

English 110 - Imperial Valley College – Spring 2019

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

Instructor: Jay Lewenstein

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Class goals and objectives: We 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 Novel (please bring to every class):

Boyle, T.C., *The Tortilla Curtain*

Required texts (please bring to every class):

Ballenger, Bruce. *The Curious Writer*

Hacker, Diane, *Rules for Writers*

Required Websites:

1. Blogger - <https://www.blogger.com/>
2. Wikispaces - <http://www.wikispaces.com/>
3. IVC Friends of the Earth Borderline Journal - www.ivcborderline.org
4. Owl Purdue Writing Lab: <https://owl.english.purdue.edu/owl/>

Required materials:

1. Strong 3-ring binder – 1 ½ “ with dividers – for development of course portfolio
2. Writing/reading/study instruments; pens, highlighters, glue sticks... a good college dictionary is recommended.

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 2nd 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 "études" 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. **CANVAS: 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. **Facebook – IVC Friends of the Earth:** 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 may 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

Weekly Grading opportunities – 500 points

- **The Tortilla Curtain**

- 2 multiple choice quizzes – 80 points
- 2 reading response (Surprise) quizzes – 200 points

- **CANVAS grammar**

- In-class group effort – 60 points
- Online assignment – 60 points

- **CANVAS Discussion Board - 2 – 100 points each**

- Jay's Ice-Breaker Discussions – For ex: "Two Truths and One Lie," "Book Out of Your Past," – 100 points each
- Specific Writing Project Assignment – 100 points

- **Group work:**

- Class groups post image of collaborative work –60 points

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- Blog Work – 1 post per week - 40 points

Subtotal: 500 points

14 week total: 7000 points

Essays:

- a. Tattoo – 300
- b. Movie Definition – 100
- c. Community Profile – 800
- d. Tortilla Soundtrack - 300

Subtotal: 1500

Essay Exams:

- a. Midterm: 500 points
- b. Final: 500 points

Subtotal: 1000

666 Blog and Publication Project

Six Posts – 100 points each

Subtotal: 600

Total, total points - 10,100

All student work is expected to meet the standards of course. Written work will be graded upon sentence construction, language usage, paragraph development, organization, critical thinking skills, etc. CANVAS, Blog, and Wiki work will be expected to meet the same standards – and in addition, present a neat, professional, organized look (review with tutor is encouraged.)

All late work is subject to 50 percent penalty in points earned.

Your instructor reserves the right to add and subtract from work assigned in the syllabus and on CANVAS. Keep your eyes open for exciting extra credit opportunities on Facebook and in the IVC Friends of the Earth Borderline Journal.

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 CANVAS Writing Projects

– **designed to enhance both your literary and professional skills.**

1. 10 CANVAS 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 CANVAS 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 CANVAS 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 CANVAS deadlines. Late work will be penalized by 50 percent

Class Blog Requirements:

This semester you will be required to maintain a writing blog. I will ask you to publish at least EIGHT posts that reflect your best writing.

Jay's Tip: TAKE THE POINTS! – Convert your best writing from Essays, Homework Assignments, Discussion Board Submissions into blog posts.

- Our goal is not only to elevate our writing and literary levels but also to develop our professional skills.
- Blogging gives us an opportunity to become published authors and showcase our talents
- With each post, we write better! – We know we are writing for a wider audience.

Each post should have the following:

- a. An effective title - with appropriate capitalization.
- b. An appropriate image at the top.
- c. College-level, standards-based writing - review your work with tutor! - at least 300 words.

Jay's Sample Blog post Rubric Targets:

- a. **Ideas and Content** – The student has many original ideas and expresses them clearly. The great majority of ideas are related to the subject matter.
- b. **Writing Quality** - Posts are well written, and are characterized by elements of a strong writing style. The content demonstrates that the student is well read, synthesizes learned content and constructs new meaning.
- c. **Community** – The student participated actively in the blogging community via comments on other weblogs, and citing others in their research and writing.

At end of semester, I will grade you on the professional organization of your blog:

- a. Inviting homepage
- b. Interesting “About Me” page
- c. Table of Contents page – using links
- d. Enhanced weblog space - using video, audio, images or other add-ons.

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CANVAS/HOMEWORK Requirements

- All CANVAS homework assignments are designed to raise your grades and skill levels.
- All due dates are pre-planned and final.
- Late work will be subject to 30-50 percent reduction in points.
- Submission of written work: all CANVAS work must be COPIED and PASTED unless otherwise specified (No file uploads. No Google Docs. Please look for Jay's instructions to submit fotos/images of classroom work.)

Jay's Sample Canvas/Homework Rubric Sample – for Writing Assignments

- **Prompt** – Carefully and artfully responds to the prompt(s) in full.

- **Thesis** - Establishes a clear and compelling thesis, main idea or narrative.
- **Focus, cohesion** - Maintains a strong and engaging focus throughout resulting in a highly cohesive product
- **Detail/evidence relevant to main idea** - Consistently and powerfully supports the main idea with evidence
- **Organization** – Inviting introduction, thoughtful conclusion, exceptional paragraph structure and sequence.

Online Quizzes

- **All due dates are final!**
- **Reading Response Quizzes** – They are EAZY. Most are in chronological order.
- **Grammar Quizzes** – They are CHALLENGING. Please read the directions carefully.
- **Errors?** – There will be a few. Please contact your instructor and he will resolve the problem.

Canvas Group Work

- Students will be required to participate in 6 CANVAS collaborations per semester.
- Collaboration will be highly encouraged, but work will be graded on individual basis.
- For full credit, each group must maintain its site according to instructor specifications.

Instructor’s Note:

- **All work has been planned out and scheduled in advance** – Instructor retains the right to add and subtract assignments according to the needs of the class.
 - **Double Grammar Quizzes** – Each week instructor will try to guide students through first quiz. Students are expected to complete second quiz outside of class.
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Your day-by-day semester agenda:

<i>Week #1</i> <i>Date:</i>	<i>NO CLASS</i>	Washington’s Birthday	<u><i>NO CLASS</i></u>
<i>NO CLASS</i>	Washington’s Birthday	<u><i>NO CLASS</i></u>	Washington’s Birthday

Assignments:

- Write 1-2 page Tattoo Freewrite (Jay’s Tip: Go to Step Two on your assignment sheet. Go through the subheadings A-D. Can you write 3-4 sentence for subheading? If your tattoo has no textual message, think visual message.)

Week #2 Date: Feb. 22	<u>Discussion:</u> <i>Introduction, syllabus review of standards</i>	<u>Introductory Activity:</u> “Two Truths and One Lie”	<u>Reading for Writing:</u> “ <i>Four Tattoos</i> ”
	<u>In-class Writing:</u> <i>Tattoos</i>	<u>CANVAS:</u> <i>Discussion: Two Truths and One Lie</i>	<u>Diana Hacker:</u> <i>Section 46: Parts of Speech, pp- 368-380. Complete exercises 46-1, 46-2, 46-3, 46-4</i>

Assignments:

- b. Write 1-2 page Tattoo Freewrite (Jay’s Tip: Go to Step Two on your assignment sheet. Go through the subheadings A-D. Can you write 3-4 sentence for subheading? If your tattoo has no textual message, think visual message.)

Week #3 Date: March 2	<u>Discussion:</u>	<u>Sentence Skills:</u> <u>Parts of Speech</u> <i>HHH – 1a</i>	<u>Reading for Writing:</u> “ <i>Only a Daughter</i> ”
Quiz #1 Parts of Speech	<u>Tortilla Curtain</u> <i>chapters 1,2; quizzes 1,2</i>	<u>CANVAS:</u> <i>Discussion: “Book out of your Past”</i>	<u>Diana Hacker:</u> <i>Section 49: Sentence Types, pp 398-400. Complete exercise 49-1.</i>

Assignments:

- a. Complete practice quiz- grammar parts of speech.
b. Writing: two- page Cause/Effect freewrite (typed!)

Week #3 Date: March 9	<u>Discussion:</u> <i>elements of essay – Thesis statements (TS) Topic sentences (ts)</i>	<u>Sentence Skills:</u> <i>Combining Sentences: HHH – 1e, 1f, 1g, 1h</i>	<u>Reading for Writing:</u> “ <i>Who Killed Benny Paret?</i> ”
Quiz #2 Amy Tan (50 pts)	<u>Tortilla Curtain</u> <i>chapters 3,4; quizzes 3,4</i>	<u>CANVAS:</u> <i>Discussion - Faces of Imperial</i>	<u>Diana Hacker</u>

Assignments

- a. Create formal outline for Cause and Effect Essay (typed!)
b. Write rough draft of first paragraph (3/4 page typed!)

Week #4 Dates: March 16	<u>Discussion:</u> <i>Paragraph Unity</i>	<u>Sentence skills:</u> <i>Types of Sentences HHH – 1h</i>	<u>Reading For Writing:</u> <i>Amy Tan’s “The Alley”</i>
Quiz #3 Combining Sentences	<u>Tortilla Curtain</u> <i>Chapters 5,6; Quizzes 5,6</i>	<u>CANVAS:</u> <i>Discussion - Finding the Right Questions</i>	<u>Diana Hacker</u> <i>Section 49: Sentence Types, pp 398-400. Complete exercise 49-1.</i>

Assignments

- a. Take –Home Quiz: Kinds of Sentences
b. Complete Cause and Effect Rough Draft (3 pages typed!)
c. Tortilla Curtain Project: chapters 5,6; quizzes 5,6; discussion – “hypertext response”

Week #5 Dates: March 23	<u>Discussion:</u> <i>Revision</i>	<u>Sentence skills:</u> <i>Types of Sentences, Fragments</i>	<u>Reading For Writing:</u> “ <i>Who Killed Benny Paret?</i> ”
Quiz #5: Types of Sentences	<u>Tortilla Curtain:</u> <i>chapters 7,8, quizzes 7,8</i>	<u>CANVAS:</u> <i>Discussion - Community Profile Introduction – Three</i>	<u>Diana Hacker</u> <i>Section 20: Run-Ons, pp 188-195. Complete exercises 20-1, 20-2,</i>

		<i>Ways In</i>	20-3.
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Assignments:

- a. *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.*
- b. *Complete Cause and Effect Essay Final Draft (with corrections).*

<i>Week #6 Date: March 30</i>	<u>Discussion:</u> <i>Collaborative activity for Definition Essay</i>	<u>Sentence skills:</u> <i>Run-Ons, Comma Splices</i>	<u>Reading for Writing:</u> <i>“The Wifebeater”</i>
<i>Quiz #6 Fragments, run-ons and comma splices</i>	<u>Tortilla Curtain Project:</u> <i>part II, chpts 1,2; quizzes 9,10</i>	<u>CANVAS:</u> <i>Discussion - Jay’s Double Sided Journal and Support Paragraph</i>	<u>Diana Hacker</u>

Assignments:

- a. *Writing: Each group member writes one-page support (3/4 page typed).*
- b. *Read Jose Antonio Burciaga’s “Tortillas.” Be prepared for reading response question (20 points).*

<i>Week #7 Date: April 6</i>	<u>Discussion:</u> <i>Patterns of Development</i>	<u>Sentence Skills:</u> <i>‘Commanication’</i>	<u>Reading for Writing:</u> <i>“Runner’s High”</i>
<i>** Quiz #7 “Tortillas” Reading Response Essay</i>	<u>Tortilla Curtain: part II, chapters 3,4</u>	<u>CANVAS:</u> <i>Discussion – Rhetorical Analysis</i>	<u>Diana Hacker:</u> <i>Section 32: Commas, pp 292-308. Complete exercises 32-1, 32-2, 32-3, 32-4, 32-5, 32-6.</i>

Assignments:

- a. *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.*

<i>Week #8 Date: April 13</i>	<i>Midterm Essay Exam</i>	<i>Blog Check #1,#2, #3</i>	<i>Midterm Essay Exam</i>
<i>Midterm Essay Exam</i>	<u>Tortilla Curtain:</u> <i>part II, chapters 3,4; quizzes 13,14;</i>	<u>CANVAS:</u> <i>Discussion - Anecdote</i>	<i>Blog Check #1,#2, #3</i>

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.

<i>Week #9 Date: April 20</i>	<u>Discussion:</u> <i>Introduction to Argument</i>	<u>Sentence Skills:</u> <i>Pronouns</i>	<u>Reading for Writing:</u> <i>“Modern Science”</i>
<i>Quiz #9 “The Good Earth” Quiz</i>	<u>Tortilla Curtain:</u> <i>part II, chapters 5,6; quizzes 15,16</i>	<u>CANVAS:</u> <i>discussion - Community Profile Interview</i>	<u>Diana Hacker:</u> <i>section 5b, exercises 1and 2, p 9. Complete exercises 22-1, 22-2, 22-3</i>

- a. *Argument – write one page freewrite from the opposition’s point of view (pretend that you are against your argument and explain why)*

Spring Break <i>Dates: April 21-27</i>	No Class	Spring Break	No Class
No Class	Spring Break	No Class	Spring Break

Week #10 <i>Date: May 4</i>	Discussion: <i>Notecards: summary, paraphrase, quotation</i>	Sentence Skills: <i>Capitals</i>	Reading for Writing: <i>"Anna Todd Jennings Scholarship" pp. 576-580</i>
Quiz #10 <i>Pronoun reference</i>	Tortilla Curtain: <i>part II, chapters 7,8; quizzes 17,18</i>	CANVAS: <i>discussion – Self-Reflection Piece</i>	Diana Hacker: <i>Mechanics – ex 45-1</i>

Assignments:

- a. **Research:** Complete 3-5 Notecards.
- b. **Writing:** Complete TS worksheet, comprehensive outline, introduction, refutation, first support
- c. **Read** "The Case for Wal-Mart", p 631-635.
- d. **Tortilla Curtain Project:** part II, chapters 7,8; quizzes 17,18; discussion – "classification"

Week #11 <i>Date: May 11</i>	Discussion: <i>MLA Workshop;</i>	Sentence Skills: <i>Misplaced modifiers and parallel structure</i>	Reading for Writing: <i>"Price of Driving Drunk"</i>
Quiz #11 <i>Capitals</i>	Tortilla Curtain: <i>part III, chapters 1,2; quizzes 19,20</i>	CANVAS: <i>discussion – Tortilla Curtain MVP</i>	Diana Hacker: <i>Clear Sentences – ex. 9-1, 9-2, 9-3, 12-1, 12-2, 12-3, 12-4.</i>

Assignments

- b. **Writing:** Complete argumentative final draft (4-5 pages plus works cited page)

Week #12 <i>Date: May 18</i>	Discussion <i>Compare and Contrast Essay</i>	Sentence skills <i>Review of semi-colon and colon</i>	Reading for Writing <i>"Being Julia Roberts"</i>
	Tortilla Curtain: part III; chapters 3,4; quizzes 21,22	CANVAS: <i>Discussion: The Love of My Life</i>	Diana Hacker <i>Punctuation – ex 34-1, 34-2, 35-1</i>

Assignments:

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

Week #13 <i>Date: May 25</i>	Discussion: <i>Research workshop</i>	Sentence Skills: <i>Conciseness</i>	Reading for Writing: <i>"Let the Kids Have Fun"</i>
Aplia:	Tortilla Curtain: part III; chapters 5,6; quizzes 23,24	Blackboard: <i>discussion – "Looking for T.C."</i>	Diana Hacker: <i>Word Choice – ex. 16-1, 16-2, 16-3</i>

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*

Assignments:

<i>Week #16</i> <i>Dates: June 1</i>	<i>Final Essay Exam</i>	<i>Final Essay Exam</i>	<i>Final Essay Exam</i>
	<i>Final Essay Exam</i>	<i>Final Essay Exam</i>	<i>Final Essay Exam</i>

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 Appendix for finding online help:

Help with Log-in on CANVAS

Student can login by visiting: <http://imperial.CANVAS.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 CANVAS Help for Students

There is also training material available for students:

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

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 , CANVAS 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/
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** – 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 CANVAS.
3. Your post from CANVAS 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.