

OUTCOMES & ASSESSMENTS

ENGL 2200/PRWT 2200, Modern English Grammars (3 semester hours), is designed to give students some theoretical understanding of English syntax as well as the uses of Edited American English. Students will learn to manipulate their use of language at the sentence level for specific purposes and audiences, to edit their own writing confidently, and to analyze written texts. Other outcomes will enable students to understand some learners' difficulty with grammar, to look beyond their surface errors, and to understand the difficulties ESL students have with English grammar.

Prerequisites: Freshman English Sequence (ENGL 1000/1010 + 1020/1023H) or Freshman Honors English (ENGL 1023H)

WHAT YOU WILL LEARN IN THIS CLASS

This section is intended to help you understand the learning outcomes for this course and the activities you will complete in order to demonstrate your achievement of those outcomes.

This class will help you develop/improve the following skills:

- I. Employ essential terminology associated with the study of English grammar.
 - A. Identify the forms of parts of speech & grammatical elements.
 - B. Describe the functions of parts of speech & grammatical elements.
- II. Explain grammatical concepts & skills.
 - A. Instruct others about different elements of English grammar.
 - B. Describe grammar problems in writings & prescribe remedies.
- III. Analyze syntactic structure and patterns.
 - A. Produce various sentence structures.

- B. Analyze the effectiveness of different sentence structures.
- IV. Demonstrate personal accountability & effective work habits.
 - A. Leverage digital technologies ethically & efficiently to complete tasks & accomplish goals.
 - B. Develop proficiency as a self-regulated learner.

HOW YOUR LEARNING WILL BE ASSESSED

- ✓ **Chapter Exercises:** For every chapter we read in our textbook, you will complete a series of exercises on Brightspace. These will appear as Quizzes in Brightspace, but please don't think of them that way. You will be able to redo any homework assignment for which you receive less than a perfect score.
Weight: 30% of course grade
Outcomes: I, II, III, IV
- ✓ **Application Activities:** At three points during the semester, we will pause to give you a chance to apply what you have learned so far in a real-world scenario. At each point, you will have the opportunity to choose one of four activities to complete.
Weight: 20% of course grade
Outcomes: II, III
- ✓ **Class Engagement:** Each week, you will complete a self-assessment of your perceived class engagement for the class sessions that week. These assessments must be completed each Saturday evening.
Weight: 10% of course grade
Outcomes: IV
- ✓ **Unit Tests:** You will take three online unit tests. These must be completed by the designated Saturday evening. Unit tests can only be taken once, but you will have the opportunity to submit a reflection to improve your grade for any test.
Weight: 30% of course grade
Outcomes: I, II, III
- ✓ **Final Exam:** Your final exam will be a timed activity that challenges you to demonstrate your learning this semester through one of the application

activities we practice this semester.

Weight: 10% of course grade

Outcomes: I, II, III

HOW YOUR LEARNING WILL BE GRADED

You must successfully complete all of the above to pass this class. Unless otherwise noted, work written outside of class and submitted for a grade should conform to academic standards. Assignments should be cleanly typed and free of spelling, mechanical, and grammatical errors. Papers suffering from excessive problems will be returned without a grade.

Please note that simply meeting the basic requirements for any assignment will never earn you better than an adequate grade. Good and excellent work go well beyond the expectations.

Grade Scale for All Course Work

Excellent		A = 93-100%	A- = 90-92%
Good	B+ = 87-89%	B = 83-86%	B- = 80-82%
Adequate	C+ = 77-79%	C = 73-76%	C- = 70-72%
Poor	D+ = 67-69%	D = 63-66%	D- = 60-62%
Unacceptable		F = 0-59%	

Your midterm course grade (posted to Banner on Friday 18 October) will be calculated as follows:

- Homework (35%) + Applications (20%) + Engagement (10%) + Unit Tests (35%)

Your final course grade (posted to Banner on Friday 13 December) will be calculated as follows:

- Homework (20%) + Applications (20%) + Engagement (15%) + Unit Tests (30%) + Final Exam (15%)

WHAT YOU CAN EXPECT FROM THIS CLASS

This section is intended to help you understand how and why I have designed this class as I have. If you have any concerns about how any of these methods will impact your learning, please speak with me.

WHAT YOU NEED FOR THIS CLASS

PRIMARY TEXTS

Brehe, Stephen. *Brehe's Grammar Anatomy*. U of North Georgia P, 2019.

This is a freely available electronic textbook. You can [download a full copy of the textbook here \(readings/brehes-grammar-anatomy.pdf?](https://ung.edu/university-press/books/grammar-anatomy.php?&d2lSessionVal=Qzz5RkgUVz245Dm8vNWBsHoi3&ou=34391)

[&d2lSessionVal=Qzz5RkgUVz245Dm8vNWBsHoi3&ou=34391](https://ung.edu/university-press/books/grammar-anatomy.php?&d2lSessionVal=Qzz5RkgUVz245Dm8vNWBsHoi3&ou=34391)), but I will also provide a separate PDF of each chapter as we read them. **If you prefer a printed version, you can order one from the publisher: <https://ung.edu/university-press/books/grammar-anatomy.php> (<https://ung.edu/university-press/books/grammar-anatomy.php>).** Whichever format you choose, you should have your book with you and readily available at every class session.

TECHNOLOGY NEEDS

You will need access to a computer and to the internet. You will need to be able to type some assignments with a word processing program and to upload those assignments to our course on Brightspace. Other assignments will require you to scan or photograph your handwritten work to upload it to Brightspace. You will also need to complete online quizzes and to download and/or print documents I post to Brightspace, as well as to keep track of your grades. You will also need to be able to view short videos posted to YouTube. If the class meets through Zoom, you will need, at a minimum, to use a computer with a

working speaker. Having a set of headphones with a built-in microphone is ideal, but not required. Likewise, for this course, having a web cam is ideal, but not required. Please see me if you anticipate any difficulties with these technology needs.

HOW I APPROACH TEACHING THIS CLASS

Over the past few years, I have embraced the idea of inverted teaching: I believe most of the traditional classroom activities (lecture, knowledge sharing) should take place outside of the classroom so that the very limited time we have in the classroom can be devoted to the more challenging, more meaningful, and more enjoyable forms of learning. This has also enabled me to shift my interpretation of my role in the classroom. I do not see myself as the expert who is bestowing my students with some of my knowledge. I see myself as a guide, a mentor, and a fellow learner. As a result of all this, the actual class meetings we have may seem to you poorly planned, disorganized, or even chaotic, when what they really are is active and engaging.

Moreover, this class has been designed using a concept called gamification. The idea is to structure some of the class as a fun, low-risk game. Over the course of the semester, you will have a variety of opportunities to earn points (separate from your graded work). When you earn enough points, you will "level up," which will earn you more points. You will have the ability to spend those earned points on a number of rewards throughout the semester. For some of you, I hope an element of fun is all that is necessary to make this a meaningful and enjoyable class. For others, the competitive nature of the gaming element may have a similar effect. For still others, I hope that the fact that this class is not built around lectures will be enough. I hope you will approach the gamified elements of class with an open mind and a willingness to try something new.

GUIDING PRINCIPALS FOR THIS COURSE *

01 A good course is informed by issues of equity and justice. It takes into account social, political and cultural issues — including students' backgrounds and socioeconomic circumstances — to craft a learning experience that is just.

02

A good course is interactive. Courses are much more than placeholders for students to access information. A good course provides information such as readings or lecture videos, but also involves interactions between professor and students and between students and students.

03

A good course is engaging and challenging. It invites students to participate, motivates them to contribute and captures their interest and attention. It capitalizes on the joy of learning and challenges students to enhance their skills, abilities and knowledge.

04

A good course involves practice. Good courses involve students in "doing" – not just watching and reading – "doing again" and in applying what they learned.

05

A good course is effective. Such a course identifies the skills, abilities and knowledge that students will gain by the end of it, provides activities developed to acquire them and assesses whether students were successful.

06

A good course includes an instructor who is visible and active, and who exhibits care, empathy and trust for students. This individual understands that their students may have a life beyond their course.

07

A good course promotes student agency. It gives students autonomy to enable opportunities for relevant and meaningful learning. Such a course redistributes power - to the extent that is possible - in the classroom.

* Adapted from "[The 7 Elements of a Good Online Course](http://theconversation.com/the-7-elements-of-a-good-online-course-139736)" (<http://theconversation.com/the-7-elements-of-a-good-online-course-139736>) by George Veletsianos.

HOW YOU SHOULD APPROACH LEARNING IN THIS CLASS

- ✓ **Preparation.** This is a study and practice intensive course. Every week you will have one or more chapters to read and exercises to do. If you come to class without having read the chapter(s) to learn the new content and without having used the exercises to practice your learning, you will be lost. We will use class time to explore the more complex aspects of grammar, making class meetings a time for wonder and discovery. Coming to class unprepared will make it impossible for you to learn.

- ✓ **Workload.** As with any college course, for every hour you spend in the classroom, you should expect to spend 2 to 3 hours studying outside this classroom. As this is a 3 credit class, you should plan to have 6-9 hours of work outside of class every week.
- ✓ **Engagement.** Your active engagement in this class is critical to its success. By participating, rather than simply listening, you add to what the class as a whole learns and you enhance your own learning. This course requires all members of the class to participate in all activities. You should always come to class having read the assigned materials, completed the assigned work, and prepared to share your opinion, to listen to those of others, and to ask relevant questions.
- ✓ **Late Work.** Work is due as assigned. If you are experiencing a hardship that interferes with your school work, please talk to me outside of class. You should never presume to turn in work late, nor should you ever presume that you cannot turn in work late.



Need to meet with Dr. Todd? **Schedule an appointment!**
(https://calendly.com/jason_s_todd)

TECH NEEDS & SUPPORT

This section provides you with information about the technology necessary to take this class and how you can find support for the systems that are used for the course, as well as information about the accessibility of the course.

ACCESSIBILITY

I am committed to the principles of **universal design for learning (UDL)** [🔗](http://www.udlcenter.org/aboutudl/whatisudl) (<http://www.udlcenter.org/aboutudl/whatisudl>). This means that our face-to-face and virtual spaces, our practices, and our interactions will be as inclusive as possible. All course content is designed to work with screen readers. All required content videos are captioned. Supplementary videos include text summaries.

Please let me know if you have any problems accessing any of the course content.

SYSTEM/DEVICE PREFERENCES

BROWSER PREFERENCES

Brightspace will be used for communication, collaboration, resources, etc. To eliminate technical difficulties with using Brightspace, you should make sure you use a web browser that is compatible with this version of Brightspace. Refer to this **[list of acceptable browsers](https://cat.xula.edu/food/brightspace-faq/#requirements)** [🔗](https://cat.xula.edu/food/brightspace-faq/#requirements) (<https://cat.xula.edu/food/brightspace-faq/#requirements>). You can test your browser by using the System Check link below.

BRIGHTSPACE PREFERENCES

Account Settings and Notifications allow you to select your personal preferences. You should customize your account settings and notification preferences. Refer to the **[Brightspace Account Settings - Learner video](https://youtu.be/aYXbSBZ-VxI)** [🔗](https://youtu.be/aYXbSBZ-VxI) (<https://youtu.be/aYXbSBZ-VxI>) and

Brightspace Notifications - Learner video [🔗](https://youtu.be/JyVYtlzpoI0) (<https://youtu.be/JyVYtlzpoI0>) for information on this.

MOBILE DEVICES

This version of Brightspace was designed with a responsive design. Therefore you do not need a special app to use Brightspace on your mobile device. However, you may want to download the **Brightspace Pulse app** [🔗](https://www.d2l.com/products/pulse/) (<https://www.d2l.com/products/pulse/>) to your mobile device to help you keep track of important updates. The Pulse app brings news, deadlines, and grades together in one place. With the Pulse app, you can check your upcoming readings, assignments, and tests quickly to make better decisions about how to handle your workload.

SYSTEM CHECK

Use the automated **system check** [🔗](/d2l/systemCheck) (</d2l/systemCheck>) to check if your web browser is properly configured to use Brightspace.

HELP AND TECH SUPPORT

If you are having technical difficulty and cannot find the answer to your problem, you may be able to find the solution in one of these resources:

- **Brightspace Help** [🔗](https://documentation.brightspace.com/EN/learners/learners.htm) (<https://documentation.brightspace.com/EN/learners/learners.htm>)
- **YouTube Help Center** [🔗](https://support.google.com/youtube/?hl=en#topic=9257498) (<https://support.google.com/youtube/?hl=en#topic=9257498>)
- **Zoom Help Center** [🔗](https://support.zoom.us/hc/en-us/articles/206175806) (<https://support.zoom.us/hc/en-us/articles/206175806>)

Additionally, if you are having trouble using one of the Brightspace tools, you can get help from the D2L end-user support. This **help is available 24/7** via live chat and email. You can find the links to initiate a live chat session and send email to D2L support in the Help menu in the NavBar above.

INSTRUCTOR INTRODUCTION

My name is Prof. Todd and I use the pronouns he, him, and his. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using the correct name or title, is a way to show respect.

INSTRUCTOR BIO

Since 2007, I have been a member of the Department of English at Xavier, where I teach American Literature, Freshman Composition, Modern English Grammars, The Graphic Novel and Social Justice. From 2007 to 2010, I served as Xavier's Writing Center Director. From 2010 until 2015, I served as QEP Director, managing Xavier's Read Today, Lead Tomorrow initiative. In 2015, I became the Center for the Advancement of Teaching and Faculty Development's first Associate Director for Programming.

CONTACT INFO

Email: jtodd1@xula.edu (<mailto:jtodd1@xula.edu>) /
j.todd.la@gmail.com (<mailto:j.todd.la@gmail.com>)
Phone: 504-520-7207 / 601-818-2602

WHAT YOU CAN EXPECT OF ME

You have a right to expect the following from me as your professor:

- ✓ To serve as a mentor and guide to help you learn as best you can;
- ✓ To challenge you to excel as a student and a scholar;



Jason S. Todd, Ph.D.
Associate Professor of English
Xavier University of Louisiana

- ✓ To facilitate learning in an interesting and compelling way;
- ✓ To be open to questions and discussion in and out of class;
- ✓ To provide useful and timely grades and feedback on all coursework; and
- ✓ To provide you with a safe and accommodating learning environment.

We have an opportunity in this class to hear from people with different viewpoints and to open some lines of communication about difficult topics.

- ✓ All opinions are welcome, as long as they are grounded in evidence and presented respectfully. I reserve the right to

manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others.

- ✓ While I have tried to make sure our textbook is inclusive, I acknowledge the likelihood that there may be overt and covert biases in the material due to the lens with which it was written. Please contact me with or submit anonymously any suggestions or concerns.

I want to create a learning environment for you that supports a diversity of thoughts, perspectives, and experiences while honoring your identities. To help accomplish this, please consider the following:

- ✓ If you have a name or set of pronouns that differ from those that appear in your official Xavier records, please let me know, and I will do my best to make sure your preferences are honored.
- ✓ If you feel like your performance in the class is being impacted by your experiences outside of class, please speak with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, Dr. Florastina Payton-Stewart, Faculty Administrative Fellow for Diversity and Inclusion, would be an excellent resource.
- ✓ I (like many people) am still in the process of learning about diverse perspectives and identities. If something is said in class (by anyone) that makes you feel uncomfortable, please talk to me about it (again, anonymous feedback is always an option).

CONTACTING ME

- Email: [jtodd1@xula.edu \(mailto:jtodd1@xula.edu\)](mailto:jtodd1@xula.edu) / [jason.s.todd@protonmail.com \(mailto:jason.s.todd@protonmail.com\)](mailto:jason.s.todd@protonmail.com)
- Phone: 504-520-7207 / 601-818-2602
- Office Hours:
 - Mondays, 11am - 12pm (online only)
 - Tuesdays, 10am - 11am (in person or online)

- Wednesdays, 1pm - 2pm (in person or online)
- Thursdays, 11am - 12pm (in person or online)
- Fridays, 9am - 11am (online only)

Please feel free to contact me whenever you have a question or concern. I try to respond to emails as soon as I receive them, but when that's not possible, I will do my best to respond within 24 hours. My regular office is inside the Center for the Advancement of Teaching and Faculty Development on the 5th floor of the Library. You can find me there on Tuesdays, Wednesdays, and Thursdays when I am not in class or in meetings.

During my scheduled office hours, I am available to meet with any student who wishes to meet with me. I encourage you to come speak with me about any concern or question you have about this class or even your other classes. I do my best not to allow other commitments, such as committee meetings, to interfere with my office hours. If meeting in person, for whatever reason, is not possible for you, please email me and I will respond as soon as I can.



Need to meet with Dr. Todd? **Schedule an appointment!**
(https://calendly.com/jason_s_todd)

TIPS FOR STUDENT SUCCESS

This part of the syllabus is intended to provide you with information that may help you over the course of the semester, both within this class and at this university.

ACADEMIC INTEGRITY


As students of Xavier University of Louisiana, you are expected to maintain the highest standards of academic integrity. Behavior or actions like those described in **the Preamble of the College of Arts & Sciences Academic Integrity Policy** [↗](https://my.xula.edu/cas/Documents/cas_academicIntegrity.pdf) (https://my.xula.edu/cas/Documents/cas_academicIntegrity.pdf) are grounds for disciplinary action. All work submitted as an Assignment in Brightspace will be analyzed using TurnItIn, an originality checking system. The consequences for plagiarism or cheating in this class will be determined on a case by case basis but will range from the student having to redo the assignment to the student receiving a 0 for the assignment. All violations of academic integrity will be reported to the Dean of the College of Arts and Sciences.

If you need help with research and citations, in addition to speaking with me, you can also work with the staff in Xavier's **Library Resource Center** [↗](https://xula.libguides.com/Library) (<https://xula.libguides.com/Library>).

INSTRUCTIONAL CONTINUITY


It is your responsibility to be aware of any changes to our schedule. If class is ever cancelled, please check your email and Brightspace for updates. In the event of a campus closure or evacuation, we will continue the course online, using Brightspace and Zoom. This class had been designed to be highly resilient, meaning that any interruption to the

traditional face-to-face instruction should not have any significant impact on the momentum of the course. We will continue the class as detailed in this syllabus, but in a fully online format.


If you are having problems with any online campus service, please refer to these [Information Technology Center \(ITC\) Student Resources](https://www.xula.edu/itc-student-resources)  (<https://www.xula.edu/itc-student-resources>).

WRITING & LEARNING ASSISTANCE


I strongly encourage you to make use of the free services provided by the Writing Resource Center, where peer tutors and professional instructors offer individual assistance on a full range of writing strategies and concepts. The Writing Resource Center is located in Room 106 of the St. Joseph Student Academic and Health Center. I may refer students whose writing demonstrates particular problems to the Writing Resource Center.

Xavier's [Student Academic Success Office \(SASO\)](https://www.xula.edu/saso)  (<https://www.xula.edu/saso>) provides tutoring and other learning support services.

SPECIAL ASSISTANCE

Students requiring special assistance or consideration in order to meet academic requirements should advise the Dean of the College to the nature of their disability upon admission to Xavier or as soon as the need for assistance is known to exist. Students should also contact the [Office of Disability Services](https://xula.edu/office-disability-services)  (<https://xula.edu/office-disability-services>) to arrange access to services available.

BASIC NEEDS SECURITY

Any student who faces challenges securing food or housing and believes this may affect their performance in this or any course is urged to contact the [Office of Student Affairs](https://www.xula.edu/studentlife)  (<https://www.xula.edu/studentlife>) for support. Furthermore, please notify me if you are

comfortable doing so. This will enable me to provide any resources that I may have at my disposal.

TITLE IX & MANDATORY REPORTING

In compliance with Title IX of the Education Amendments of 1972, Xavier University of Louisiana does not discriminate on the basis of sex in any of its educational programs, activities, or employment. The university is committed to providing a safe environment for all of its members and therefore prohibits sexual misconduct as defined in this policy. As a faculty member, I am considered a responsible employee. Responsible employees are mandated reporters of all types of sexual violence, including sexual assault, domestic violence, dating violence, non-consensual sexual contact, sexual exploitation, sexual harassment and stalking.

While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee, I am required to report disclosures of sexual violence, including sexual assault, domestic violence, dating violence, non-consensual sexual contact, sexual exploitation, sexual harassment and stalking. If you would like to speak with someone *confidentially*, you can contact one of the following campus offices:

[Violence Prevention Education and Advocacy](https://www.xula.edu/violence-prevention)  (<https://www.xula.edu/violence-prevention>) (520-7503)

[Center of Health and Wellness](https://xula.edu/center-of-health-wellness)  (<https://xula.edu/center-of-health-wellness>) (520-7315)

[Office of Student Health Services](https://www.xula.edu/student-health-services)  (<https://www.xula.edu/student-health-services>) (520-7396)

[Campus Ministry](https://www.xula.edu/campus-ministry/)  (<https://www.xula.edu/campus-ministry/>) (520-7593)

OTHER STUDENT RESOURCES

[Office of Financial Aid](https://www.xula.edu/financialaid)  (<https://www.xula.edu/financialaid>)

[Office of the Registrar](https://www.xula.edu/registrar-office)  (<https://www.xula.edu/registrar-office>)

[Military Assistance Program](https://www.xula.edu/veteranguide)  (<https://www.xula.edu/veteranguide>)

COVID-19 CONCERNS

This part of the syllabus is intended to provide you with information specific to the challenges caused by the COVID-19 pandemic.

OUTSIDE OF CLASS

During the Fall 2020 semester, appropriate face coverings are required by all people on Xavier's campus in indoor spaces and enclosed outdoor spaces. Please remember that face masking is done to protect others as well as yourself. Please embrace our campus culture of caring for one another by engaging in activities that help reduce the spread of COVID-19, such as:

- Wearing a mask that covers your nose and mouth;
- Observing social distance while in the classroom;
- Engaging in proper hand washing;
- Self-monitoring for symptoms of COVID-19;
- Staying home if you do not feel well;
- Complying with directions to quarantine or isolate if ill or exposed to someone who is ill.

MISSING CLASS FOR HEALTH REASONS

Please evaluate your own health status regularly. Please seek appropriate medical attention for any symptoms. If you are diagnosed with COVID-19, please contact the Office of the Dean of the College of Arts and Sciences. They will notify your instructors without revealing private information. If you need to self-isolate due to possible contamination, please notify me by phone or email.

SEMESTER SCHEDULE 2.0

This part of the syllabus provides you with the planned outline for our work this semester. Please understand that this schedule is subject to change as needed.

Items listed in *italics* are optional and for game points. Items listed in **bold** are tests and major assignments.

WEEK 1: 08/22 - 08/28

- Before class on 08/24: Read the Quick Start Guide and the Rule Book
- In class on 08/24: Class introductions; Innate grammar
- Before class on 08/26: Read textbook Introduction
- In class on 08/26: Class introductions; Innate grammar
- By Sunday 08/29: **Take Pre-test**; Submit CESA for Week 01; *Post Learning Forum 01*

WEEK 2: 08/29 - 09/04 (HURRICANE IDA)

WEEKS 3-4: 09/05 - 09/18 (ASYNCHRONOUS)

- Complete Prereading Journal 01
- Complete Chapters 1-3 in Top Hat
- Complete Postreading Journal 01
- Watch Video Supplement 01
- Post Learning Forum 02
- Complete Prereading Journal 02
- Complete Chapters 4-5 in Top Hat

- Watch Video Supplement 02
- Complete Postreading Journal 02
- Post Learning Forum 03

WEEK 5: 09/19 - 09/25

- Before class on 09/21:
 - Complete all work assigned for asynchronous learning
- In class on 09/21:
 - Course updates
 - Learning review
- Before class on 09/23
 - Take Vocab Reviews 01 & 02 on Top Hat
- In class on 09/23
 - Learning review
- By Sunday 09/26:
 - Submit CESA for Week 05

WEEK 6: 09/26 - 10/02

- Before class on 09/28:
 - *Complete Prereading Journal 03*
 - Complete Chapters 6-7 in Top Hat
- In class on 09/28:
 - Learning Review: Prepositions & Pronouns
- Before class on 09/30:
 - Watch Video Supplement 03
 - *Complete Postreading Journal 03*
- In class on 09/30:
 - Advanced Learning: Prepositions & Pronouns
- By Sunday 10/03:

- Submit CESA for Week 06
- *Take Vocab Review 03*

WEEK 7: 10/03 - 10/09

- Before class on 10/05:
 - *Complete Prereading Journal 04*
 - Complete Chapters 8-9 in Top Hat
- In class on 10/05:
 - Learning Review: Complements, Conjunctions, and Clauses
- Before class on 10/07:
 - Watch Video Supplement 04
 - *Complete Postreading Journal 04*
- In class on 10/07:
 - Advanced Learning: Complements, Conjunctions, and Clauses
- By Sunday 10/10:
 - Submit CESA for Week 07
 - *Take Vocab Review 04*
 - *Post Learning Forum 04*

WEEK 8: 10/10 - 10/16

- Before class on 10/12:
 - Study for Test 1 (Chapters 1-9)
- In class on 10/12:
 - Complete Test 1
- Before class on 10/14:
 - Submit Test 1 Reflection
- In class on 10/14:
 - Present Application #1
- By Sunday 10/17:

- Submit CESA for Week 08

WEEK 9: 10/17 - 10/23

- Before class on 10/19:
 - *Complete Prereading Journal 05*
 - Complete Chapters 10-11 in Top Hat
- In class on 10/19:
 - Learning Review: Sentences & Clauses
- Before class on 10/21:
 - Watch Video Supplement 05
 - *Complete Postreading Journal 05*
- In class on 10/21:
 - Advanced Learning: Sentences & Clauses
- By Sunday 10/24:
 - Submit CESA for Week 09
 - *Take Vocab Review 05*
 - *Post Learning Forum 05*

WEEK 10: 10/24 - 10/30

- Before class on 10/26:
 - *Complete Prereading Journal 06*
 - Complete Chapter 12 in Top Hat
- In class on 10/26:
 - Learning Review: More Clauses
- Before class on 10/28:
 - Watch Video Supplement 06
 - *Complete Postreading Journal 06*
- In class on 10/28:
 - Advanced Learning: More Clauses

- By Sunday 10/31:
 - Submit CESA for Week 10
 - *Take Vocab Review 06*
 - *Post Learning Forum 06*

WEEK 11: 10/31 - 11/06

- Before class on 11/02:
 - *Complete Prereading Journal 07*
 - Complete Chapters 14-15 in Top Hat
- In class on 11/02:
 - Learning Review: More Verbs, More Nouns
- Before class on 11/04:
 - Watch Video Supplement 07
 - *Complete Postreading Journal 07*
- In class on 11/04:
 - Advanced Learning: More Verbs, More Nouns
- By Sunday 11/07:
 - Submit CESA for Week 11
 - *Take Vocab Review 07*
 - *Post Learning Forum 07*

WEEK 12: 11/07 - 11/13

- Before class on 11/09:
 - *Complete Prereading Journal 08*
 - Complete Chapters 17-18 in Top Hat
- In class on 11/09:
 - Learning Review: Verbals & Infinitives
- Before class on 11/11:
 - Watch Video Supplement 08

- *Complete Postreading Journal 08*
- In class on 11/11:
 - Advanced Learning: Verbals & Infinitives
- By Sunday 11/14:
 - Submit CESA for Week 12
 - *Take Vocab Review 08*
 - *Post Learning Forum 08*

WEEK 13: 11/14 - 11/20

- Before class on 11/16:
 - *Complete Prereading Journal 09*
 - Complete Chapters 19-20 in Top Hat
- In class on 11/16:
 - Learning Review: More Pronouns & Other Things
- Before class on 11/18:
 - Watch Video Supplement 09
 - *Complete Postreading Journal 09*
- In class on 11/18:
 - Advanced Learning: More Pronouns & Other Things
- By Sunday 11/21:
 - Submit CESA for Week 13
 - *Take Vocab Review 09*
 - *Post Learning Forum 09*

WEEK 14: 11/21 - 11/27

- Before class on 11/23:
 - Complete Chapter 21 in Top Hat
- In class on 11/23:
 - Learning Review: Punctuation

- NO CLASS ON 11/25 (Thanksgiving Holiday)

WEEK 15: 11/28 - 12/04

- Before class on 11/30:
 - Study for Test 2 (Chapters 10-20)
- In class on 11/30:
 - Complete Test 2
- Before class on 12/02:
 - Submit Test 3 Reflection
- In class on 12/02:
 - Present Application #2
- By Sunday 12/05:
 - Submit CESA for Week 15



Need to meet with Dr. Todd? **Schedule an appointment!**
(https://calendly.com/jason_s_todd)