

**Basic Course Information**

*Thank you for choosing IVC! We are so happy to join you in your educational journey.*

Semester: <b>Fall 2020</b>	Instructor Name: <b>Dr. Cynthia J. Spence</b>
Course Title: <b>English 110</b> Units: 4	Email: <a href="mailto:cynthia.spence@imperial.edu">cynthia.spence@imperial.edu</a>
CRN #: 11327 English 55 Lab 11524	
Classroom: <b>Online</b>	Office #2799 – We are not on campus this semester
Class Dates: <b>August 24—December 11</b> Class Days and Times: <b>Asynchronous Online:</b> Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	<b>Office Hours:</b> Will be held in the discussion board, email, and via Zoom. MWR 12:00-1:00 pm & F 4:00-5:00 pm via email/Canvas/Zoom  <b>Contacting the Instructor:</b> Send an email or post in the Question Discussion Thread – Although I will do my best to reply quickly, please allow 24 hours for a response.  <b>Office Phone:</b> #760-355-5702 – Since I am not on campus during the shutdown, phone calls are not a point of contact.
Embedded Tutor: <b>Priscilla Torales</b>	<a href="mailto:PriscillaTorales@hotmail.com">PriscillaTorales@hotmail.com</a>

In order to facilitate student success, our course has an embedded tutor specifically assigned to our class. The tutor is familiar with the assignments and offers additional student support. Students enrolled in an English class with an embedded tutor have a success rate of 65% compared to a 58% student success rate without an embedded tutor.

**Course Description**

The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

**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. Compose college-level essays that contain clear thesis statements, effective support, and unified organization. (ILO1, ILO2, ILO4)
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
3. Demonstrate an ability to comprehend and interpret a variety of college-level texts, including complex arguments and at least one full-length novel, play, or **non-fiction book**, without relying on outside sources for assistance. (ILO1, ILO2, ILO3, ILO4)

**Course Objectives**

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

1. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing.
2. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading.
3. Compose error-free essays that avoid sentence-level and grammar problems.

4. Compose unified essays that include support for the thesis statement, clear development, and effective transitions.
5. Demonstrate a command of writing patterns by effectively integrating various rhetorical modes, such as compare/contrast, definition, cause/effect, and argumentation together to produce sophisticated, college-level essays as appropriate.
6. Demonstrate an ability to adapt writing strategies to the requirements of the writing situation (e.g. in-class writing, research writing, reflective writing) or to tailor a written assignment to address specific audiences (both general and academic).
7. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper.
8. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines.
9. Demonstrate a command of rules regarding plagiarism and academic ethics.
10. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts.
11. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience, and tone.
12. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies.
13. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts.

#### Textbooks & Other Resources or Links

### This is a Zero Textbook Cost course – reading materials are provided free on Canvas

Scholars have articulated the rationale for using a **theme based approach** as a “meaningful” way to personally engage students in the learning process (Handal & Bobis, 2004; Lipson, et al., 1993); connect to students’ life experiences, interests, and existing knowledge bases (Handal & Bobis, 2004; Lipson, et al., 1993; Mangan, 2014); **create a focus for learners that reveals connections among knowledge areas** (Lipson, et al., 1993); promote positive attitudes in learners (Lipson, et al., 1993); **and improve student success/achievement** (Handal & Bobis, 2004; Mangan, 2014). Mangan (2014) reports increased student performance in theme-based classes, citing an 87% pass rate in “fear and horror” themed introductory English classes at a community college, compared to a 78% pass rate in traditional versions of these classes across the Texas community college system.

The theme for our course is “**Resistance Movements from the 1960s to Today.**” All of the course readings and assignments will be based on this theme. We will be using a **non-fiction book** to meet the requirements of Student Learning Outcome #3. This text is an e-book and is provided free of charge on Canvas.

#### E-book provided free on Canvas

Wiest, Andrew et al., editors. *America and the Vietnam War: Re-examining the Culture and History of a Generation*. Routledge, 2010.

#### Academic articles provided free on Canvas

Brill, Steven. “My Generation Was Supposed to Level America’s Playing Field. Instead, We Rigged It for Ourselves.” *Time*, vol. 191, no. 20, 28 May 2018, pp. 32-39. *EBSCOhost*, <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=7&sid=d63d8110-0ed4-4cd6-bcc7-0efa84e91df3%40sdc-v-sessmgr01>.

Dyson, Michael Eric. “Malcolm X and the Revival of Black Nationalism.” *Tikkun*, vol. 31, no. 3, 2016, pp. 21-22. *EBSCOhost*, <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=10&sid=d63d8110-0ed4-4cd6-bcc7-0efa84e91df3%40sdc-v-sessmgr01>.

Hayden, Tom. “The Forgotten Power of the Vietnam Peace Movement.” *Nation*, vol. 304, no. 3, January 2017, pp. 18-23. *EBSCOhost*, <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=13&sid=d63d8110-0ed4-4cd6-bcc7-0efa84e91df3%40sdc-v-sessmgr01>.

Hudock, Barry. “Cesar’s Choice.” *America*, vol. 207, no. 5, August 2012, pp. 15-18. *EBSCOhost*, <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=8&sid=bf68ad3a-7e18-4eea-ae67-4e7e26cb134d%40pdc-v-sessmgr05>.

**Course Requirements and Instructional Methods**

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. English 110 is a 4 unit college level English class. This means students should expect to spend **four hours a week in our Canvas shell** and **eight hours a week outside of the Canvas shell** reading, studying, researching, and writing. English 55 will help with studying and writing, but students will need to plan additional time to research and read. Expect to spend **12 hours a week** working on this class in order to be successful in a 4 unit course.

**What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J." Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception, park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle

- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services are not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

**Course Grading Based on Course Objectives**

**Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A**

**\*\*\*I do not round point totals up or down\*\*\***

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

Course Check-in - <b>completed by Sunday August 30 by 11:59 p.m. or you will be dropped from the course.</b>	1 X 10	10
Discussion Threads	12 X 20	240
Chapter Questions	5 X 40	200
Logical Fallacies	1 X 50	50
Song Analysis	1 X 50	50
Reflective Article Essays	4 X 50	200
Argument Essay	1 X 100	100
Works Cited Project	1 X 50	50
Research Essay	1 X 100	100
Total Points		1000

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. The “Check-in Discussion Post” must be completed on or before **Sunday, August 30<sup>th</sup> at 11:59 p.m.** or you will be dropped from the course.
- Should re-admission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See the [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

#### What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

**Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.**

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- **Asking someone else to write your essay or using an essay writing service is a serious academic honesty infraction.**
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero “0” on the exam, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** homework, journals, or quiz assignments will also receive a “0” on the assignment – **enabling another student to cheat is also cheating.** Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade.

**There is an entire plagiarism module available to you in our course Canvas shell** if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- [Learning Services](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) are in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>
- **CANVAS Support**. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

### Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion,

successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.
- SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.
- **What if I cannot afford food, books, or need other help?** We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

### A Few Words about Our Class (and life during a global pandemic):



Whew. What is even going on right now? Life is not what we expected it would be in here in the Fall 2020 semester. But here we are. I know that none of us are really "okay" right now. We're all going through a lot, so it's really important that we set some ground rules:

- You are always welcome to talk to me about things you're going through.
- However, you never *owe* me any personal information. I deeply respect your privacy.
- The best way for me to help you is through good communication (that stays within your comfort zone).
- If I can't help you, I will try to connect you to someone who can.
- If you need extra help or extra time with something, please just ask.

Inspired by [@ProfChrisMJones](#) via Twitter

Due to the Covid-19 campus closure, and the fact that some students struggle in an online environment, I will accept late assignments; however, there will be a small deduction in points. This is meant to help students, but please keep in mind that students who wait until the end of the semester to turn in assignments are often not successful in the course. Therefore, I encourage you to try and meet the deadlines established.

## Imperial Valley College Course Syllabus English 110 Instructor Spence

This course has a lab component named English 55. However, English 110 courses without a lab are available. I have chosen to pair my English 110 courses with a lab because research has shown that students who take English 110 with a lab have a higher rate of success. Every lab assignment is designed to help you succeed in the class and ultimately construct college level essays.

**\*\*\*The Assignment Calendar is Subject to Change, Changes Will Be Announced\*\*\***

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays	Lab Assignments Due @ 11:59 p.m. on Sundays (Two Exceptions)
Week One August 24 - Course Introduction, MLA, Works Cited	<ul style="list-style-type: none"> <li>• <b>Check-in Discussion Post – must be completed before Sunday August 30 by 11:59 p.m. or you will be dropped from the course.</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Works Cited Quiz</li> <li>2. Heading, Header, Title, Paragraph</li> <li>3. Italics and Capitalization</li> </ol>
Week Two September 7– Propaganda, Logical Fallacies	<ul style="list-style-type: none"> <li>• Logical Fallacies Discussion Thread One</li> <li>• Works Cited Project</li> </ul>	<ol style="list-style-type: none"> <li>4. Logos, Ethos, Pathos</li> <li>5. Works Cited Draft</li> <li>6. Color Symbolism</li> </ol>
Week Three September 14 – Malcolm X, Civil Rights, 1960s Protest Videos	<ul style="list-style-type: none"> <li>• Two Page “Malcom X and the Revival of Black Nationalism” Reflective Essay One</li> <li>• Civil Rights, Protest Videos Discussion Thread Two</li> <li>• Works Cited Project</li> </ul>	<ol style="list-style-type: none"> <li>7. Introductions and Conclusions</li> <li>8. Quotations and Ellipsis</li> </ol>
Week Four September 21 – Introduction to Argument, Introduction to Vietnam	<ul style="list-style-type: none"> <li>• Argument Thesis Discussion Thread Three</li> <li>• History of Vietnam Chapter Questions</li> <li>• Logical Fallacies Project</li> </ul>	<ol style="list-style-type: none"> <li>9. Argument and Counter Argument Transitions with Argument Outline</li> <li>10. Words to Avoid Quiz</li> <li>11. Plagiarism Quiz</li> </ol>
Week Five September 28 – The Black Panthers	<ul style="list-style-type: none"> <li>• Black Panthers Chapter Questions</li> <li>• Discussion Thread Four</li> </ul>	<ol style="list-style-type: none"> <li>12. Argument Draft One</li> <li>13. Paragraph Structure Quiz</li> </ol>
Week Six October 5– Music as a form of protest	<ul style="list-style-type: none"> <li>• Argument Essay Due</li> <li>• Soundtrack of Vietnam Chapter Questions</li> <li>• Discussion Thread Five</li> </ul>	<ol style="list-style-type: none"> <li>14. Argument Draft Two (<b>Due Wednesday, September 30<sup>th</sup> @ 11:59 p.m.</b>)</li> </ol>
Week Seven October 12- Music as a form of protest	<ul style="list-style-type: none"> <li>• Two Page “The Forgotten Power of Vietnam Peace Movement” Reflective Essay Two</li> <li>• Discussion Thread Six</li> <li>• Song Analysis Due</li> </ul>	<ol style="list-style-type: none"> <li>15. Commas</li> </ol>
Week Eight October 19 - The Women’s Movement	<ul style="list-style-type: none"> <li>• Women in Vietnam Chapter Questions</li> <li>• Women’s Movement Discussion Thread Seven</li> </ul>	<ol style="list-style-type: none"> <li>16. Grammar One</li> </ol>
Week Nine October 26 - The Vietnam Draft	<ul style="list-style-type: none"> <li>• Patriots of Peace Chapter Questions</li> <li>• Discussion Thread Eight</li> </ul>	<ol style="list-style-type: none"> <li>17. Grammar Two</li> </ol>
Week Ten November 2 - Cesar Chavez, Farm Workers	<ul style="list-style-type: none"> <li>• Two page “Cesar Chavez” Reflective Essay Three</li> <li>• Farm Workers/Cesar Chavez Discussion Thread Nine</li> </ul>	<ol style="list-style-type: none"> <li>18. Modifiers and Parallelism</li> </ol>
Week Eleven November 9 - Income Inequality and Research Introduction	<ul style="list-style-type: none"> <li>• Two page “My Generation Was Supposed to Level America’s Playing Field Instead, We rigged it for Ourselves” Reflective Essay Four</li> <li>• Income Inequality Discussion Thread Ten</li> </ul>	<b>No Assignments are Due</b>
Week Twelve November 16 – Research continued	<ul style="list-style-type: none"> <li>• Remembering Vietnam Discussion Thread Eleven</li> </ul>	<ol style="list-style-type: none"> <li>19. Research Draft One</li> </ol>
Week Thirteen November 23 – Thanksgiving	<b>No Assignments are Due</b>	<b>No Assignments are Due</b>
Week Fourteen November 30 – End of Vietnam discussion.	<ul style="list-style-type: none"> <li>• Virtual Wall Discussion Thread Twelve</li> <li>• Research Essay Due</li> </ul>	<ol style="list-style-type: none"> <li>20. Research Draft Two (<b>Due Wednesday, December 2<sup>nd</sup> @ 11:59 p.m.</b>)</li> </ol>
Week Fifteen December 7th	<ul style="list-style-type: none"> <li>• Course Reflection Discussion Thread Extra Credit</li> <li>• Work on turning in late assignments if necessary</li> </ul>	Work on turning in late assignments if necessary