



ENGLISH 388.01E SHAPING THE FUTURE: GENDERS AND FUTURES

COURSE SYLLABUS: FALL 2014

Instructor: Dr. Robin Anne Reid
Office Location: Hall of Languages 125
Office Hours: Face/Face: Tuesday 3:10-4:00; Friday: 3:00-5:00; Online: Mon-Wed-Thurs-Fri: 10:00-12:00 (TIME ZONE: Central United States)
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I have face/face office hours for meetings on campus. I have online office hours for checking the Virtual Office in my classes and/or communicating with students via email. If you are not free at these times, please call or email me to set up an appointment. Email is preferable: we'll both have a record.

COURSE INFORMATION

Required Textbooks:

Gerald Graff and Cathy Birkenstein. *They Say: I Say: The Moves that Matter in Academic Writing*. 3rd Edition. ISBN-10: 0393935841; ISBN-13: 978-0393935844

Listed in order of reading:

Suzanne Collins. *The Hunger Games*. ISBN-10: 9780439023528; ISBN-13: 978-0439023528

Neal Stephenson. *The Diamond Age: Or, a Younger Lady's Illustrated Primer*. ISBN-10: 0553380966; ISBN-13: 978-0553380965

Mira Grant. *Feed* (Newsflesh Book 1) ISBN-10: 0316081051; ISBN-13: 978-0316081054

Tobias Buckell. *Arctic Rising*. ISBN-10: 0765358735; ISBN-13: 978-0765358738

Nicola Griffith. *Slow River*. ISBN-10: 0345395379; ISBN-13: 978-0345395375

Elizabeth Moon. *The Speed of Dark* ISBN-10: 0345447549; ISBN-13: 978-0345447548

NOTE: E-book versions (when there are hard copies available): I have no objection to students buying electronic versions for the class, but keep in mind that MLA does not have a method to cite quotes from e-books (yet). You will have to cite by chapter and you will have to paraphrase rather than use direct quotes (which require a page number not a location number). If you want to use direct quotes, you will have to find a hard copy to use (feel free to come by my office to check in my hard copies for every book except Buckell's which I bought in e-book format).

Catalog Description

This course offers students the chance to examine alternate possibilities for the future and explore the causes that might bring about those possibilities. The class focus may cover texts from different historical periods, different genres, and different cultures. The course may be repeated once when the course emphasis changes. Prerequisite: Eng 1302

Course Description: Genders and Futures

The focus for the Fall 2014 class is "Genders and Futures." We will be reading six science fiction novels (SF) set in "near future" settings on Earth (no aliens, sorry, but there are zombies in one!). Many of these novels deal with the realities that the world is facing today, often in rather dark detail (with dystopian elements). Science fiction as a genre centers on asking "what if" questions, speculating on likely outcomes rather than trying to predict what will happen, and the Near Future SF genre is very different than Far Future SF: "The near future, by contrast [to Far Future SF], is a world which is imminently real – one of which we can have no definite knowledge, which exists only imaginatively and hypothetically, but which is nevertheless a world in which (or something like it) we may one day have to live, and towards which our present plans and ambitions must be directed" (paragraph 1, http://www.sf-encyclopedia.com/entry/near_future). We'll be

reading and discussing the novels in this class through the critical lens of gender and cultural studies.

Student Learning Outcomes:

The outcomes listed below are the learning outcomes for the class; I will be assessing all of these outcomes for the Department of Literature and Languages' program review. The first three will also be assessed for the Gender Studies program review.

Learners will demonstrate that they:

1. can apply terminology for concepts commonly associated with gender studies correctly in their writing. Method of assessment: selected posts in the discussion forums and the final drafts of selected individual projects.
2. can synthesize concepts of gender in ways that reflect the complicated cultural, political, and social contexts surrounding the concept rather than in binary or essentialist ways. Method of assessment: selected reading journals and the final drafts of selected individual projects.
3. can analyze and synthesize arguments about gender in texts such as novels, blog posts, social media discussions, etc. Method of assessment: selected reading journals, and the final drafts of selected individual projects.
4. can analyze gender constructions in science fiction novels. Method of assessment: final drafts of selected individual projects.
5. can write multiple drafts marked by increasing clarity and understanding to show using writing as a tool of discovery, learning, and creative thinking. Method of assessment: the rough and final drafts of selected individual projects.
6. can evaluate, analyze, and use secondary sources located on the internet for their projects. The sources they are expected to use are assigned readings in class that include reviews and op-ed columns (newspapers and magazines) and fan discussions and commentary (at social media sites such as Tumblr and Twitter; fan discussion forums; blog posts and comments). Method of assessment: selected reading journals and the final drafts of selected individual projects.
7. can integrate material from primary and secondary sources according to appropriate documentation conventions, using source material honestly and appropriately; that they can write summaries and paraphrases, and follow the guidelines from the Modern Language Association's (MLA) guidelines (Handbook, 7th edition). Method of

assessment: Pre-Test and Post-Test, the Plagiarism Prevention Unit, and the final drafts of selected individual projects.

COURSE REQUIREMENTS

Students will:

- ✓ access and follow all course instructions found in the content area (navigation bar) of the online course platform.
- ✓ read all online materials (assignments, lectures, discussion prompts, and comments in the gradebook).
- ✓ use the online class platform's discussion tool to post in response to prompts and to discuss the readings with classmates in assigned discussions.
- ✓ complete and submit assignments electronically using the online course platform's tools/tabs for the Journal, Dropbox, and the assigned discussions.
- ✓ access assigned online readings via the Webliography or through the Course Home Pages each week.
- ✓ access their grades in the Pearson Learning Studio (eCollege) gradebook, including comments uploaded in Pearson Learning Studio (eCollege) as well as marked on drafts that have been uploaded. Any questions about grades will be sent via university email or posted in the gradebook.
- ✓ will use the Virtual Office to post questions about class assignments.

COURSE STRUCTURE

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes.

The assignment handouts uploaded in our course shell in the Home Page and Weekly Units contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary. Any questions about the assignments should be posted in the Virtual Office.

Each assignment will be assessed according to the criteria on the assignment handouts, and in the context of the course outcomes, and you will receive a rubric, a grade, and information on revision and future work. I expect students to prioritize their work based on the percentage of the grade each

assignment is worth (the higher the percentage, the more time needs to be spent on the assignment). Some assignments are graded primarily on effort (Weekly Logs, Discussions, First Draft Projects); some will be evaluated primarily on criteria specified in the rubric (Journal, Revised Projects). The Project Assignments may be revised for full credit.

COURSE GRADING

The class grade is based on a 100 point system, with each assignment being assigned a specific weight (percentage) of the grade. I have set up the gradebook with the assignments weighted. Your grades will be entered in percentages, which the program will translate to "points earned." You will be able to access your grade--and the feedback on the work you've turned in--as soon as I grade it.

Grading of assignments involve specific rubrics which give a grade weight to the criteria for each assignment. It will take between five and seven days for me to review assignments, complete the rubrics, and return them.

NOTE: Click on the blue hyperlink (grade) to access the Dropbox where I've uploaded drafts with comments. If all you look at for this course is the grade, you will not be able to use the comments in revision. If you cannot see the comments in Markup, and do not know how to access them, you may need to get help.

If at any time you have a question or concern about your grade (which only you and I can access), please contact me (by email).

Please do not post about grades in the Virtual Office which is a public space.

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59-lower = F

Assignments

30% Individual Project: Eight Tumblr Posts

The individual projects for this semester are a sequence of short essays which will be revised in order to post on Tumblr. The essays will be developed through a process of exploration (in journals and discussions), drafting (revision is expected on the Tumblr posts), and final posting on Tumblr. Each Tumblr post will be 700-1000 words long, written to assigned topics. Some posts will be analytical in nature, others will be creative and transformative. Three posts will compare and contrast gender constructions in two of the assigned novels. Two posts will analyze online reviews and commentary on an assigned novel, especially focusing on issues of gender. Two posts will analyze assigned secondary readings, and the final post will be your speculation on genders in the near future. Grading criteria are:

CRITERIA	INADEQUATE 0-49%	MARGINAL 50-64%	FAIR 65-74%	GOOD 75-84%	EXCELLENT 85-100%	INADEQUATE 0-49%
On Topic 20 points	1					
Structure 20 points						
Evidence Primary and/or Secondary Sources 30 points						
Grammar/mech 10 points						
Attribution 10 points						
Revision 10 points						

20% Reading Journal: Six Entries

The Reading Journals are a chance to practice "They Say/I Say" moves from our textbook of the same title. Journal entries are graded as informal essays, about 500 words long. Grammar/mechanics will not be evaluated, but if I cannot make sense of your writing, I reserve the right to ask for a revision before grading. The journals are assigned for the purpose of practicing summarizing and attribution and for showing you have read the assigned readings. Grading criteria are:

CRITERIA	INADEQUATE 0-49%	MARGINAL 50-64%	FAIR 65-74%	GOOD 75-84%	EXCELLENT 85-100%	INADEQUATE 0-49%
Content 25 points						
Engagement 25 points						
Length 25 points						
Attribution 25 points						

15% Weekly Online Discussions

Online discussions are a vital part of the class community. Students will post in response to prompts by the instructor concerning the readings. Responses to classmates also will be assigned some weeks. Discussion posts are meant to focus primarily on reader responses to the assigned readings, and the purpose is to share information about and explore ideas concerning the readings. However, since a secondary purpose is to practice attribution and citation practices for primary and secondary sources before problems cause a failing grade in a major project or the class (see Syllabus Policy on Plagiarism), grading criteria are length and attribution (each worth 50%).

20% Plagiarism Prevention Unit

The Plagiarism Prevention Unit is a series of assignments (including readings, tutorials, a dedicated online discussion, four practice quizzes, and an exam that can be taken three times) addressing the challenge of the growing incidence of inadvertent or unintentional plagiarism, including the problems of patch writing, at the university level.

We are using MLA guidelines in this class because while I understand some of you are in disciplines that use other guidelines (Chicago or APA), MLA Style or format is the system that many of us use in English. MLA information and resources are provided in the Plagiarism Presentation Unit so you do not have to purchase an MLA Style Guide.

15% Weekly Logs

This assignment grade is the online version of attendance. Each week you will turn in a list of the work you have completed for the class during that week and a list of your planned work for the next week.

Extra Credit: 3%

There are three chances to earn extra credit points during the course. Each chance is worth 1 point (added to your final grade) if completed on time.

1. Pre-Term Test (complete Week 1)
2. Post-Term Test (complete Finals Week)
3. Report an error/mistake on one of the class handouts/assignments (Limit: 1 point) (Week 1-Finals Week).

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
 - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

Pearson Learning Studio (eCollege) Access and Log in Information

This course will be facilitated using Pearson Learning Studio (eCollege), the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course.

To launch a browser test, login to Pearson Learning Studio (eCollege), click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson Learning Studio (eCollege) Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson Learning Studio (eCollege).

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an Pearson Learning Studio (eCollege) Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio (eCollege) Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson Learning Studio (eCollege) Technical Support Representative.

Help: Click on the *'Help'* button on the toolbar for information regarding working with Pearson Learning Studio (eCollege)

(i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your Pearson Learning Studio (eCollege) session and open another browser window going to the Library's web site directly, at the following link:

<http://www.tamuc.edu/library> not from within Pearson Learning Studio (eCollege).

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Policy for Reporting Problems with Pearson Learning Studio (eCollege)

Should students encounter Pearson Learning Studio (eCollege)-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

Students must report the problem to the help desk. You may reach the helpdesk at

1. helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio (eCollege) tutorial offered

for students who may require some extra assistance in navigating the Pearson Learning Studio (eCollege) platform. **ONLY** Pearson Learning Studio (eCollege)-based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Take some time to read the following information. University faculty have a good deal of latitude in setting some of their procedures. However, in some cases, university procedures or department procedures apply to all courses.'

The first set of policy statements are specific to this course.

The second set of policy statements are mandated by the University and Department of Literature and Languages.

By staying in the class after reading this syllabus, you are obligated contractually to meet class requirements and follow *all* class, department, and university procedures.

Course Specific Policies

Avoiding Stereotype Threat: The assigned readings for this class often deal with adult topics, themes, and language. Online readings on race and ethnicity, gender and sexuality, and disabilities have been chosen to complement the novel's stories and characters and also deal with adult themes and topics, often in adult language, including swearing.

The concept of the "near future" speculation is linked directly to some of the major controversies and areas of debate in our culture, and in the world, in the 21st century. I balance the importance of dealing with such issues with the attempt to create as safe a space as possible to explore these themes. I do not expect us all to agree, nor is agreement necessary to receive a good grade on your work.

I do expect you to strive with me to make this class, and thus our university community, a safe space for all individuals regardless of age, ability status, class, ethnicity, religious affiliation, nationality, sexual orientation, gender identity, or gender expression. This goal can best be met by not making any assumptions about the other people in the class (unless you know them outside our online class, you know very little about them beyond what they choose to reveal here), and by avoiding stereotypes and generalizations about social groups based on any of the categories previously listed. Overgeneralizing and reliance upon stereotypes are not only harmful to others but are a sign of carelessness and lack of critical thinking in writing.

It is possible to express stereotypes without being aware that they are harmful. I will provide a list of basic "101" resources for the class, and if I see problems in your writing (in any of the assignments), I will contact you privately to alert you to potential issues and suggest how to avoid harm. If you continue to post in a way that could be harmful, I will ask to meet with you.

No Penalty Zone (NPZ): The No Penalty Zone is a concept I created for my online courses but which I also use in my web-enhanced classes. There is a weekly deadline. The deadline for your class this fall is Sundays, 11:00 p.m., U.S. Central Time. That is when all work for the week is due (be aware if you wait until Sunday to do all the work, you are likely to be unhappy with the resulting grades). The NPZ is an automatic extension of 48 hours (to Tuesdays at 11:00 p.m.). You do not have to ask for the NPZ, provide documentation, or explain anything. As long as the work is turned in by Tuesdays at 11:00 p.m. (it may be turned in earlier of course!), it's "on time."

Late Work: Late work is penalized (from 10-30%) per assignment, as indicated on the assignment handout. In this class, "late" means any time after the No Penalty Zone (NPZ). Since many assignments are weighted toward rewarding effort and others allow revision, your best strategy for success in the class is to turn your work in on time. The only way to fail in this class is to fail to turn in work.

NOTE: If you have a medical condition or emergency or some other situation (professional or personal) which affects your ability to do the work for this class, please email me as soon as possible, and I will discuss extensions for you. If this situation is short-term (1-3 weeks), no documentation is needed. If it will affect your work for a good deal of the term, then please submit documentation.

WARNING: Always aim to complete your work by the deadline. Then, if life intervenes, you have a safety net.

University & Department Policies

Academic Dishonesty/Plagiarism: Conduct violating generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

Literature and Languages Policy on Plagiarism: Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as collusion. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1, 2, 3])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. You must acknowledge and document all sources (quoted and paraphrased) in all the assignments for the class. This acknowledgement must be in textual attribution, that is, in the sentences not just in parentheses at the end of paragraphs and in Works Cited pages. When discussions and journal entries are focused on assigned readings, Works Cited pages are not required. However, some journal entries require you to write about reviews on the

novels that you have found yourself. In these cases, and in the Tumblr project drafts, Works Cited pages as well as textual attribution is required. Textual documentation requires clear identification of the source (including author's name and title) within your text (embedded in your sentences for summaries and paraphrases, in parentheses for direct quotes). In addition, page or paragraph numbers (for online sources) must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Unintentional plagiarism is still plagiarism. If you are summarizing/paraphrasing information from the source and fail to incorporate textual attribution, it still can be a case of plagiarism. Using quoted material without parenthetical attribution and Works Cited entries verges on plagiarism.

The first instance of intentional or unintentional plagiarism will result in a failing grade on the assignment, without a chance to revise.

The second instance of intentional or unintentional plagiarism will result in an immediate F in the class, and a report to your Department Head, as well as to your college Dean and the Office of the Dean of Students. This report may stay on your permanent collegiate record and you may also be subject to further disciplinary action being taken by the university.

Online resources on plagiarism:

<http://writingcenter.unc.edu>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Courtesy: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, conduct).

A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. Since almost all contact will be take place via electronic means, it is important to be courteous and respectful in responding to ideas that may differ from yours. This is an educational environment, and therefore each student should exhibit a decorum lending itself to the intellectual exchange of views and ideas.

Online courses requires meeting some different standards than face/face situations: a good guide to Netiquette can be found at:
<http://www.albion.com/netiquette/>

Drop Policy: The university drop procedure has changed as of Summer 2012.

Students who are eligible may now drop their classes with a “Q” drop grade without Instructor approval through their MyLeo.

This procedure does not apply to students with advising holds (Athletes, International Students, Honor Students, UC College, etc.). Students with advising holds will have to complete a Drop/Add form and get approvals manually and turn the form in to the Registrar’s Office for processing.

NOTE: the process of dropping is manually done at the Registrar's office and is not automatically posted when you submit the form through MyLeo.

The Drop/Add form is located online at:

<https://www.tamuc.edu/admissions/registrar/documents/2012DropForm.pdf>

The deadline to drop with a “Q” drop grade can be found on the Academic Calendar at:

<http://www.tamuc.edu/admissions/registrar/academicCalendar.aspx>

The drop process steps are listed below.

- Go to MyLeo
- Go to Registration, Records & Grades
- Registration
- Register/Add or Drop Classes
- Select a Term
- Under “Action”, click on Course Drop
- Click on “Submit Changes” at bottom form

If you are only enrolled in one class or need to drop all your classes, you will not be able to drop through this procedure. The Withdrawal Form is available at:

<http://www.tamuc.edu/admissions/registrar/documents/studentWithdrawal.pdf>

These forms must be turned in to the Registrars’ Office for processing.

Incomplete Grades: The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignment(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

As this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the Pearson Learning Studio (eCollege) platform. The class platform is available for student access for only two weeks after the close of each semester.

ADA STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

CLASS CALENDAR

Fall 2014 August 25 – December 12, 2014

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course.

Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur and will be sent out by the class email.

WEEKLY DUE DATES:

All assigned work for the week is due Sunday of each week, at 11:00 p.m. Central Time.

The No Penalty Zone (NPZ) deadline is the following Tuesday, also at 11:00 p.m. Central Time.

Work may be turned in at any time during the days before the due date. Not all assignments are opened until the week they are due, but any that are may be completed early if you wish to work ahead.

WEEK ONE

AUGUST 25-29

Pre-Test Extra Credit
Textbook: *They Say*, Chapter 1, 2
Webliography: 2 online readings
Weekly Discussion
Weekly Log #1

WEEK TWO

SEPTEMBER 1-5

Textbook: *They Say*, Chapter 3, 4
Webliography: 2 online readings
Weekly Discussion
Reading Journal: Entry #1
Plagiarism Ex. Threaded discussion in Plagiarism Prevention Unit
Weekly Log #2

WEEK THREE**SEPTEMBER 8-12**

Novel: *Hunger Games*
Webliography: 3 online readings
Weekly Discussion
Weekly Log #3

WEEK FOUR**SEPTEMBER 15-19**

Textbook: *They Say*, Chapter 5, 6
Webliography: 3 online readings
Weekly Discussion
Reading Journal: Entry #2
Weekly Log #4
Plagiarism Practice Quiz 1

WEEK FIVE**SEPTEMBER 22-26**

Novel: *The Diamond Age*
Webliography: 3 online readings
Weekly Discussion
Tumblr Post #1
Plagiarism Ex. Threaded discussion in Plagiarism Prevention Unit
Weekly Log #5

WEEK SIX**SEPTEMBER 29-OCTOBER 3**

Textbook: *They Say*, Chapter 7, 8, 9
Webliography: 2 online readings
Weekly Discussion
Reading Journal: Entry #3
Weekly Log #6
Plagiarism Practice Quiz 2

WEEK SEVEN**OCTOBER 6-10**

Novel: *Feed*
Webliography: 2 online readings
Weekly Discussion
Tumblr Post #2
Plagiarism Ex. Threaded discussion in Plagiarism Prevention Unit
Weekly Log #7

WEEK EIGHT**OCTOBER 13-17**

Textbook: *They Say*, Chapter 10, 11, 12
Webliography: 2 online readings
Weekly Discussion
Reading Journal: Entry #4
Weekly Log #8
Plagiarism Exam (first try of three)

WEEK NINE**OCTOBER 20-24**

Novel: *Arctic Rising*
Webliography: 2 online readings
Weekly Discussion
Tumblr Post #3
Plagiarism Ex Threaded discussion in Plagiarism Prevention Unit
Weekly Log #9

WEEK TEN**OCTOBER 27-31**

Textbook: *They Say*, Chapter 13, 14
Webliography: 2 online readings
Reading Journal: Entry #5
Tumblr Post #4
Plagiarism Ex. Threaded discussion in Plagiarism Prevention Unit
Weekly Log #10

WEEK ELEVEN**NOVEMBER 3-7**

Reading: *Slow River*
Webliography: 3 online readings
Weekly Discussion
Weekly Log #11
Plagiarism Practice Quiz 3

WEEK TWELVE**NOVEMBER 10-14**

Textbook : *They Say*, Chapter 15
Webliography: 2 online readings
Weekly Discussion
Reading Journal: Entry #6
Plagiarism Ex. Threaded discussion in Plagiarism Prevention Unit
Weekly Log #12

WEEK THIRTEEN **NOVEMBER 17-21**

Novel: *The Speed of Dark*
Webliography: 2 online readings
Weekly Discussion
Tumblr Post #5
Plagiarism Ex Threaded discussion in Plagiarism Prevention Unit
Weekly Log #13

WEEK FOURTEEN **NOVEMBER 24-28 THANKSGIVING**

Tumblr Post #6
Weekly Log #14
Plagiarism Practice Quiz #4
Plagiarism Exam (second try of three)

WEEK FIFTEEN **DECEMBER 1-5**

Tumblr Post #7
Tumblr Post #8
Revise and post Tumblr Posts 1-4
Weekly Log #15

WEEK SIXTEEN: **DECEMBER 8-12 FINALS WEEK**

DUE DATE SHIFTED TO SATURDAY 11:00 pm CENTRAL TIME

NPZ does not apply because of grading deadlines

Revise and post Tumblr Posts 5-8
Plagiarism Exam (third and last try)
Weekly Log #16
Post Test Extra Credit