with citations and bibliographies as well as MLA style.

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- Appreciate the merits of practicing improved study habits and time management.

Course Structure:

- Students are expected to be active participants in the learning process. Students are also expected to assume responsibility for their own learning.
- In order to be prepared for each class, students must do the assigned readings and any other work assigned to be able to contribute to class activities and discussions.
- This is a highly interactive course. Students should be prepared to work in teams, discuss the work and present their findings to the class. Students will be expected to attend a tutoring session at least once a month at the Student Success Center to develop their skills in an environment outside the classroom.

Texts and Materials:

The Little, Brown Handbook, 14th Editions, Fowler and Aaron, Pearson publisher. (This book is required for every student. It is relatively inexpensive and is available at the TOCC bookstore, Main Campus, Main Building)

Frequent handouts on current topics with cultural, environmental, and regional relevance, plus appropriate handouts regarding academic topics.

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Evaluation and Grading and Assignments:

Assessment evidence

Performance tasks

- Group work
- Mini-presentations on reading/writing assignments.
- Peer edit/review classmates' writing.
- Oral presentations on special topics.
- Classroom interest and energy.

Other evidence

- Written responses to reading materials, class activities, tests.
- Impromptu writing exercises to develop fluency.
- Compilation of new vocabulary.
- Class activities based on text and reading materials including study guides, handouts, tests/quizzes, and book reviews.
- (Classroom Assessment Techniques (CATs): these do not contribute to your final grade, but offer insight into your learning)

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Evaluation

A= 2200 to 1800 points

B=1799 to 1550 points

C=1549 to 1250 points

D=1249 to 1000 points

F=below 1000 points

Expect approximately 30 routine class assignments averaging 10 points each depending on the requirements of each assignment. The total number of points will total about 300 points for assignments

Students will have group discussions and give presentations based on the required readings. There will also be many opportunities to write throughout the semester. Keep all written work in a portfolio; this includes the multiple drafts, teacher feedback on drafts and final draft. Extra credit will be given for special presentations on topics of interest. Carry your work with you into class.

Expect approximately 30 classroom sessions at 10 points for each attended class with active classroom participation required, totaling 300 points.

Attendance and participation helps to demonstrate your ability to apply what you have learned or express your ideas. If you do not attend or participate, there will be no way for your instructor to determine your progress.

The mid-term examination will be worth approximately 300 points with an opportunity for revision. The final examination will be worth 400 points.

These exams will cover all important topics from the term's work.

Essays will include (depending on class progress):

Descriptive – 50 points

AICF – three essays at 50 points each plus 50 points for being awarded a scholarship

Narrative – 50 points

Informative – 200 points

Other key projects are:

Symbols Packet – 100 points

Naturalistic Objects – 100 points

Up to 100 points will be awarded to students with exceptional attendance, timeliness in getting work done and arriving at the start of class, AICF participation, use of the Student Success Center tutors, energy committed to assignments, communication with instructor on all aspects of the class

***Himdag* Cultural Component:**

- The choice of selected readings and assignments reflect and address the *Himdag*.

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- Most topics to be read and written about and discussed are topically diverse and culturally, environmentally, and regionally based.
- Students' deportment in class and interactions with all present should also convey the spirit of *T-So:son*. Immature behavior that is not characteristic of college students is not acceptable.

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Policies and expectations-

In addition to any other TOCC policies specified in the Student Handbook, the following policies apply in this course:

- You will receive an F (0) for late assignments or for projects if you do not attend class when they are scheduled to be picked up/presented unless previous arrangements can be made. If you fail to attend a class when a test is administered, you will also receive an F (0) for that particular test. You have to attend more than 80 percent of the class sessions in order to obtain a passing grade in this course. This would be a minimum of about twenty-five classes of a possible thirty-one to thirty-two class sessions. An instructor withdrawal is the teacher's option before March 30, 2018 if attendance or regular submittal of work becomes a major issue.

- Be punctual for class and attend every class. You are part of a team and attending all classes (and completing all assigned work in preparation for class activities) will ensure a smooth flow of our class work and schedule. If (for some reason) you are absent, YOU are responsible for contacting me and explaining your situation as soon as possible. You are also responsible for finding out what work you miss, and for catching up with the rest of the class. Attending class is a priority! Merely attending classes while not participating and submitting work will affect your grade—your ACTIVE participation is requested.

If you are late and require additional input and backtracking to bring you up to speed, you are wasting the time of your classmates who have arrived on time and already received the instruction. On the other hand, you are welcome in the class even if you are running late. It is understood that people have many extenuating circumstances. Attendance is the most important thing and you will not be singled out if you must come in late.

Be prepared to explain attendance issues that you may have.

- Please be respectful and courteous to all members of this class. Inappropriate behavior will not be tolerated. Please be mindful of the *T-So:son(Our Core)* at all times.

- Plagiarism, in any form, is unacceptable and will result in an 'F' automatically. There is absolutely no excuse for plagiarism.

- Communication is key to your success in class. I will do my best to assist you in any way I can to help you get the best grade possible. You need to do your part to help me achieve this goal by not hesitating to approach me whenever you are experiencing difficulties/concerns of any kind, and by committing 100% to this class. I can only help you if I am aware!

- Put your all into your studies—be honest and committed, make an effort, act with integrity, use your initiative—and your dedication and hard work will pay off! What you give to life, you get back! Guaranteed! Your future is bright and full of possibilities, if you will it to be.

- **Use of cell phones in class is not permitted. Cell phones may be used during class breaks as desired. Cell phones are not to be used below the desk or above the desk during class. Use of cell phones in class is not permitted unless their use can contribute to the objectives of the class. WHY IS THIS THE POLICY?**

Course Outline:

- I. Reviewing the Basics
- II. Introduction to the Reading and Writing Process
- III. Reading, Writing, and Organizing Paragraphs
- IV. Reading and Writing Essays
- V. Critical Thinking, Reading, and Writing
- VI. Thematic Reading: Writing in Response to Reading

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DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur. Please report any errors in content to the instructor.

Aug 21 Tuesday First class – HELLO!!! Instructor introduction by Dan Aiken, adjunct instructor. Begin with peer interviews and oral introductions of classmates. (see prompts) Plan to take assessment testing for COPS (capitalization, organization, punctuation, spelling) and a written personal inventory of goals to identify student strengths and weaknesses in the course subject matter and other factors related to academic success.

Notes on Grading: Classwork from August through near end of October will be awarded points for completing the assignment in an engaged and focused manner. These early exercises will be used to evaluate understanding and give specific feedback to encourage students to learn new concepts and practice various techniques without unnecessary emphasis on letter grades. If work is determined during this interval to reflect poor energy and engagement of the subject, points will be subtracted. Minimum effort is unacceptable. The goal is to engage the mind into deeper levels of thought, making connections between reading, writing, and active participation to create new realms of skills and analysis. Think more and write more. Completing assignments then receiving and acting on feedback creates a loop of improvement. Spend time with returned assignments to learn to correct repeatable or random errors.

Be thinking about study buddies and informal study groups in order to keep up on assignments and share ideas. Required class supplies can be purchased at the book store in the Main Building of Main Campus. They include: Little, Brown Handbook, 14th Edition textbook; one-inch notebook binder; ream of lined, hole punched paper; two-pocket folder; BIC 0.7 mechanical pencils; any size jump drive. These are mandatory items that will help students organize the classroom experience and keep track of activities.

JUMP ON GETTING THESE ITEMS FOR THURSDAY CLASS!

Students will be expected to sign-in for every class and record their time of arrival. The instructor will not remind students to do this. Failure to sign in will result in significant loss of points during the term. Help each other remember this task. You are in charge of making sure that data about you is correct. This is not just for TOCC but also relates to grants, bills, credit reports, and other financial and personal transactions.



Aug 23 Thursday Introduction to IRW 90 class goals and concepts of time management, Time as Tool, Man in the Maze, the Black Box, Stair-stepping, and vocabulary lists. Class materials will be handed out. Read the ten-step handbook for getting good grades and write a paragraph on each of your three most important techniques from the handbook. Have this typed and ready to turn in on Tuesday, August 28. Group work will involve personal perceptions of time management strengths and weaknesses. Note the detailed scheduler

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from the Student Success Center to help you plan, anticipate, and think out your term obligations while picking up some cultural knowledge.

Note that the course will emphasize what to expect in upcoming college level writing classes while expecting you to improve in mechanics and concepts. Read and discuss features of Himdag in the TOCC catalog and interpret how these precepts relate to class work in IRW 90 and the community college experience. Turn in your responses to the prompt at the end of class session. WHAT IS GRADE TRACKING?

Be sure you have a good digital filing system set up in your jump drive to keep track of your various classes and your various drafts. Get with the instructor as needed to avoid needlessly losing or confusing your work. Bring your drive with you to every class so that you are ready to download and print assignments, work on papers, and pick up additional materials. Attach a colorful lanyard or keep the drive in a bag to avoid misplacing your electronic resource. Periodically backup your work onto a computer hard drive or other storage device.

Aug 28 Tuesday Explore the features of the textbook (Little, Brown Handbook 14th Edition – LBH), and online resources such as Purdue Online Writing Lab (OWL). MLA (Modern Language Association) assignment formatting will be introduced. Summary of learning opportunities for class is presented based on student diagnostic work submitted in the first class. Use prompt to write up characteristics of the textbook. Turn in handwritten at the end of class using single sided double spaced format. Use whole sentences with complete ideas to express your observations. Do not use pronouns that have no clear reference. Make sure sentences have subjects, verbs, objects, and periods and do not run into each other.

Introduction to American Indian College Fund (AICF) scholarship essays that are required to be completed for both IRW 90 and the AICF application. Handouts will be provided to prompt thoughtful responses to three short, three hundred word essays dealing with personal challenges plus individual academic, career, and community goals. MLA (Modern Language Association) and other style guides will be discussed. The process of essay writing will be introduced and the class session will focus on individual assistance to move each student's AICF essays forward. On-point brain storming, organizing and sequencing related ideas are part of the process.

Do not walk away from the possibility of no-strings financial support! Proceed with a sense of urgency. You do not have permission to waste time. (Jason Tutu at the Main Building, Main Campus, is the contact person for further information about the application process.) Scholarship awards of several hundred dollars are not guaranteed but are common.

The Sliding Scale of Certainty and Sliding Scale of Knowing will be introduced briefly in order to weave those concepts into essay writing. These ideas will be followed up in subsequent classes.

Aug 30 Thursday Guest speaker and experienced educator Dr. Anthony Osborn gives presentation on student-based learning. Use the class handout to prompt note taking and reflections on Dr. Osborn's content. The completed responses will be due on Tuesday, September 4. Always take notes about key ideas! Keep them in your notebook for review and as doorway to new thinking. Stay engaged, analyze what you do not understand and ask questions. Do not leave ignorance unattended. Think about take-aways from every talk and lecture you hear. Spend your time as an active participant in your learning experience. What points do you

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want to share and retain? Take charge of mastering your lessons. Use the resources around you to build your knowledge. Jump at the chance to learn.

Continue to work on the three AICF essays. Formulate specific questions if you encounter roadblocks in your thinking and organizing. How are you going to seek and find answers to questions about content and style? Re-read your handouts, review your notes, look at early chapters in the LBH about essay writing, and talk with instructors and peers for further guidance. Make appointments as needed at the Student Success Center to speak in greater depth with your instructor. The first drafts of the three essays are due on September 6. Put each essay in a separate Word file so that each can be uploaded easily into the AICF application. Check with Jason Tutu for timing of the application and other details. Be pro-active.

Sept 4 Tuesday Instructor will continue to discuss essay structure and explore themes and thesis statements. To gather data for the descriptive essay project, do campus walk around collecting notes about the environment and your mental response to various stimuli from hearing, seeing, smelling, touching, and tasting of the campus world. Form groups to discuss the outdoor experience and begin to write a two-page descriptive essay using organizing skills and outlining techniques presented in class. How do you go from random observations to a structured format?

The course syllabus with study prompt will be distributed and reviewed by today if not sooner. A response is due Tuesday, September 11. What are key elements of the syllabus? You will sign off that you have read the syllabus and understand the informal contract between student and instructor to achieve specific educational goals in IRW 90.

WHAT IS ETYMOLOGY AND WHY IS IT IMPORTANT?

Sept 6 Thursday Finish rough draft of two-page descriptive essay. Students will make brief individual standup oral presentations of descriptive perceptions and methods with class feedback. Submit typed rough draft of essay on Tuesday, September 11. If you are ever unable to turn in a hard copy of your work on time in class, visit the instructor at the Student Success Center (SSC). Hours will be given. The instructor is available four days a week. Otherwise, email your work. If you have only partially finished an assignment, get in what you have completed in a timely way for credit and feedback, and so you don't lose momentum or get down on yourself.

Using the LBH, identify features of proofreading for improving a draft. Write up and turn in a statement of your intention and commitment to use proofreading techniques. **DO NOT TURN IN AN ASSIGNMENT BEFORE RE-READING IT CRITICALLY, SUB-VOCALIZING, OR SHARING IT WITH ANOTHER READER.**

Submit completed rough drafts for each of the three AICF questions for instructor input. Corrected drafts will contain information about tense, sentence fragments, run-ons, comma splices, parallel construction, clear use of nouns, proper nouns, pronouns, improper capitalization, subject-verb agreement, and other grammar and mechanical issues that need to be studied and grasped by students. Use corrected papers as guidelines for improvement. Remember that you are asking someone for money so you want to follow their specific instructions and guidelines.

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Discuss Mavis Beacon training for more effective computer-based typing training. This is available at the Student Success Center (SSC) for free. See Amy. Typed papers are the norm in college level work and generally required in IRW 90 along with academic English, the standard for collegiate communications.

Introduction to the Felder Learning Styles handout: read and write short response paper on individual personal styles and form discussion groups. Turn in your response paper on Tuesday, Sept 11. Schedule when you are going to the Student Success Center (SSC) to take your learning styles quiz. Make two copies of your results: one for your analysis and one to turn in to the instructor. This is a requirement to help you understand your personal approach to learning and identify effective techniques that accommodate you specifically. Examine your typing abilities. As noted above, see Amy for guidance on Mavis Beacon.

Finish up typed feedback on syllabus and turn in Tuesday, Sept 11. Review your vocabulary list. What are the meanings of homonym, synonym, efficiency, and other words identified during readings?

Sept 11 Tuesday Read the provided handout on the word Himdag as a compound word with a unique etymology. Write a short response paper using a prompt to discuss: how does this content relate or not to your understanding of the word? Where is the “poetry” in the presented definition? What is meant by “poetry”? Turn in your handwritten work at the end of class.

Use LBH to review the parts of speech. Memorize them so that you will be on top of things in WRT 101.

Three articles on different journaling methods will be introduced and read by student groups. Oral summaries will be shared. A prompt will ask you to discuss what styles of journals you can use to be more effective in your studies, hobbies and personal scheduling. IN WHAT WAYS ARE YOU ALREADY JOURNALING? This is due in typed form on Tuesday, Sept 18.

First draft of descriptive essay will be returned to students for re-writing and submission on Thursday, September 13.

Sept 13 Thursday Continue classwork on journaling. This is due in typed form on Tuesday, Sept 18. Class time provided for studying and web-searches is not to be used for unfocused chatting, unrelated cellphone use, or long bathroom breaks. As discussed in our exploration of time management, using available time to accomplish pressing tasks keeps one from falling behind, rushing the study of important concepts and details, and missing out on key information.

Submit typed final draft of two-page descriptive essay which incorporates instructor comments. Class time may be available to wrap up essays. Four-week evaluation upcoming and brief student instructor conferences.

Introduce informative essay writing. What is your informative topic? Let’s review how to select a topic. See entry for Sept 18.

Sept 18 Tuesday Follow-up discussion on the informative essay project. Identify an informative essay topic that you have a personal interest in and can make a commitment to from beginning to end. Over several weeks, this will involve a first draft, a second draft containing revisions and new insights with three references, and plus oral interactions with classmates. Once a topic is chosen, it is locked in so that time is spent efficiently.

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Identify and commit to a compelling topic for the three-page informative essay. Class will continue discussing outlining, thesis statements, paragraphs, topic sentences, and essay conclusions. The expected merits and purpose of giving, listening to, and retaining information from oral presentations will be reviewed, including some elements of public speaking.

Each student will have time to collect thoughts on their topic, do a bit of online research, and then stand and make a brief oral statement on the general features of their essay and a possible outcome. Meanwhile, classmates will make concise, meaningful, whole sentence notations with supportive and constructive comments regarding their peers' oral presentations and turn this in at the end of class for copying and distribution. These remarks should focus on what were considered successful communication techniques and areas of improvement such as speaking louder, not slouching, avoiding stutter words, getting a better handle on the topic, and other sources of information. This entire exercise is to develop project buy-in and learning from each other to create better products and begin a network of common purpose.

Extensive individual help will be given to each student in order to build confidence and knowledge about the writing of each student's informative essay. The first draft is due Thursday, September 27.

One-month student conferences will be scheduled for this week at the Student Success Center (SSC) to review each student's performance, goals, concerns, and map out ways to improve where needed. There is no substitute for effort, curiosity, and follow-up.

Sept 20 Thursday Continue with essay and grammar topics, including review of outlining, thesis, conclusions, building paragraphs. Introduce the use of rubrics in self-evaluation of writing and speaking. Read "Superman and Me" by Sherman Alexie and write short response paper based on a prompt to stimulate group discussion of story content. Note Alexie's imagery dealing with paragraphs. The response paper is due Tuesday, September 25. Continue working through the informative essay process.

Sept 25 Tuesday Class grammar review from turned in and corrected student work. Informative essay help session. Time to ask questions and present current status of work. Use the jump drives to bring works in progress to class for further attention. Do not claim that your assignments are in another car, another pack, or forgotten at home or at another campus.

Sept 27 Thursday Finish up and submit the first draft of three-page informative essay. The informative topics will be made available to the library staff to help them select a few examples for demonstrating web-based research which will be the second stage of the informative essay project when the second draft is undertaken.

A new article of contemporary interest will be introduced with a study prompt. After reading the article, groups will be formed to discuss the content. The typed response paper will be a thoughtful consideration of the topic and will be due on Thursday, October 11. All the readings this term have some provocative or locally interesting element that should be of intellectual value to most of the class.

Oct 2 Tuesday FALL BREAK

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PLEASE NOTE: A "BREAK" means there are no scheduled classes. It does not mean that a student stops being involved with reading, work on essays, review, and general engagement with classwork to maintain scholastic continuity and productivity. It is a time to catch up and get ahead but at a more self-directed pace.

Oct 4 Thursday FALL BREAK

Oct 9 Tuesday Meet at the Main Campus Library at 9:00 am for a special session with the library staff: includes information about research topics, plagiarism, databases, library organization, library website access, peer-reviewed references. A short response paper will record and review the details of using varied library resources and be turned in Thursday, Oct 11. Use this precious time to get to know librarians, identify your areas of confusion, and find ways to get additional cited information about your informative essay topic. Do not look for reasons to run away from this unique learning situation. Catching up for missed classes or tardy attendance is difficult or impossible.

Instructor edits on the first drafts of the informative essay will be returned. Now is the time to begin the second draft which will contain needed revisions and new insights based on at least three references of different formats (web, print, journal, book, or other) and tutoring sessions at the SSC with the instructor to dig deeper into the essay style and content. A final oral presentation will evolve out of these efforts. Much of the work on the second draft will be done independently of the classroom projects. Students will be expected to check in with the instructor one on one before Tuesday, October 23 to be sure that the writing and referencing process is clear and being utilized and the essay is advancing to completion in a timely way.

Oct 11 Thursday Symbols Packet Handout will be distributed for group and individual work. This packet has twelve symbol illustrations that require interpretation, online research, focused discussions with instructor and peers. Take notes. Smart phone use will be encouraged as a research tool but personal use is not allowed unless on break. The instructor may ask if the phone is being used properly just to keep things on track. Related concepts will include similes, metaphors, and analogies.

Oct 16 Tuesday Continue study and interpretation of Symbols Packet. Ask questions as needed. Be attentive and creative in your studies. Turn in typed responses with packet notes using whole sentences on Tuesday, October 23.

Review for mid-term examination. What are your academic strengths and weaknesses? Formulate at least three written questions about class curriculum that identify your areas of uncertainty. Ask these questions verbally, write up your responses and turn in at the end of class. Take notes on peer questions as well.

Brief student conferences and performance reviews are scheduled at the Student Success Center this week. Prepare to turn in any late assignments without fail. This rule is to illustrate a principle that students will encounter in later classes and life situations: timeliness and adherence to timeframes in authority situations.

Oct 18 Thursday Mid-term examination.

An additional contemporary reading with a prompt exercise may be scheduled as time permits. Submission date TBA (to be announced).

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Oct 23 Tuesday Instructor returns mid-term examinations for student revision in class. Mid-term content is discussed in detail. Much of the test emphasizes mechanics and COPS. Turn in the Symbols Packet exercise.

Students will report verbally in class on the status and needs for completing the second draft of the three-page informative essay with typed reference page and research ideas incorporated in the writing. Group work will follow to exchange ideas about essay techniques using classmate, instructor, and LBH ideas. This session should assist students in wrapping up their essays.

It is strongly expected that every student will have met with the instructor at the SSC, done the required research and examination of the Sources Cited tools in Word and LBH and be close to finishing the three-page paper.

Oct 25 Thursday Revised mid-terms are re-submitted by students for improved averaging of final mid-term grade. Eight-week evaluation is upcoming and brief conferences to assess student progress can be scheduled. Read up-to-date article from a periodical, form discussion groups, use prompt and write short response paper, typed and due Tuesday, October 30.

Oct 30 Tuesday Turn in second and final draft of informative essay for grading. Moving forward, all classwork will be given a numerical grade reflecting content, style, and mechanics.

Nov 1 Thursday Active reading of relevant article from current source; form discussion groups and write short response paper. Revisit grammar issues and use LBH for appropriate exercises.

Nov 2 Friday Withdrawal deadline for IRW 90: used for student or instructor discretion based on term performance and possible obstacles to completion of work.

Nov 6 Tuesday Presentation of the Naturalistic Objects project and related handouts to guide note taking for questions and interpretations that will go into the extended response paper. The objects cover a variety of textures, materials, colors, content, craftspeople, and histories related to indigenous and connected themes. These can be compared, contrasted, researched, and discussed for greater understanding of the objects, their environments of creation, their purposes, and the mindset of the people who created them. Photos are encouraged for further examination when away from class.

Nov 8 Thursday Continued work with hands-on Naturalistic Objects project. Develop details and reflections using a typed multi-page output in response to questions in handout and your own insights. Wrap up note taking, interpretations, and rough drafts. Continue to ask questions of instructor, peers, and formulate good searches for your computer and smart phone research. Phones are not to be used for personal reasons except during breaks. Turn in assignment in the following week as it is finished. Visit instructor at the SSC for further exploration. Continue to use photos to support writing descriptions and comparisons.

Nov 13 Tuesday Public speaking: TOCC faculty member and guest speaker Gaye Bumstead-Perry will visit. A prompt will be available and the response write-up is to be completed in class and turned in. Speaker will present useful techniques on preparing and delivering talks, interacting with audiences, and overcoming fears associated with public speaking.

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Nov 15 Thursday First draft of typed paper on Naturalistic Objects project is due this week and will be graded for content, style, and mechanics. Depending on class needs, an appropriate poetry reading from the Tribal Journal with prompt may be introduced that speaks of Canyon DeChelly on the Navajo Reservation. Pay careful attention to studying instructor's comments on your papers.

Nov 20 Tuesday Read appropriate contemporary article, form discussion groups, use study prompt and write short response paper that is typed and due Tuesday, November 27. Use LBH to explore current topics of interest, including grammar and vocabulary reviews. Allow some class time for catching up with assignments. Ask questions.

Nov 22 Thursday Thanksgiving

Nov 27 Tuesday Each student will make a five to ten-minute class presentation based on their informative essay content, using the public speaking tips from Gaye Bumstead-Perry's talk of November 13 and instructor handouts. Visuals or other aids can be useful. Classmates will follow the normal response format and turn in supportive and constructive feedback at end of class for copying and distribution, using complete sentences with clear use of nouns and pronouns. A public speaking rubric will be used to evaluate each talk.

Nov 29 Thursday Continue five to ten-minute class presentations based on informative essay content.

Introduction to argumentative essay writing and other styles that are likely to be encountered in upcoming writing classes such as biographical, process, and social critique. WHAT IS A BASIC CONSIDERATION IN WRITING AN ARGUMENTATIVE (PERSUASIVE) ESSAY? Consider a topic you are passionate about that has at least two strongly opposing viewpoints. Present aspects of both sides of the debate.

Dec 4 Tuesday Selection and presentation of argumentative essay ideas based on class and online interactions. Handouts and discussion of argumentative essay formats or models is to be discussed. Retain your handouts to help make a smooth transition to WRT 101 and WRT 102. Develop an argumentative thesis statement and rough outline. Identify possible sources of research. Instructor will assist.

Final class study session. Complete and turn in outstanding work.

Dec 6 Thursday Review for final exam. Come with any and all questions. Review your previous assignments.

Thesis statement and outline of argumentative essay are due, including preliminary research sources and strategies. A completed first draft of an argumentative essay will earn extra credit but is not required.

Dec 11 Tuesday Final examination. (Dec 18 Tuesday: Final grades from instructor are due.)

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