

## **English 110, Imperial Valley College, Fall 2014**

Saturdays: 8:15-12:15 AM in Room 3400

**Instructor: Jay Lewenstein**

Message Phone: English Division 355-6224

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**Class goals and objectives:** We will follow a performance-based curriculum that emphasizes the tools and skills needed to excel in the art of written communication. Upon successful completion of this course, you will write with the clarity, purpose and desire you need to succeed in both school and the job.

### **English 110 Student Learning Outcomes**

1. Compose a multi-paragraph essay that responds to a prompt and is structured around a controlling idea or thesis.(ILO1, ILO2, ILO5)
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences.(ILO1, ILO2)
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials.(ILO1, ILO2, ILO3, ILO4)
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading.(ILO1, ILO2, ILO4, ILO5)

### **Required texts:**

Boyle, T.C., The Tortilla Curtain

Kirzner and Mandell, Patterns for College Writing, 11<sup>th</sup> edition

Patterson, James. English (9) Handbook – Only \$3.00 – Buy it at Reprographics.

Webb, Miller, Hodges Harbrace Handbook, 17<sup>th</sup> edition

Patterson, James. English (9) Handbook – Only \$3.00 – Buy it at Reprographics.

### **Required materials:**

Standard 8x10 hardcover composition book (your writing journal!)

Good, strong 3-ring binder – writing/reading/study instruments; pens, highlighters, glue sticks... a good college dictionary is recommended.

### **Helpful websites:**

1. [planetmexicali.squarespace.com](http://planetmexicali.squarespace.com)
2. [myskillstutor.com](http://myskillstutor.com)
3. [dianahacker.com](http://dianahacker.com)
4. [owl.english.purdue.edu/](http://owl.english.purdue.edu/)
5. [shelfari.com](http://shelfari.com)
6. blackboard

### **Your keys to success ( a fast seven..):**

1. **Attendance:** You are expected to attend and participate in each class meeting. It's critical that you arrive on time, prepared and ready to learn. **Students will be DROPPED after 2<sup>nd</sup> absence or fourth tardy** (students dropped for excessive absences after the last day to drop with a 'W' will receive an 'F' for the course.)
2. **Homework and Classwork:** You will raise your skill levels (and your grade!) by completing all assigned work. All writing exercises, reading responses, journal entries are directed towards meeting the state standards. You are

responsible for turning in all homework at the beginning of each class. In class assignments must be completed with the required time-frames. Please refer to new “etudes” online assignments on a weekly basis. No late work will be accepted.

3. **Writing journals:** By keeping track of your writing assignments, you will be able to build on your ideas and reinforce your skills. The journal will prove to be an important learning tool. Notes taken in class and specific informational charts pasted to your pages will help you develop through the course of the semester (and information registered will come in handy on open-note quizzes!)
4. **Participation:** Each class will offer specific activities that will invoke your participation: classroom discussions, partner talk, peer review, jigsaw analysis... Don't hesitate to share. Get involved. Your participation is required.
5. **Writing Projects:** Throughout the course of the semester there will be specific papers that will be assigned for specific purposes and specific due dates. Late work will be penalized up to 50 per cent.
6. **Blackboard: The Tortilla Curtain Project** Read and respond online to T.C. Boyle's *Tortilla Curtain*. Keep your eye out for online discussion board assignments. Develop your patterns of development. Build up your grade with multiple choice quizzes. All due dates are final.
7. **myskillstutor.com:** Stay up on your assignments according to the schedule in your syllabus. Quiz results will be reviewed and graded at the end of each week. (Absolutely no late work will be accepted!)
8. **planetmexicali.squarespace.com:** Stay tuned for daily homework assignments and extra credit opportunities. A great way to raise your grade and skill levels!

#### **Disability notice:**

“Any student with a documented disability who many need educational accommodations should notify the instructor of the Disabled Student Programs and Services (DSP&S) office as soon as possible.” DSPS Department, room 2117, Health Sciences Building. 355-6312

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#### **Grading policies:**

<u>Assignment:</u>	<u>Point Value:</u>
Homework (HHH, myskills..)	10-30
In-class participation (peer edit, jigsaw..)	20-30
On-line participation (myetudes.org)	20-30
In-class quizzes	50-100
Midterm exams	300
Essays	300
Research Paper	500
Essay final exam	300
Extra Credit (planetmexicali, shelfari..)	10-20 (100 pts. maximum)

#### **Simple Rules:**

1. Be accountable! Any critical emergencies that may prevent you from attending class should be communicated through e-mail or phone number listed above. Work performed in class will be critical to your grade.
2. Do your own work! No one may type or edit your papers for you. Help and support is available in the Jean Raulston Reading/Writing Lab. Be careful. The penalty for plagiarism involves dismissal from the class.

3. Absolutely no food or drink in the class, including bottled water, as per college policy.
4. Be respectful to others: No cell phones, beepers, walkmans, or other interruptions that take away from the learning of others.
5. Don't miss class. Be on time. Many in-class activities for credit can not and will not be repeated.

## **MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":**

Student will be able to:

1. Student will demonstrate the use of discovery techniques in writing and interpret readings, thereby developing his/her own point of view for further writing.
2. Student will show supporting details in his/her own writing as well as identify and evaluate supporting details in the writing of others.
3. Student will apply the principles of essay structure, focusing on introduction-body conclusion, thesis statement, rhetorical modes, and will be able to identify, analyze, and apply the principles of essay coherence in others' and own writing.
4. Student will identify logical fallacies and apply the principles of the nature of evidence, as well as identify and analyze, essay coherence, especially in relation to tone, purpose, and audience.
5. Student will develop text interpretation supported by citations, synthesized with the study and application of research documentation and library skills to produce a research paper.
6. Student will practice connotative and figurative language, while writing for an academic audience requiring carefully edited sentences.
7. Student will write a series of at least 4 essays, incorporating the rhetorical modes, along with a persuasive research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries; journals or other assigned writing may be used to meet the requirement.
8. Student will participate in a number of activities and areas of study as deemed appropriate by the instructor.

### **Jay's Blackboard Writing Projects**

– designed to enhance both your literary and professional skills.

#### **1. 10 Blackboard Discussions**

- a. Be prepared to respond to weekly writing prompts. Follow Jay's step-by-step instructions (300 words/ 40 points)
- b. Respond to two of your classmates (100 words each/ 20 points)

#### **2. 5 Blackboard Blogs**

- a. Convert specific in-class writing assignments into a blog entry.
- b. In-class writing to be reviewed on site (500 words/ 50 points)
- c. Online blog entry (500 words/50 points)

#### **3. 2 Blackboard Group Wiki Pages**

- a. Work in groups to develop wiki page
- b. Students divide 6-8 components of writing assignment between themselves.
- c. In-class writing to be reviewed on site (500 words per student/ 100 points)
- d. Online Wiki page entry (500 words per student/ 100 points)

Please Note: Keep an eye on Blackboard deadlines. Late work will be penalized by 50 percent

Your day-by-day semester agenda:

<b>Week #1</b> <b>Date: Aug. 23</b>	<b><u>Discussion:</u></b> <b>Introduction, syllabus review of standards</b>	<b><u>Introductory Activity:</u></b> "Two Truths and One Lie"	<b><u>Reading for Writing:</u></b> "Losing Myself"
	<b><u>In-class Writing:</u></b> Tattoos	<b><u>BlackBoard:</u></b> Discussion: Two Truths and One Lie	<b><u>Myskills:</u></b>

<b>Week #2</b> <b>Date: Aug. 30</b> <b>NO CLASS!</b> <b>Labor Day Holiday</b>		<b><u>Sentence Skills:</u></b> <b>Parts of Speech</b> <b>HHH – 1a</b>	<b><u>Reading for Writing:</u></b> <b>4 Tattoos</b>
<b>Quiz #1</b> <b>Brother Outsider (50 points)</b>	<b><u>Tortilla Curtain</u></b> <b>chapters 1,2; quizzes 1,2</b>	<b><u>BlackBoard:</u></b> Discussion: "Book out of your Past"	<b><u>myskillstutor.com.</u></b> <b>writing - sentence structure: pretest + 14 exercises</b>

**Assignments:**

- Complete practice quiz- grammar parts of speech
- HHH – 1a, exercise 1, p 13.
- Writing: two- page Cause/Effect freewrite (typed!)
- Patterns: Read Amy Tan's "Mother Tongue", pp 487-494. Be prepared for reading response question (20 points)

<b>Week #3</b> <b>Date: Sept. 6</b>	<b><u>Discussion:</u></b> <b>elements of essay – Thesis statements (TS) Topic sentences (ts)</b>	<b><u>Sentence Skills:</u></b> <b>Combining Sentences:</b> <b>HHH – 1e, 1f, 1g, 1h</b>	<b><u>Reading for Writing:</u></b> <b>"Only a Daughter"</b>
<b>Quiz #2</b> <b>Amy Tan (50 pts)</b>	<b><u>Tortilla Curtain</u></b> <b>chapters 3,4; quizzes 3,4</b>	<b><u>Blackboard:</u></b> Discussion: "culture crash"	<b><u>myskillstutor.com</u></b> <b>writing – clear writing and paragraphs</b>

**Assignments**

- HHH: section 1g- complete exercise 6, p 45
- Create formal outline for Cause and Effect Essay (typed!)
- Write rough draft of first paragraph (3/4 page typed!)
- Patterns: Read Malcom X's "My First Conk", p 282-284

<b>Week #4</b> <b>Dates: Sept. 13</b>	<b><u>Discussion:</u></b> <b>Paragraph Unity</b>	<b><u>Sentence skills:</u></b> <b>Types of Sentences</b> <b>HHH – 1h</b>	<b><u>Reading For Writing:</u></b> <b>Amy Tan's "The Alley"</b>
<b>Quiz #3</b> <b>Combining Sentences and Malcolm X (50 pts.)</b>	<b><u>Tortilla Curtain</u></b> <b>Chapters 5,6; Quizzes 5,6</b>	<b><u>Blackboard:</u></b> Blog #1 – Visual Analysis	<b><u>myskillstutor.com</u></b> <b>writing – language mechanics</b>

**Assignments**

- HHH: section 1i, exercises 7 and 8, p 49; exercise 9, p. 51.
- Take –Home Quiz: Kinds of Sentences
- Complete Cause and Effect Rough Draft (3 pages typed!)

- d. Planetmexicali: Jay’s Tip Sheet – Types of Sentences Complete the links at the bottom of the page B3-6, B3-7, B3-8, B3-9, B4-1.
- e. Tortilla Curtain Project: chapters 5,6; quizzes 5,6; discussion – “hypertext response”

<b>Week #5</b> Dates: Sept. 20	<u>Discussion:</u> Revision	<u>Sentence skills:</u> Types of Sentences, Fragments	<u>Reading For Writing:</u> “Who Killed Benny Paret?”
<b>Quiz #5:</b> Types of Sentences	<u>Tortilla Curtain:</u> chapters 7,8, quizzes 7,8	<u>Blackboard:</u> Discussion: “can you define that?”	<u>myskillstutor.com</u> writing – language usage

Assignments:

- a. HHH – section 2b, exercises 1, 2, and 3, pages 56-62.
- b. Planetmexicali: Jay’s Tip Sheet – Fragments, Run-Ons, and Comma Splices. Complete the links at the bottom of the page: 20-1, 20-2, 20-3.
- c. Complete Cause and Effect Essay Final Draft (with corrections).

<b>Week #6</b> Date: Sept. 27	<u>Discussion:</u> Collaborative activity for Definition Essay	<u>Sentence skills:</u> Run-Ons, Comma Splices	<u>Reading for Writing:</u> “The Wifebeater”
<b>Quiz #6</b> Fragments, run-ons and comma splices	<u>Tortilla Curtain Project:</u> part II, chpts 1,2; quizzes 9,10	<u>Blackboard:</u> Discussion: “cause and effect”	<u>myskillstutor.com</u> language – punctuation

Assignments:

- a. HHH: section 3d, exercise 3, p 74.
- b. Planet Mexicali: Link to Shelfari.com. Register your book selections.
- c. Writing: Each group member writes one-page support (3/4 page typed).
- d. Patterns: Read Jose Antonio Burciaga’s “Tortillas.” Be prepared for reading response question (20 points).

<b>Week #7</b> Date: Oct. 4	<u>Discussion:</u> Patterns of Development	<u>Sentence Skills:</u> ‘Communication’	<u>Reading for Writing:</u> “Runner’s High”
<b>** Quiz #7</b> “Tortillas” Reading Response Essay	<u>Tortilla Curtain: part</u> II, chapters 3,4	<u>Blackboard:</u> Blog #2 – Rhetorical Analysis	<u>myskillstutor.com:</u> language – capitalization

Assignments:

- a. HHH: section 12a, ex 1; section 12b, ex 2; section 12c, ex 3; section 12d, ex 4.
- b. PlanetMexicali: Jay’s Tip Sheet – Communication . Complete the links at bottom of page: 32-1, 32-2, 32-3, 33-1, 34-1, 34-2, 35-1
- c. Writing: prepare rough draft for collaborative essay project . Arrange all requested material in project folder. Each individual support should be ¾ to one page in length. Group needs to create effective introduction and meaningful conclusion.

<b>Week #8</b> Date: Oct. 11	<b>Midterm Essay Exam</b>	<b>Blog Check #1,#2, #3</b>	<b>Midterm Essay Exam</b>
<b>Midterm Essay Exam</b>	<u>Tortilla Curtain:</u> part II, chapters 3,4; quizzes 13,14;	<u>Blackboard:</u> Discussion: “MLA practice”	<b>Blog Check #1,#2, #3</b>

**Reading Assignment:** Read SandraSteingraber’s (Hand-out distributed in class).

**Research Assignment:** Choose “Save The Planet” argument topic. Please bring in three articles ready to use.

<b>Week #9</b> <b>Date: Oct. 18</b>	<b><u>Discussion:</u></b> <b>Introduction to Argument</b>	<b><u>Sentence Skills:</u></b> <b>Pronouns</b>	<b><u>Reading for Writing:</u></b> <b>“Modern Science”</b>
<b>Quiz #9</b> <b>“The Good Earth” Quiz</b>	<b><u>Tortilla Curtain:</u></b> <b>part II, chapters 5,6; quizzes 15,16</b>	<b><u>Blackboard:</u></b> <b>discussion – “compare &amp; contrast”</b>	<b><u>myskillstutor.com:</u></b> <b>Language – Grammar and usage</b>

- a. HHH: section 5b, exercises 1 and 2, p 97
- b. PlanetMexicali: Jay’s Tip Sheet –Pronoun Prep. Complete links at the bottom of the page: 22-1, 22-3, 23-1, 23-3, 24-1, 25-1, 25-2
- c. Argument – write one page freewrite from the opposition’s point of view (pretend that you are against your argument and explain why)

<b>Week #10</b> <b>Date: Oct. 25</b>	<b><u>Discussion:</u></b> <b>Notecards: summary, paraphrase, quotation</b>	<b><u>Sentence Skills:</u></b> <b>Capitals</b>	<b><u>Reading for Writing:</u></b> <b>“Anna Todd Jennings Scholarship” pp. 576-580</b>
<b>Quiz #10</b> <b>Pronoun reference</b>	<b><u>Tortilla Curtain:</u></b> <b>part II, chapters 7,8; quizzes 17,18</b>	<b><u>Blackboard:</u></b> <b>discussion – “classification”</b>	<b><u>myskillstutor.com:</u></b> <b>language – spelling</b>

**Assignments:**

- a.. HHH: section 9e, exercises 1.
- b.. Research: Complete 3-5 Notecards.
- d. Writing: Complete TS worksheet, comprehensive outline, introduction, refutation, first support
- e. Patterns: Read “The Case for Wal-Mart”, p 631-635.
- f. Tortilla Curtain Project: part II, chapters 7,8; quizzes 17,18; discussion – “classification”

<b>Week #11</b> <b>Date: Nov. 1</b>	<b><u>Discussion:</u></b> <b>MLA Workshop;</b>	<b><u>Sentence Skills:</u></b> <b>Misplaced modifiers and parallel structure</b>	<b><u>Reading for Writing:</u></b> <b>“Price of Driving Drunk”</b>
<b>Quiz #11</b> <b>Capitals</b>	<b><u>Tortilla Curtain:</u></b> <b>part III, chapters 1,2; quizzes 19,20</b>	<b><u>Blackboard:</u></b> <b>discussion – “process analysis”</b>	<b><u>myskillstutor.com:</u></b>

**Assignments:**

- a. HHH: section 25a, exercise 1, p 321 ; section 25b, exercise 2, p323; section 26e, exercise 1, p 330.
- b. PlanetMexicali: Jay’s Tip Sheet – Misplaced modifiers and parallel structure. Complete links at the bottom of the page:9-1, 9-3, 12-1, 12-4.`
- c. Writing: Complete argumentative final draft (4-5 pages plus works cited page)

<b>Week #12</b> <b>Date: Nov. 8</b>	<b><u>Discussion</u></b> <b>Compare and Contrast Essay</b>	<b><u>Sentence skills</u></b> <b>Review of semi-colon and colon</b>	<b><u>Reading for Writing</u></b> <b>“Being Julia Roberts”</b>
	<b><u>Tortilla Curtain: part III;</u></b> <b>chapters 5,6; quizzes 23,24</b>	<b><u>Blackboard:</u></b> <b>discussion –“hypertext group project”</b>	<b><u>Myskillstutor.com</u></b>

**Assignments:**

- a. HHH – section 16d, exercise 1, p229.
- b. Create 3-page point-by-point compare and contrast essay (100 points!)
- c. Research: write one complete support that compares significant element of film (1/2 page summary) with important historical perspective (1 ½ page developed idea that provides evidence, example, expert perspective, personal opinion..)

<b>Week #12</b> <b>Date: Nov. 15</b>	<b><u>Discussion:</u></b> <b>Research workshop</b>	<b><u>Sentence Skills:</u></b> <b>Conciseness</b>	<b><u>Reading for Writing:</u></b> <b>“Let the Kids Have Fun”</b>
	<b><i>Tortilla Curtain: part III, chapters 7,8; quizzes 23,24</i></b>	<b><u>Blackboard:</u></b> <b>discussion – “Looking for T.C.”</b>	<b><u>myskillstutor.com:</u></b>

**Assignments:**

- a. **Prepare complete rough draft (5-6 pages plus perfect works cited page!)**
- b. **Tortilla Curtain Project: part III, chapters 7,8; quizzes 23,24; discussion – “Looking for T.C.”**
- c. **Study for Midterm Exam – Comparison and Contrast**

<b>Week # 13</b> <b>Dates: Nov. 22</b>	<b><u>Discussion:</u></b> <b>Literary Analysis</b>	<b><u>Sentence Skills:</u></b> <b>Fall Semester Grammar Review</b>	<b><u>Reading for Writing:</u></b> <b>“Never Marry a Mexican”, Sandra Cisneros</b>
			<b><u>myskillstutor.com:</u></b> <b>Reading: Vocabulary Building (23)</b>

**Assignments:**

- a. **Writing: Read selected short story.**
- b. **Complete all etudes work.**
- c. **Prepare for Tortilla Final**

<b>Week Thanksgiving</b> <b>Dates: Nov. 29</b>	<b>NO CLASS</b>	<b>Week Thanksgiving</b>	<b>NO CLASS</b>
<b>NO CLASS</b>	<b>Week Thanksgiving</b>	<b>NO CLASS</b>	<b>Week Thanksgiving</b>

**Assignments:**

- a. **Prepare complete second draft (make corrections and additions based on instructor review)**

<b>Week #14</b> <b>Dates: December 6</b>			

<b>Week #16</b> <b>Dates: December 13</b>	<b>Final Essay Exam</b>	<b>Final Essay Exam</b>	<b>Final Essay Exam</b>
	<b>Final Essay Exam</b>	<b>Final Essay Exam</b>	<b>Final Essay Exam</b>

**Final Grade Determination:**

To achieve a passing grade, students must write with clarity and purpose on the final essay exam. Here students are afforded the opportunity to present the writing and critical thinking techniques taught throughout the semester. Students who lack effective sentence and paragraph development skills will fail the exam, and thus, the course.

***Jay’s Apendix for finding online help:***

## **Help with Log-in on Blackboard**

Student can login by visiting: <http://imperial.blackboard.com>

For username, use the first part of your student email address (e.g. jdoe2)

For password, use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If you do not know student email address, these two locations can help you find out that information:

<https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)

<https://my.imperial.edu/student-email> (Does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes)

Getting Additional Blackboard Help for Students

There is also training material available for students:

For Students - <http://ondemand.blackboard.com/students.htm>

## **How to Log-in to Myskillstutor:**

Instructions for myskillstutor:

1. Log onto myskillstutor.com (remember the 's' in skills)
2. User Name – enter student G#
3. Password – enter student G#
4. Site – enter imperial01 (remember to use a zero, not an 'o')
5. If you made it this far – Great! Now the fun begins.
6. Click on to the writing link.
7. Your assignments should appear on the screen for you – sentence structure

To begin, you must take sentence structure pretest. Don't worry about this score, but you have to take this test in order to enter the required exercises. Then proceed. I think there are like 14 quizzes. You will need 80 percent or higher to have the grade count. Please feel free to take each quiz as many times as needed (the pretest, however, will only allow you in just once!)

## **How to Visit Planet Mexicali:**

Please follow the following instructions to practice on planetmexicali: For Extra Credit ( ten points)

1. Log on to planetmexicali.squarespace.com
2. On right side navigation column – click Parts of Speech Tips
3. Scroll to the bottom of Jay's Tip Sheet – click on to E-ex B1-7
4. In left hand column – click on Grammar Exercises
5. On this log-in page – click on Student Registration
6. Enter the requested information in the boxes  
(my e-mail:jaylewenstein@hotmail.com)
- 6.5 Click on continue
7. Here on Grammar Exercise Page – scroll all the way down: at the bottom,  
Click on Basic Grammar (E-ex B1-7 – E-ex B4-1)
8. Here In right hand column – click on to E-ex B1-7: all parts of speech
9. Complete the exercises. Your score will be forwarded into my gradebook.

## **How to get your Blog on:**

This semester, you will be required to maintain a writer's blog throughout the course of the semester.

FIVE TIMES, I will ask you to convert in-class writing , Blackboard work, or parts of your essays into blog posts.

Here is how it should look. Take a look at the following models to create your own:

1. Jay's Museum of College Writing:  
[http://planetmexicali.typepad.com/jays\\_museum\\_of\\_college\\_wr/](http://planetmexicali.typepad.com/jays_museum_of_college_wr/)
2. Teresa , Queen of Blog: <http://teresaqueenofblog.blogspot.mx/>
3. Pilar's Blog of the Innocents: <http://pzcarrazco.blogspot.mx/>

Here is how you get started.

- 1. Create a blog on [blogger.com](https://www.blogger.com) – It's FREE, It's EAZY, and this way there will be plenty of people around to help you or share new and exciting techniques. In fact, I expect you to teach me a few things. Let's work together. I mean, we are **Friends of the Earth.****

- a. Here is a website with a 20-step plan to get you started:

<http://www.wikihow.com/Start-a-Blog-on-Blogger>

(Don't Forget: You will have to first **Create a Google Account** before you can **Create a Blogger Account.** )

- b. Here is a site on youtube that will give you a strong visual:

<http://www.youtube.com/watch?v=n6PuHFpfscA&feature=sharecontrol>

This video goes about 17 minutes. It's kind of slow, but this Mandy, the author of the video ,definitely has a passion for blogging.

## **2. Here are some JAY'S TIPS:**

- a. Before you get **CRAZY** , start with a Blogger Template to get started. You can always change it later. Pilar chose Ethereal, and Teresa chose Watermark. It made for easy going.
- b. Once you start on your first post – it should be a brief introduction to who you are and what your are about – you will need to find a way to keep it at the top of your page.

This is what you have to do: you need to change the date of publication to like the year 2024. In this way, it will always be considered the latest blog published; therefore, it will always appear at the top of your page.

### Step 1

Navigate to your blog's Overview page by signing in to Blogger and choosing your blog. Click "Posts" in the navigation pane on the left side of the window.

### Step 2

Click on the post you want to stick at the top of the page. Click "Published on" on the right side of the window to change the date.

**Related Reading:** [How to Post Thumbnail Files on Blogger](#)

### Step 3

Repeatedly click the right side arrow next to the month and year. Continue clicking the arrow until the date displayed is at least a few years in the future.

#### Step 4

Choose a day on the monthly calendar and click "Done" under the calendar. Click "Update" at the top of the blog and click "Close." Go to your blog to ensure the post you wanted is at the top.

3. Here is something I discovered this year to enhance the look of my blog: **Flickr.com**
  - a. develop a library of images
  - b. learn to upload your images by copying the embed code (I'll teach you this in class).

#### 4. Here is what you need to worry about:

1. First, your writing – rough draft - for the post will be checked and graded in class.
2. You need to submit your post to be graded on blackboard.
3. Your post from Blackboard can be copied and customized for presentation on Blogger.
4. At the midterm exam, I will look at your Blogger blog and review at least five assigned posts.
5. All posts must meet deadlines for full credit.

