

1-15-2019

# Technical and Business Writing

Alaya Swann

Follow this and additional works at: [https://digitalcommons.collin.edu/english\\_syllabispring2019](https://digitalcommons.collin.edu/english_syllabispring2019)

---

## Recommended Citation

Swann, Alaya, "Technical and Business Writing" (2019). *Spring 2019*. 118.  
[https://digitalcommons.collin.edu/english\\_syllabispring2019/118](https://digitalcommons.collin.edu/english_syllabispring2019/118)

This Article is brought to you for free and open access by the 2019 at DigitalCommons@Collin. It has been accepted for inclusion in Spring 2019 by an authorized administrator of DigitalCommons@Collin. For more information, please contact [mtomlin@collin.edu](mailto:mtomlin@collin.edu).

**COLLIN COLLEGE**  
**COURSE SYLLABUS**

**Course Information**

**Course Number:** ENGL 2311

**Course Title:** Technical and Business Writing

**Course Description:** Intensive study of and practice in professional settings. Focus on the types of documents necessary to make decisions and take action on the job, such as proposals, reports, instructions, policies and procedures, e-mail messages, letters, and descriptions of products and services. Practice individual and collaborative processes involved in the creation of ethical and efficient documents.

**Course Credit Hours:** 3

Lecture Hours: 3

**Prerequisite:** ENGL 1301

**Student Learning Outcomes:**

**State Mandated Outcomes:** Upon successful completion of this course, students will:

1. Recognize, analyze, and accommodate diverse audiences.
2. Produce documents appropriate to audience, purpose, and genre.
3. Analyze the ethical responsibilities involved in technical communication.
4. Locate, evaluate, and incorporate pertinent information.
5. Develop verbal, visual, and multimedia materials as necessary, in individual and/or collaborative projects, as appropriate.
6. Edit for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling.
7. Design and test documents for easy reading and navigation.

**Withdrawal Policy:** The last day to withdraw from courses is October 19.

**Collin College Academic Policies:** See the current *Collin Student Handbook*

**Americans with Disabilities Act Statement:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC - D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

## **PROFESSOR INFORMATION**

**Professor's Name:** Dr. Alaya Swann

**Office Number:** U-153, in the University Building on Preston Ridge Campus

### **Office Hours:**

- Monday, 12:15-2:15pm
- Tuesday, 11:45am-12:45pm
- Wednesday, 12:15-2:15pm
- Thursday, 11:45am-12:45pm
- and by appointment

Office hours, or help sessions, are the times I am specifically available to help students in my office.

**Please come visit me with any questions or concerns** – I am always happy to talk to you or help you with any stage of your writing for the class! I do recommend that you email me ahead of time to schedule an appointment during busy times of the semester, so that I can make sure I'm free to meet with you. If these times do not work for you, please email me and I will try to find other times that will work for both of us.

**Email:** [aswann@collin.edu](mailto:aswann@collin.edu)

Email is my preferred method of contact. I will generally respond to emails within 24 hours, though it may take a little longer on weekends. I will only respond to emails sent from CougarMail or within Canvas, not from outside email addresses.

Please remember to use full email etiquette in all emails to me, including replies and emails containing attachments. That includes a clear subject line, an appropriate greeting, a clear and detailed description of your question, request, or message, and a clear signature including your full name and class section. I will not open attachments without a full, clear explanation in the body of the email of what the attachment is and why you are sending it to me. Additionally, please be aware that I will only discuss grades in person, not via email.

### **Class Information:**

**Section Number:** ENGL 2311 P70, CRN 22726

**Meeting Times:** M 7-9:45pm

**Meeting Location:** L212

### **Course Resources:**

- Markel, Mike. *Practical Strategies for Technical Communication*, 2nd edition, with the 2016 MLA update. Macmillan Learning, 2017, ISBN 9781319143138.

### **Minimum Technological Requirements:**

- Students need to have access to, and be able to use, Cougarmail and Canvas
- Students need to know how to use Google docs to store and transfer work
- Students need to have access to, and be able to use, a word processor that can save documents as .doc or .docx files (such as Word). If you use another word processor such as Pages, Google Docs, or Open Office, you must download/save your files as .doc or .docx files before you submit them

- Students need to know how to upload and download files and attachments

### GRADING METHOD

The class is graded on a point scale, with a total of 1000 points for the semester. The breakdown of individual point values is as follows:

- Unit 1 correspondence project: 50 points
- Unit 2 job application project: 50 points
- Unit 3 progress report project: 100 points
- Unit 4 proposal: 100 points
- Unit 5 oral presentation project: 50 points
- Unit 6 pamphlet project: 100 points
- Unit 7 instruction manual project: 100 points
- Weekly collaborative projects: 140 points (10 points each)
- Quizzes: 100 points total (25 points each for 4 quizzes)
- Portfolio: 50 points
- Final Reflection: 50 points
- Participation: 110 points\*

TOTAL: 1000 points

\*The participation grade includes punctual attendance, regular and active participation in class activities and quizzes, preparedness for class, process work (rough drafts, peer review, outlines, etc), worksheets, and other homework and class assignments.

### **Course Grading Scale** (out of 1000 points total)

|   |                  |
|---|------------------|
| A | 900-1000+ points |
| B | 800-899 points   |
| C | 700-799 points   |
| D | 600-699 points   |
| F | 0-599 points     |

\*Please note that I do not round grades up.

### COURSE ASSIGNMENTS AND GRADING

- **Formatting, Citation, and Other Requirements:** All work for the class must use the formatting and citation rules appropriate for each type of assignment, as indicated on the assignment sheet and in the models in the textbook. Your work should use standard American grammar, spelling, and punctuation; it should be carefully proofread. All assignments must be completed independently unless otherwise noted in the instructions. All work must be written *for this class*;

do not submit recycled papers written for another class. The only exception is your resume; you may modify an existing resume for your job application material project if you update and revise it as the assignment requires.

- **Submitting Work:** Your work must be submitted through the appropriate submission link in Canvas on time and in the correct file format (.doc, .docx, or pdf). Work that is not submitted in the correct file format and in the correct submission link on Canvas will not count as submitted on time. All drafts must be \*complete\* and meet all word count and other requirements. Some assignments may require submission online and in hard copy; if so, you need to have a printed copy ready to go at the start of class. If Canvas is not working correctly, you need to email me an attachment in the correct file format with a full emailed explanation before the deadline, and then you'll need to submit it on Canvas as soon as possible as well. Emails without the attached file do not demonstrate you completed the material on time.
- **Grading:** The final draft of each project will be graded according to the grading rubrics available on Canvas for each assignment. All other course assignments will be graded according to completeness and thoroughness, demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, and clarity of writing. Rough drafts and portfolio entries that meet all requirements, follow all directions (including in-class directions), are submitted on time and in full, and are clearly written will earn full points.

#### ASSIGNMENT TYPES

- **Unit Projects:** each unit will focus on a project containing written, visual, and/or oral components. Pay close attention to the assignment sheet and the models in the textbook for each project.
- **Weekly collaborative projects:** Each week in class, I will ask you to work together in groups on small projects that can be completed during class time. If you are not present for class, you cannot get credit for these activities. You will be graded according to completeness and thoroughness, demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, clarity of writing, and effective collaboration.
- **Quizzes:** You will take four quizzes throughout the semester on the material covered in your textbook and in the class. The quizzes will not be cumulative. You must be present in class to take the quiz; in cases of documented emergency, you need to contact me immediately to discuss your situation. Extensions will be granted on a case-by-case basis; if you do receive an extension, you will need to take the quiz the day you return to campus in the Testing Center.
- **Portfolio:** The portfolio will be a Google doc comprised of worksheets, assignments, and activities you complete throughout the course. Make sure you save all work throughout the course in your portfolio; a running list of the portfolio assignments you should have will be available in my template through Canvas throughout the course. Students need to be on time to class and stay the full class period in order to fully participate in portfolio activities. Some portfolio assignments may be made up if you are absent or late, but any assignment that starts with the word "group" cannot be made up, as it has at least one peer-dependent component.

- **Final Reflection:** Your final reflection is a short reflective essay that you will complete during the final exam period for the course. You will receive the prompt during that time, and you will be able to use all previous course materials (including your own drafts, my feedback, peer feedback, and portfolio activities) to complete a thorough, detailed, thoughtful self-reflection on your work in the course.
- **Daily Participation Grade:** this grade is determined by your active preparation and engagement in class activities. Students will generally receive all points for each day if they are in class on time, prepared for class, and participate fully in class activities. Students may lose points for absences, tardiness, disruptive behavior, use of cell phones or other technology without permission during class, lack of engagement in class activities, failure to be prepared for class, failure to have required materials, failure to complete required readings or other preparation for class, or otherwise not adequately participating or engaging.
- **Rough Drafts, and Other Homework:** There will be some assignments that are not included in your portfolio, such as rough drafts and peer review workshops. If the daily schedule requires submission both in hard copy and online, the work must be submitted in both places to receive full credit.
- **Daily Participation Grade:** this grade is determined by your active preparation and engagement in class activities. Each student receives the maximum number of points at the beginning of the course, but you may lose points for absences, excessive or repeated tardiness, disruptive behavior, using cell phones without permission during class, lack of engagement in class activities, failing to be prepared for class, failing to have required materials, failing to complete required readings or other preparation for class, or otherwise not adequately participating or engaging.
- **Late Submission Policy:** The late policy depends on the type of assignment. No late work of any kind will be accepted after the start of the final exam for the course.
  - **Unit Projects:** If a final draft of a project is submitted after the deadline, it will be considered late. This includes if an assignment is submitted in the wrong location or in an incorrect file format. The late penalty is 10% per 24 hours (5% for the first 12 hours after the due date). In some cases, I may be willing to extend deadlines for final drafts. This is done on a case-by-case basis; please communicate with me as early and as completely as possible if you feel you have unusually difficult circumstances so that we can discuss a potential extension. No late essay submissions will be accepted after the start of the final exam period for this course.
  - **Portfolio:** Portfolio entries without the word “group” at the beginning may be made up or completed any time until the full portfolio is submitted. Portfolio entries starting with the word “group” cannot be made up if the student misses class (or the portion of the class with that activity). The full portfolio will be due by the start of the final exam period for the course; no late portfolio submissions will be accepted.
  - **Final Reflection:** the final reflection must be completed in the classroom during the final exam period; late submissions will not be accepted. For documented illness or emergency, students must contact me immediately to discuss potential options.

- **Drafts and Other Homework:** Late submissions of rough drafts and other homework related to specific essays may receive up to half credit if they are submitted before the end of the unit (that is, when the final draft of that unit is due). No late submissions after the end of the unit will be accepted.
- **Standards for Instructor Response:** The turn-around time for homework, quizzes, and other small assignments will generally be within 3-4 days, and grades will be recorded on Canvas. The turn-around time for major papers will generally be within 7-8 days, and students will be able to access feedback and grades on Canvas.
- **Extra Credit:** There will be several opportunities to gain a small amount of extra credit as outlined in the Extra Credit module on Canvas; these can allow you to make up for missing any in-class activities, etc. All extra credit must be submitted by 11:59pm on Sunday, May 5. No late extra credit work will be accepted.
- **Scholastic Dishonesty and Plagiarism:** Please see section 7-2.2 of the *Collin Student Handbook* for definitions of scholastic dishonesty and plagiarism and information on Collin's policies. Plagiarism includes (but is not limited to) errors such as missing quotation marks around a quote, missing or incorrect citations, missing Works Cited pages, taking credit for someone else's idea or words, colluding with other people on individual assignments, etc. All cases of academic dishonesty will be reported to the Dean of Students' office for investigation. Students found responsible for academic dishonesty will receive a penalty ranging from a zero on the essay to an F in the course, depending on the instructor's interpretation of the severity of the incident.

#### ATTENDANCE AND OTHER POLICIES

- **Inclusivity:** Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are respected and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group. In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.
- **Attendance:** Attendance is vital in this class, as much of what we do is based on process, engagement with peers, and discussion. You should come to class prepared to discuss the assigned readings. *You cannot get credit for an in-class activity if you are not in class.* This includes if you are sick or have another emergency; this is why I offer the extra credit opportunities and why I recommend getting contact information for a peer so that you can stay caught up on course content. Additionally, I will cover material during class that is not in the readings but will be required in your essays and assignments; you will still be held accountable for course concepts even if you are absent from class when we go over them.
- **If you are absent, you should still be prepared for the next class that you attend.** Get contact information for classmates to make sure you stay caught up. Homework assignments are always available in the syllabus; if you ask me what the homework is, I will refer you to the syllabus.

- **Religious Holidays:** Please notify me beforehand about any class days you will miss for religious holidays so that I can plan accordingly. Please refer to the current *Collin College Student Handbook* for more information.
- **Tardiness and Leaving Class Early:** Tardiness is frequently disruptive to other students and to the teacher; please be prompt and prepared for every class. You will be marked tardy if you arrive after I take roll at the start of each class (usually within the first few minutes); each tardy will be equivalent to  $\frac{1}{4}$  of an absence in terms of daily participation points. If you need to leave class early, please let me know before class whenever possible, and leave as quietly as you can. If an emergency arises and you do leave without letting me know before class, please send an email afterward as a courtesy to me.
- **Civility:** Over the course of the term, we will likely discuss sensitive matters and explore differing viewpoints. Please be considerate and respectful towards everyone throughout the course in both discussion and writing. Audience awareness and respect are key components of successful composition and academic/professional communication.
- **Disruptive Behavior:** Behavior that detracts from the positive learning environment of the classroom will not be tolerated (Please reference Section 7 Student Code of Conduct, Sub-section 1.2 Disorderly Conduct in the current *Collin College Student Handbook*).

### TECHNOLOGY

- **Computer and printer problems are not valid excuses for late or missing work;** make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like dropbox, OneDrive, or Google docs) to make sure you don't lose it if anything happens to the computer or internet connection.
- **Technical Help:** Please complete work early to give yourself extra time in case of technical problems. Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/aboutus/helpdesk.html>
- **Cell phones:** Please have all cell phones and other electronic devices on vibrate during class time. If you are expecting an emergency call, please step outside the classroom to take your call. If you think there may be an educational reason to use your cell phone, please ask me whether it's ok to take it out. Use of a cell phone without permission may result in loss of participation points.
- **Laptops and tablets:** You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions so that you can participate more fully in those discussions. Use of a laptop for non-class activities may result in loss of participation points.
- **Other technology:** Make sure you have your headphones/ear buds put away during class discussions. Even if you don't have music on, wearing them can be distracting to those around you. You may listen to music during individual in-class quiet work periods, if you have the volume low and if you are aware enough of your surroundings to hear any announcements.

## **SOBI**

Collin College’s Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the “Student” tab, scroll down to the section entitled, “Safety and Wellness” and then click on “Refer information of concern (SOBI)”. Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found [here](https://www.collin.edu/studentresources/SOBI/) (<https://www.collin.edu/studentresources/SOBI/>).

## **DAILY SCHEDULE**

This schedule may be subject to change; if I make any adjustments, I will announce them in class and through Canvas beforehand. Be aware that all assigned readings may be tested through unannounced quizzes in class.

| <b>DATES</b>          | <b>WEEK 1 MEETING DETAILS</b>   |
|-----------------------|---|
| Monday,<br>January 21 | <ul style="list-style-type: none"> <li>No class: Martin Luther King Jr Day</li> </ul>   |
| <b>DATES</b>          | <b>WEEK 2 MEETING DETAILS</b>   |
| Monday,<br>January 28 | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>Introductions. Syllabus review. Introduction to Canvas. Audience awareness activity. Introduction to portfolio and projects. Goal setting. Introduction to groups and groupwork. Chapter 1 in book. Review readings. Go over Unit 1 writing assignments. Review organization and formatting. Practice reading and understanding correspondence and directions. Collaborative activity.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Sign the “Student Syllabus Agreement.”</li> <li>Read <i>Practical Strategies</i> Chapters 1 and 9 and complete worksheet.</li> </ul> |

|                        |  |
|------------------------|--|
|                        | <ul style="list-style-type: none"> <li>• Complete your Unit 1 writing assignment rough drafts.</li> </ul>  |
| <b>DATES</b>           | <b>WEEK 3 MEETING DETAILS</b>  |
| Monday,<br>February 4  | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Peer review. Comma splices and fragments. Revision and editing. Clarity and concision. Audience awareness. Review readings. Audience awareness and tone practice. Collaborative activity.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Read <i>Practical Strategies</i> Chapters 2 and 4 and complete worksheet.</li> <li>• Revise Unit 1 assignments.</li> <li>• Also, prepare for Quiz 1: Chapters 1, 2, 4, and 9.</li> </ul> |
| <b>DATES</b>           | <b>WEEK 4 MEETING DETAILS</b>  |
| Monday,<br>February 11 | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Unit 2. Review readings. Practice making job ad. Quiz 1: Chapters 1, 2, 4 and 9. Collaborative activity.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Read <i>Practical Strategies</i> Chapter 10 and complete worksheet.</li> <li>• Complete your rough draft of your Unit 2 materials.</li> </ul>   |
| <b>DATES</b>           | <b>WEEK 5 MEETING DETAILS</b>  |
| Monday,<br>February 18 | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Peer review. Revision and editing. Clarity and concision. Audience awareness. Review readings from Chapter 10. Review ethical decision making. Discuss layout and design elements. Collaborative exercise.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Read <i>Practical Strategies</i> Chapter 7 and complete worksheet.</li> <li>• Final draft of Unit 2 materials due.</li> </ul>   |
| <b>DATES</b>           | <b>WEEK 6 MEETING DETAILS</b>  |
| Monday,<br>February 25 | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Unit 3. Review readings from Chapter 7. Practice project report. Create timelines. Practice research and citation. Collaborative exercise.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Read <i>Practical Strategies</i> Chapter 12 and Chapter 5 and complete worksheet.</li> <li>• Rough draft of Unit 3 materials due.</li> </ul>  |

| DATES               | WEEK 7 MEETING DETAILS  |
|---------------------|---|
| Monday,<br>March 4  | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>Review readings. Peer review Unit 3 materials. Read models. Go over citation practices. Collaborative exercise.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Final draft of Unit 3 materials due.</li> <li>Also, study for Quiz 2: Chapters 5, 7, 10, and 12.</li> </ul>   |
| DATES               | WEEK 8 MEETING DETAILS  |
| Monday,<br>March 11 | <ul style="list-style-type: none"> <li><b>No class: Spring break!</b></li> </ul>  |
| DATES               | WEEK 9 MEETING DETAILS  |
| Monday,<br>March 18 | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>Introduction to Unit 4: proposal. Practice proposal in class. Target audience and review of audience awareness. Collaborative activity. Quiz 2: Chapters 5, 7, 10, and 12.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Read <i>Practical Strategies</i> Chapter 11 and complete worksheet.</li> <li>Rough draft of Unit 4: proposal due.</li> </ul>     |
| DATES               | WEEK 10 MEETING DETAILS   |
| Monday,<br>March 25 | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>Peer review and revision/editing. Review readings. Discuss how/where to use graphics. Audience awareness and language/jargon. Organization and clarity of concepts. Collaborative activity.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Read <i>Practical Strategies</i> Chapter 6 and complete worksheet.</li> <li>Revise Unit 4 materials.</li> </ul> |
| DATES               | WEEK 11 MEETING DETAILS   |

|                     |  |
|---------------------|--|
| Monday,<br>April 1  | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>● Introduction to Unit 5: oral presentation. Presentation practice in groups. Collaborative activity.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Read Chapter 15 and complete worksheet.</li> <li>● Complete your Unit 5 materials and prepare for your oral presentation of your proposal.</li> </ul>  |
| <b>DATES</b>        | <b>WEEK 12 MEETING DETAILS</b>   |
| Monday,<br>April 8  | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>● Review readings. Practice presenting; collaborative activity. Present your Unit 5 materials. Introduction to Unit 6.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Read Chapter 8 and complete worksheet.</li> <li>● Prepare your rough draft of your Unit 6 materials.</li> <li>● Also, study for Quiz 3: Chapters 6, 11, and 15.</li> </ul>              |
| <b>DATES</b>        | <b>WEEK 13 MEETING DETAILS</b>   |
| Monday,<br>April 15 | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>● Peer review in class. Review elements of design. Practice rhetorical analysis together. Collaborative activity. Quiz 3: Chapters 6, 11, and 15.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Read Chapter 3 and complete worksheet.</li> <li>● Revise Unit 6 materials.</li> </ul>  |
| <b>DATES</b>        | <b>WEEK 14 MEETING DETAILS</b>   |
| Monday,<br>April 22 | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>● Review readings. Introduction to Unit 7. Practice creating instructions. Review audience awareness. Discuss liability and ethics in Ch. 2 again. Collaborative activity.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Read <i>Practical Strategies</i> Chapter 14 and complete worksheet.</li> <li>● Complete rough draft of Unit 7 materials.</li> </ul> |
| <b>DATES</b>        | <b>WEEK 15 MEETING DETAILS</b>   |

|                                 |  |
|---------------------------------|--|
| Monday,<br>April 29             | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>● Peer review for Unit 7 materials. Revision. Grammar review. Collaborative activity.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Revise your Unit 7 assignments.</li> <li>● Study for Quiz 4: Chapters 3, 8, 14.</li> </ul> |
| <b>DATES</b>                    | <b>WEEK 16 MEETING DETAILS</b>   |
| Monday,<br>May 6                | <p><b>In class:</b></p> <ul style="list-style-type: none"> <li>● Quiz 4: Chapters 3, 8, 14. Collaborative activity.</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>● Finish portfolio.</li> </ul>  |
| <b>DATES</b>                    | <b>WEEK 17 MEETING DETAILS</b>   |
| Monday,<br>May 13, 7-<br>9:45pm | <p><b>Final exam:</b></p> <ul style="list-style-type: none"> <li>● Final reflection during the final exam period.</li> </ul>   |