



## Basic Course Information

<b>Semester:</b>	Spring 2026	<b>Instructor Name:</b>	Ingrid Bairstow
<b>Course Title &amp; #:</b>	English C1001: Critical Thinking and Writing	<b>Email:</b>	Ingrid.Bairstow@imperial.edu
<b>CRN #:</b>	21443	<b>Webpage:</b>	n/a
<b>Classroom:</b>	303	<b>Office #:</b>	2799
<b>Class Dates:</b>	Feb. 17 - June 12, 2026	<b>Office Hours:</b>	Mon 1-3 Tues 5-6 Wed 1-2; 5-6
<b>Class Days:</b>	Monday & Wednesday	<b>Office Phone #:</b>	760-355-6337
<b>Class Times:</b>	11:20 am -12:45 pm	<b>Emergency Contact:</b>	Lency Lucas- 760-355-6337
<b>Units:</b>	3	<b>Class Format/Modality:</b>	Face-to-face

*"Everything can be taken away from a [hu]man but one thing: the last of the human freedoms—to choose one's attitude in any given set of circumstances, to choose one's own way."*

**- Viktor Frankl**

## Course Description

In this course, students receive instruction in critical thinking for purposes of constructing, valuating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first year college writing course. (Formerly ENGL 201)(C-ID: ENGL 105) (CSU/UC)

Additional Description Information:

Limitation on Enrollment: Course not open to students with a "C" or higher in English 204.

## Course Prerequisite(s) and/or Corequisite(s)

**PREREQUISITES:** - College-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent, including, ENGL 105 or ENGL C1000 or ESL 108 - with a grade of "C" or better.

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness.
2. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies.
3. Demonstrate command of rules regarding plagiarism and academic ethics.



## Course Objectives

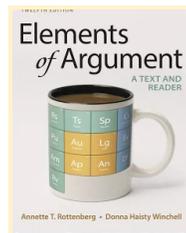
Upon satisfactory completion of the course, students will be able to:

1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

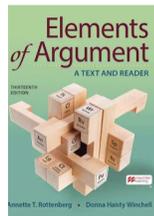
## Textbooks & Other Resources

The following **2** textbooks are required for this course:

1. Rottenberg, Annette T.. 2020. ***Elements of Argument***. 13th (Discipline Classic) St. Martin's. ISBN: 978-1319214739.



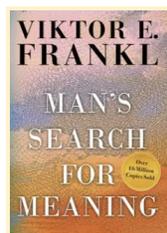
2014



2020

**Note:** This is the print version. You can purchase whichever copy that you prefer working with, but the eBook is recommended so that you get it right away and so that you can annotate as you read; they have a digital copy for rent on [VitalSource](#) for \$39. You can also find a physical copy for rent for \$15 on [Valore \(Chegg\)](#), \$37 on [Abe](#) and around the same price on Amazon. If you search around a bit, you may even find it cheaper than that.

2. Frankl, Viktor E., 2006. ***Man's Search for Meaning***. Beacon Press. ISBN: 978-0-8070-1427-1  
o You can also purchase this text in print or eBook. It's \$10 on [Amazon](#).



- You need access to a computer with internet, Canvas, and Microsoft Word (Word is provided free via your student account; computers are available in the IVC library if you do not have one.)
- I recommend an online dictionary to assist you with spelling and vocabulary as you write this semester. All other resources, MLA formatting guides, texts, Grammar Handbook, and other documents needed to complete this course will be provided to you through Canvas.

## Optional-resources and tools:

### MLA:

- [The OWL: Purdue Online Writing Lab](#)
- MLA Handbook (OFFICIAL) 9th Edition by The Modern Language Association (Author) Publisher : Modern Language Association of America; 9th edition (April 22, 2021) ISBN-13 : 978-1603293518

### Online dictionaries:

- [Webster's New World College Dictionary](#)
- [Miriam Webster Dictionary](#)
- [Grammar handbook](#)

### Other online resources:

- [Hypothes.is](#) (online annotator)

## Course Requirements and Instructional Methods

This course is an intermediate college-level English course with an emphasis on critical thinking and argument. The course will explore thought-provoking themes such as: resilience, hope, adversity, and transcendence, and how these ideas are affected by individual perspective; much of your work will be based on these concepts.

In this **face-to-face** English C1001 course, subject matter and skills are introduced and practiced in the classroom. Instructional methods include lectures, videos, demonstrations, whole class discussions, assignments, journals, and feedback on written work. **Completion of assignments and participation is required to pass the class.**

On average, you should plan to spend around **6-9 hours doing homework and assignments each week.**

We will be reading ***Man's Search for Meaning (MSM)***, by Viktor Frankl alongside our course textbook, ***Elements of Argument (EOA)*** and additional texts. You will be provided with reading guides and graphic organizers within Canvas that you will use as you read. *Your reading guides should be completed on time each week as they are imperative to your discussions, understanding of the material, and overall grade.* You will also have homework modules, quizzes, and other assignments based on the weekly coursework and readings.

The course modules on Canvas consist of **3 main tasks** that are due **weekly by Sunday @ 11:59 pm:**

- Discussion posts/responses-** your response to various topics related to class lecture videos and readings
- Readings and Reading guide/graphic organizers-** guiding questions based on our novel (*Man's Search...by Victor Frankl*)
- Quizzes-** short quizzes on weekly readings, lectures, and grammar: *these quizzes are low-stakes*, meaning you can use your books and take them as many times as you want to get 100% (part of each weekly module)

In addition, you will have the following assignments to complete throughout this semester:

- Essays**
  - **Rhetorical analysis:** you will analyze an argument: 500-700 words;
  - **Rogerian argument** (claim of value): you will build an argument based on middle ground as a compromise: 600-800 words;

- **Policy claim:** using a balance of value and fact based claims and support you will research an issue and come up with a solution in the form of a policy proposal: 700-900 words.
- ☐ **Midterm:** Creative Project: you will create a piece of art, literature, writing, film, or music and write a short paragraph connecting it to MSM themes discussed during the semester
- ☐ **Final:** Reflective paper based on *Man's Search for Meaning*
- ☐ **WWS (Writing workshops):** these are hands-on workshops that are meant to allow you additional time to apply your writing skills- they are based on various concepts;
- ☐ **WRIPs (Writing and Reading in Practice):** short, various comprehension tasks related to textbook readings;
- ☐ **Self-evaluations:** a reflective assessment of one's own work, due after each major essay you write;
- ☐ **Journals/Reflections:** various writing prompts that will be provided each week for you to write about (based on the course topics and readings)

### Course Grading Based on Course Objectives

This course uses a percentage-based grading system. Your final grade reflects your performance across major writing assignments, critical reading work, applied reasoning activities, and assessments of academic ethics. All major essays and the final assessment must be submitted in order to pass the course.

<b>Grading Scale:</b>	90-100% = A	80-89%= B	70-79%= C	60-69%= D	Below 60= F
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Category	What This Assesses	Course Objectives & SLOs	% of Final Grade
<b>Major Essays (3)</b>	Argument analysis, evidence use, reasoning, fallacy control, revision	SLOs 1-3; Objectives 1, 4, 5	<b>30%</b>
<b>Final Assessment</b>	Synthesis of critical reasoning, ethical use of sources, argumentative effectiveness	SLOs 1-3; Objectives 1, 4, 5	<b>15%</b>
<b>Reading Guides</b>	Critical reading, argument identification, evaluation of evidence	SLO 1; Objectives 1, 3	<b>15%</b>
<b>Writing Workshops &amp; WRIP Activities</b>	Drafting, revision, rhetorical awareness, applied reasoning	Objectives 2, 5	<b>15%</b>
<b>Quizzes &amp; Midterm</b>	Core concepts: reasoning types, fallacies, academic ethics	SLOs 1 & 3; Objectives 1, 2	<b>10%</b>
<b>Discussions &amp; Journals</b>	Reflection on thinking, bias awareness, ethical reasoning, metacognition	SLO 2; Objective 2	<b>10%</b>
<b>Self-Evaluations</b>	Reflection on learning, revision choices, ethical writing practices	SLO 2; Objective 2	<b>5%</b>

**\*\*Extra credit opportunities may be provided throughout the semester at my discretion**

### Academic Honesty (Artificial Intelligence -AI)

#### Complete Your Own Coursework - Most important

***When you register and log- into Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor)***

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism (unless you have been instructed to do so by your instructor). Moreover, you learn through practice, feedback, and making mistakes, not copy and paste; so, it is in your best interest to do your own work!

You may not be aware but Bing, Google, Grammarly, and other grammar checkers use AI to change the structure, voice, tone, and purpose of your writing. If you are using one of these applications to check your spelling or grammar, it is considered using AI and it will flag in our AI detector as being AI, even if that was not your intention. Please avoid using Grammarly to do anything other than check your spelling (which is OK) and use caution when searching or performing other tasks using the above sources.

**ASK QUESTIONS! SECOND MOST IMPORTANT:** *In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.*

With that being said, **any unauthorized AI use will require your work to be redone.** If it occurs again after the first instance it may lead to a conversation with the administration. AI flagged papers will not be graded until a conversation has taken place. It is in your best interest to avoid the use of AI unless it is used during a guided activity with the professor.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor for assistance.

We are here to support you and ensure that you have equal access to all course materials.

### Course Policies

#### Attendance

- This is an in-person, face-to-face course. You are required to attend classes to successfully complete the course.
- After the first week, it is the student's responsibility to drop or officially withdraw from the class.
- Attendance is critical to student success and for IVC to use federal aid funds. Regular attendance is expected. A student whose continuous, **'unexcused'** absences exceed the number of hours the class is scheduled to meet per week *may* be dropped.
- *(For this class = we meet 6 hours = **6 absences without talking to the teacher results in the teacher may drop the student.** Easy fix = talk to the teacher if you can't attend.)*

Please let me know if you have extenuating circumstances that might prevent you from completing assignments weekly

### **Due Dates/ Late Assignments:**

**Modules:** Modules are due by **11:59 pm every Sunday**: Most work can be turned in late with a point deduction of **1%**. \*Readings and guides should be completed on time to be prepared for discussions. Discussions will not be accepted late unless you communicate with me prior to the deadline. Keep in mind that Canvas assignments are designed to assist you with your work and essay writing; turning them in late may hinder your learning process.

**Essays:** Essays, and other writings are due according to the dates listed on the schedule found below. They will be accepted late, but keep in mind *you may not receive feedback right away if you turn them in late and you may miss out on peer feedback altogether*; there will be a 1% point deduction every day it is late, unless there are exceptions.

- **Please note:** Essays will not be accepted after **2 weeks** without prior approval, so be sure to plan ahead and let me know if you have extenuating circumstances.

### **Additional information:**

- Let me know if you need additional accommodation in this online course and I will do my very best to assist you
- Essays must be uploaded into the correct module in Canvas and must be in a *.doc format (Word file)*. I cannot access Google Docs or other formats so please ensure you are using the right format for all your work. I also do not accept photos or screenshots of your work as they cannot be run through the plagiarism checker, and I cannot provide feedback on a photo.

### **Netiquette (online etiquette) and Classroom behavior:**

- This is an argument-focused critical thinking course, so you will see a diverse pool of individual perspectives being expressed in discussions and papers you peer-edit; respect your fellow classmate's opinions; if you disagree, do so respectfully
- Do not use all caps as this comes across as yelling and is rude
- Do not use foul language or verbally attack another student
- Any disregard of these rules will not be tolerated

### **Other Course Information**

**Important dates and deadlines:** (fill in correct dates)

- Last day to add is: **Feb. 28**
- Deadline to drop with a "W" is: **May 17**
- No classes: **April 6 & 8** (Spring Break); **May 25** (Memorial Day)

### **How to communicate with your professor (outside of office hours):**

- **Emails and Canvas messages** will be answered within 24 hours M-F; weekends may take a little longer or may not receive a response until Monday ;
- **Pronto** messages will be answered within several hours on weekdays; (my favorite method to communicate) ;
- **Office hours:** Mon 1-3; Tues 5-6; Wed 1-2; 5-6; other times by appointment
- **Zoom meetings** can be arranged with at least 24 hours advance notice

### **Financial Aid**

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



### \*Anticipated Class Schedule/Calendar

\*Subject to change

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/ Homework assignments
<b>Week 1 2/18</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduction</b> to class: syllabus/assignments/Canvas</li> <li><input type="checkbox"/> <b>Introduction</b> to <i>Elements of Argument</i> textbook (EOA) Ch. 1 (pp. 3-19)</li> <li><input type="checkbox"/> <b>Introduction</b> to <i>Man's Search for Meaning</i> (MSM); PP Presentation: Author Introduction</li> <li><input type="checkbox"/> <b>MLA Review:</b> (in-text citations, works cited entries, format) (EOA:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Ch. 15: pp. 423-443)</li> </ul> </li> </ul>	<p>All Module 0 &amp; 1 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> · Syllabus</li> <li><input type="checkbox"/> · Course Overview</li> <li><input type="checkbox"/> · Author Introduction PowerPoint</li> <li><input type="checkbox"/> · EOA PowerPoint</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Mod 0 &amp; Mod 1</b> tasks</li> <li><input type="checkbox"/> Complete first attendance discussion to remain in class (<b>due by 11:59 pm 2/18</b>)</li> </ul>
<b>Unit 1: Understanding Argument</b>		
<b>Week 2 2/23 &amp; 25</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>MSM: FOREWORD</b>, Harold Kushner, Preface</li> <li><input type="checkbox"/> <b>Auschwitz</b> video</li> <li><input type="checkbox"/> <b>Pre-reading</b> writing assignment on MSM</li> <li><input type="checkbox"/> <b>Prereading:</b> Critical Reading of Written Arguments (open mind reading, content and structure, summarizing, evaluating) (Ch. 2 pp. 20-40); Multimodal Arguments (Ch. 3)</li> </ul>	<p>All Module 2 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Elements of Argument (EOA): Ch. 2</b> (pp. 20-40) **See Canvas for specific details</li> <li><input type="checkbox"/> <b>Man's Search for Meaning (MSM):</b> Foreword, preface</li> </ul> <p><b>Assignments:</b></p>

		<input type="checkbox"/> Mod 2 tasks
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<p><b>Week 3</b> 3/2 &amp; 4</p>	<p><input type="checkbox"/> <b>Argument analysis</b> (thesis, main claim), planning (structure, support, source integration) (Ch. 4 pp. 89-124)</p>	<p>All Module 3 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(EOA): Ch. 4</b> (pp. 89-124)</li> <li><input type="checkbox"/> <b>(MSM): pp. 3-18:</b> Experiences in a Concentration Camp: Arrival and first days in camp</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mod 3 tasks</li> <li><input type="checkbox"/> MSM Reading <b>guide #1</b></li> </ul>
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<b>Unit 2: Writing Argument</b>		
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<p><b>Week 4</b> 3/9 &amp; 11</p>	<p><input type="checkbox"/> <b>Approaches to argument</b> (Aristotelian Rhetoric, Rogerian, Stasis Theory, Toulmin) (Ch. 5 pp. 129-163)</p>	<p>All Module 4 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <p><b>(EOA):</b></p> <ul style="list-style-type: none"> <li>· <b>Ch. 5</b> (pp. 129-163)</li> <li>**See Canvas for specific details</li> </ul> <p><b>(MSM):</b></p> <ul style="list-style-type: none"> <li>· <b>pp. 18-37:</b> Experiences in a Concentration Camp: Apathy, inner life, and spiritual focus</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>· Mod 4 tasks</li> <li>· MSM Reading <b>guide #2</b></li> <li>· <b>Essay #1:</b> Rhetorical analysis rough draft <b>due</b> _____</li> </ul>
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<p><b>Week 5</b> 3/16 &amp; 18</p>	<p><input type="checkbox"/> <b>Logic</b> (induction, deduction, fallacies) (Ch. 12 pp. 319-358)</p>	<p>All Module 5 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(EOA): Ch. 12 (pp. 319-358)</b></li> <li>**See Canvas for specific details</li> <li><input type="checkbox"/> <b>(MSM): pp. 37-53:</b> Experiences in a Concentration Camp: Coping mechanisms and fate</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mod 5 tasks</li> <li><input type="checkbox"/> MSM Reading <b>guide #3</b></li> <li><input type="checkbox"/> <b>Essay #1:</b> Final with revision feedback <b>due</b> _____</li> </ul>
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<p><b>Week 6</b> 3/23 &amp; 25</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Claims</b> (fact, value, policy) (Ch. 6 pp. 167-189)</li> <li><input type="checkbox"/> <b>Policy claim</b> essay information</li> </ul>	<p>All Module 6 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(EOA): Ch. 6</b> (pp. 167-189) **See Canvas for specific details</li> <li><input type="checkbox"/> <b>(MSM): pp. 53-72:</b> Experiences in a Concentration Camp: Meaning in suffering and future orientation</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mod 6 tasks</li> <li><input type="checkbox"/> MSM Reading <b>guide #4</b></li> <li><input type="checkbox"/> <b>Essay #1:</b> Self-evaluation <b>due</b> _____</li> </ul>
<p><b>Week 7</b> 3/30 &amp; 4/1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Support</b> (evidence, appeals to needs/ values) (Ch. 7 pp. 191-225)</li> <li><input type="checkbox"/> <b>Maslow's Hierarchy</b></li> </ul>	<p>All Module 7 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(EOA): Ch. 7</b> (pp. 191-225) **See Canvas for specific details</li> <li><input type="checkbox"/> <b>(MSM): pp. 72-93:</b> Experiences in a Concentration Camp: Release, freedom, and the aftermath</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mod 7 tasks</li> <li><input type="checkbox"/> MSM Reading <b>guide #5</b></li> <li><input type="checkbox"/> <b>Midterm</b> project DUE _____</li> </ul>
<p>4/6 &amp; 8</p>	<p><b>NO CLASS - SPRING BREAK</b></p>	<p><b>ENJOY THE BREAK!</b></p>
<p><b>Week 8</b> 4/13 &amp; 15</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Assumptions</b> (principles, widely held, analyzing) (Ch. 8 pp. 227-246)</li> <li><input type="checkbox"/> <b>Psychology lens:</b> Critics of Frankl</li> </ul>	<p>All Module 8 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>(EOA): Ch. 8</b> (pp. 227-246) **See Canvas for specific details</li> <li><input type="checkbox"/> <b>(MSM): pp. 97-134:</b> Logotherapy and Tragic Optimism</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mod 8 tasks</li> <li><input type="checkbox"/> MSM Reading <b>guide #6</b></li> </ul>

<p><b>Week 9</b> 4/20 &amp; 22</p>	<p><input type="checkbox"/> <b>Structure</b> (parts and organizing an argument) (Ch. 9 pp.248-266)</p>	<p>All Module 9 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <p><input type="checkbox"/> <b>(EOA): Ch. 9</b> (pp. 248-266) **See Canvas for specific details</p> <p><input type="checkbox"/> <b>(MSM): pp. 137-154:</b> The Case for Tragic Optimism</p> <p><b>Assignments:</b></p> <p><input type="checkbox"/> Mod 9 tasks</p> <p><input type="checkbox"/> <b>Essay #2:</b> Rogerian argument rough draft with tutor check: DUE: _____</p>
<p><b>Unit 3: Strengthening Argument</b></p>		
<p><b>Week 10</b> 4/27 &amp; 29</p>	<p><input type="checkbox"/> <b>Language</b> (emotive, connotation, slanting, figurative, concrete and abstract) (Ch. 10 pp. 269-299)</p>	<p>All Module 10 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <p><input type="checkbox"/> <b>(EOA): Ch. 10</b> (pp. 269-299) **See Canvas for specific details</p> <p><b>Assignments:</b></p> <p><input type="checkbox"/> Mod 10 tasks</p> <p><input type="checkbox"/> <b>Essay #2:</b> Final with revision feedback DUE _____</p>
<p><b>Week 11</b> 5/4 &amp; 6</p>	<p><input type="checkbox"/> <b>Definition</b> (purpose, defining terms, strategies) (Ch. 11 pp. 302-317)</p>	<p>All Module 11 assignments and readings Due by <b>Sunday @11:59 pm:</b></p> <p><b>Readings:</b></p> <p><input type="checkbox"/> <b>(EOA): Ch. 11</b> (pp. 302-317) **See Canvas for specific details</p> <p><b>Assignments:</b></p> <p><input type="checkbox"/> Mod 11 tasks</p> <p><input type="checkbox"/> <b>Essay #2:</b> Self-evaluation <b>due</b> _____</p>
<p><b>Unit 4: Incorporating Research and Revising Argument</b></p>		

<b>Week 12</b> <b>5/11 &amp; 13</b>	<input type="checkbox"/> <b>Essay Planning &amp; Research</b> Review (finding an appropriate topic, initiating research, finding & evaluating sources, taking notes) (Ch. 13 pp. 363-397)	All Module 12 assignments and readings Due by <b>Sunday @11:59 pm:</b>  <b>Readings:</b> <input type="checkbox"/> <b>(EOA): Ch. 13</b> (pp. 363-397) **See Canvas for specific details  <b>Assignments:</b> <input type="checkbox"/> Mod 12 tasks <input type="checkbox"/> <b>Essay #3:</b> Policy Claim rough draft <b>due for peer review</b> _____
<b>Week 13</b> <b>5/18 &amp; 20</b>	<input type="checkbox"/> <b>Drafting, revising, and presenting arguments</b> (Ch. 14 pp. 400-422) <input type="checkbox"/> <b>Peer editing</b>	All Module 13 assignments and readings Due by <b>Sunday @11:59 pm:</b>  <b>Readings:</b> <input type="checkbox"/> <b>(EOA): Ch. 14</b> (pp. 400-422) **See Canvas for specific details  <b>Assignments:</b> <input type="checkbox"/> Mod 13 tasks <input type="checkbox"/> <b>Essay #3:</b> Policy Claim Final with revision feedback <b>due</b> _____ <input type="checkbox"/> <b>Essay #3:</b> Self-evaluation <b>due</b> _____
<b>Week 14</b> <b>NO SCHOOL</b> <b>5/25</b> <b>5/27</b>	TBA	TBA
<b>Week 15</b> <b>6/1 &amp; 3</b>	<b>Review</b>	<b>Review</b>
<b>Week 16</b> <b>6/8 &amp; 10</b>	<b>Final Exam</b>	All late assignments Due by <b>June 10 @11:59 pm:</b>  <input type="checkbox"/> Final Reflection <input type="checkbox"/> Any late/make-up assignments due