

8-27-2018

# Compostition I

Pamela Sawyer Dr.  
*Collin College*

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## COLLIN COLLEGE

### COURSE SYLLABUS

#### COURSE INFORMATION

**Course Number:** ENGL 1301

**Course Title:** Composition I

**Course Description:** Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

**Course Credit Hours:** 3

Lecture Hours: 3

Lab Hour: 1

**Paired Course:** This course is part of a paired course offering. This class is paired with INRW0315. If you withdraw from one of the two paired courses, you will be withdrawn from the other. Enrollment in both courses for the duration of the semester is required.

#### Student Learning Outcomes:

- **State-mandated outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes.
  2. Develop ideas with appropriate support and attribution.
  3. Write in a style appropriate to audience and purpose.
  4. Read, reflect, and respond critically to a variety of texts.
  5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate personal responsibility through the ethical use of intellectual property.

**Withdrawal Policy:** See the current *Collin Registration Guide* for the last day to withdraw.

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

- **The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty.**
- Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, **plagiarism**, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records.
- **Collin faculty are required to report alleged violations of scholastic dishonesty** to the Dean of Student Development, who then investigates the case, and renders an administrative decision.
- **Faculty are not allowed to assign a grade to the work in question** until the Dean of Student Development renders a decision
- **Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty from the office of the Dean of Student Development.**
- **Additionally, students found responsible for scholastic dishonesty will be assigned a penalty in this class that ranges from a grade of "F" on the assignment to a grade of "F" for the course**

#### Americans with Disabilities Act:

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 opportunity.

It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

Composition I - 14408 - ENGL 1301 - S23  
 , Fall 2018













**Religious Holy Days:** Please refer to the current *Collin Student Handbook*.

## INSTRUCTOR INFORMATION

**Instructor's Name:** Dr. Sawyer

**Office Number:** I224

**Office Hours are in BLUE Fall 2018 Schedule:**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Office: 9:00-9:45 AM</b>  <b>10:00 am - 10:50 am</b> <u><b>ENGL-1301</b></u> Spring Creek CampusJ214Class		<b>Office: 9:00-9:45 AM</b>  <b>10:00 am - 10:50 am</b> <u><b>ENGL-1301</b></u> Spring Creek CampusJ214Class		 <b>10:00 am - 10:50 am</b> <u><b>ENGL-1301</b></u> Spring Creek CampusJ214Class
 <b>11:00 am - 11:50 am</b> <u><b>INRW-0315</b></u> Spring Creek CampusJ214Class		 <b>11:00 am - 11:50 am</b> <u><b>INRW-0315</b></u> Spring Creek CampusJ214Class		 <b>11:00 am - 11:50 am</b> <u><b>INRW-0315</b></u> Spring Creek CampusJ214Class
 <b>01:00 pm - 02:15 pm</b> <u><b>INRW-0315</b></u> Spring Creek CampusI213Class <b>Office: 2:30-3:30</b>	<b>Office: 1:30-2:15 PM</b>  <b>02:30 pm - 03:45 pm</b> <u><b>ENGL-1301</b></u> Spring Creek CampusJ214Class  <b>04:00 pm - 05:15 pm</b> <u><b>INRW-0315</b></u> Spring Creek CampusJ214Class <b>Office: 5:15-5:30 PM</b>	 <b>01:00 pm - 02:15 pm</b> <u><b>INRW-0315</b></u> Spring Creek CampusI213Class <b>Office: 2:30-3:30</b>	<b>Office: 1:30-2:15 PM</b>  <b>02:30 pm - 03:45 pm</b> <u><b>ENGL-1301</b></u> Spring Creek CampusJ214Class  <b>04:00 pm - 05:15 pm</b> <u><b>INRW-0315</b></u> Spring Creek CampusJ214Class <b>Office: 5:15-5:30 PM</b>	

**Phone Number:** 972-578-5510

**Email:** psawyer@collin.edu

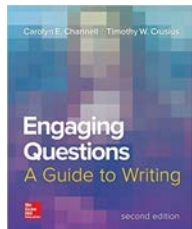
### Class Information:

**Section Number:** S23

**Meeting Times:** MWF, 10-10:50 AM

**Meeting Location:** Spring Creek Campus J-214

**Netiquette Expectations:** When sending written correspondence via email or on Canvas students need to consider the audience you are addressing. Since I am your professor, when you communicate with me you are expected to use Standard English conventions, clearly state what class you are taking, and know when email is or is not an effective communications medium. It is the preference of this instructor for students to meet in my office for more complex issues, those beyond basic information exchanges.

**Course Resources:**

1. Textbook: *Engaging Questions: A Guide to Writing, 2<sup>nd</sup> Ed.*, Channell and Crusius
2. Readings: On Canvas

**Supplies:** Highlighters, multiple colors of ink pens, three-ring binder, page dividers, and a USB device to save your work.

**Attendance Policy:** Students are expected to attend each class and to arrive on time. Students must attend classes regularly, with no more than three (3) class hours of absences. Students are expected to attend each class and to arrive on time. If a student is late or leaves class early three (3) times, it will count as one (1) absence. Each absence beyond three (3) class hours will result in the student's final grade being lowered. If absent, it is the student's responsibility to ask the instructor or classmates about missed assignments. Please see the Registration

**Important Dates:**

Aug. 27 Fall Classes Begin

Sept. 3 Labor Day Holiday (All Campuses Closed)

Sept. 10 Fall Census Date

Sept. 21 Plano Balloon Festival-Spring Creek Campus Closes @ 3 pm

Sept. 22-23 Plano Balloon Festival-Spring Creek Campus Closed

**Oct. 19 Fall Last Day to Withdraw**

Nov. 21-25 Thanksgiving Holiday (All Campuses Closed)

Dec. 10-16 Fall Final Exam Week

**Additional Student Learning Outcomes:** The aim of this class is to learn ways to become actively engaged in civic engagement via Service Learning.

**Method of Evaluation:****Final grades for the semester are based on the following formula:**

Essays including all drafts and peer reviews	50%
Reflections/Journals	20%
Lab	10%
Portfolio	20%

**Grading Scale:**

90-100 = A 80-89 = B 70-79 = C 60-69 = D below 60 = F

**Reflections/Student Learning: 20%**

The assignments will be linked to our class readings and available in Canvas.

**Essays: 50%**

Three essays and an annotated bibliography will be written throughout the semester. These essays may include the reading materials from your textbook and in class discussions. You will be expected to demonstrate multiple drafts have been written as well as completion of peer reviews on each essay. The final step for completing each essay will be the reflection you will write after submitting the work.

**Essay submissions as well as peer reviews/writing workshop will be completed in Canvas via TurnItIn.com.**

**Portfolio 20%**

Each student will assemble the body of work completed/submitted over the semester into a portfolio. This assignment will be elaborated on throughout the semester. Submission of a well-organized portfolio with a letter of submission (reflective) is the aim of this assignment.

**Lab 10%**

For this course, you are required to complete **16 units of lab work**. You may do any combination of the assignments below to complete these lab units.

These assignments, when applicable, should be submitted in your portfolio at the end of the semester. Additionally, you will submit the total on the "Lab Tracking Sheet" that will be included in your portfolio. This does not mean one should wait until the end of the semester to begin this work... I will have one-on-one conferences throughout the semester and you will bring proof of your lab work to me in each meeting.

**Visiting the Writing Center (2 lab units for the first visit per essay, 1 lab unit for subsequent visits per essay):**

Each Collin College campus has a writing center. I encourage you to use this complimentary service to get assistance with your essays and other writing assignments. You must work on an assignment for this class to receive lab credit for your visit, and it must be submitted before the assignment's due date. The Online Writing Lab (or OWL) is not an option for this lab.

Information about Collin's writing centers, check out [www.collin.edu/writingcenter](http://www.collin.edu/writingcenter).

**Attend a Writing Center Workshop (1 lab unit each):** The Writing Center also hosts occasional workshops on each campus, which you may attend for lab credit. These workshops cover topics like MLA documentation, research, and argumentative writing. If you attend a workshop, please email me a brief summary (at least 200 words) of what you learned and how this new information will be applied in your writing for this class.

**Reflection on Essay Writing (2 lab unit each):** For each essay you submit for grading, you may write a 300-word reflection over the essay writing process. You should focus on what you learned while completing the essay, whether it be something directly related to writing ("I learned I have a difficult time making my paragraphs flow together") or something related to your learning style or personality as a student ("I learned that, for me, waiting until the last minute to complete a writing assignment is not a good idea" or "I found out that I had better luck remembering what I'd read when I wrote annotations after each research session"). You should also identify what you think you did well in the essay and what you hope to improve in future assignments.

**Academic Honesty and Cheating****Academic Ethics:**

The College District may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree and/or the submission as one's own work or material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's edition, and or/falsifying academic records.

**Cheating**

is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer files, copying internet material, using someone else's work for assignments as if it were one's own, or any other dishonest means of attempting to fulfill the requirements of the course.

**Plagiarism**

is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

**Collusion**

is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

*Most students feel pressure to make good grades, and the temptation to cheat can be great. Cheating is unfair to others in the class, but most of all, **you cheat yourself** when you are dishonest. **You cheat yourself** by not learning the skills you will ultimately need to know. **You cheat yourself** because dishonesty lowers your opinion of yourself and makes you feel like a fraud.*

*Although cheating, unfortunately, is a common occurrence, it is a serious offence in college: you can be given a failing grade on an assignment, on a test or in a course, or even be suspended from college. Unless instructed otherwise, you are expected to do your own work on homework, labs, and tests. Moreover, you should avoid any behavior that could be mistaken for cheating, such as looking on someone else's test or talking during a test. To avoid cheating, do not:*

- *copy anyone else's homework*
- *let anyone copy your homework*
- *use a textbook that already has answers in it*
- *copy answers from textbooks that someone else has already used*
- *look on another person's test*
- *speak during a test* The consequences of being caught cheating are a zero on the test or assignment in which it is discovered. Additionally, your actions will be reported to Collin's provost for formal review.

**ENGL1301****Fall 2018****Course Schedule**

**All assignments are based on the textbook *Engaging Questions*, 2<sup>nd</sup> ed.**

Use this to keep up with all of the reading and writing assignments throughout this semester. The student expectation is for you to have read and completed the "read" and "write" **PRIOR** to class on the given date.

<b>Date</b>	<b>ENGL1301</b>
<b>August 27</b> <b>Monday</b>	First Class Meeting.  Introduction to the theme of the class and a tour of our class Canvas site.
<b>August 29</b> <b>Wednesday</b>	Read: <i>EQ</i> , pages 1-11, "Critical Thinking and the Art of Questioning."  Write and Post to Discussion Board in Connect: Do Activity 1.3 on page 6.  In class: In small groups, we will take the reading on pages 9-10 through the full range of critical thinking questions to show how the questions can help us evaluate the thinking in this article.
<b>August 31</b> <b>Friday</b>	Read: <i>EQ</i> , pages 12-17, the opening of Chapter 2, "Reading Critically and the Art of Questioning."

	<p>Write: In your journal in Connect, do the Writer's Notebook entry on page 14, explaining how you drew inferences about meaning in the cartoon by Mick Stevens. Also, look for and bring to class a recent cartoon that you find interesting.</p> <p>In class: We will work collaboratively on drawing inferences about the meaning of the cartoons you brought in.</p>
<b>September 3 Monday</b>	<p>Read: <i>EQ</i>, pages 16-17, on the questions that guide critical reading.</p> <p>Write: Annotations to the essay by Andrei Codrescu on pages 17-19, using the suggestions on pages 20-21 on how to annotate.</p> <p>In class: We will work on paraphrasing and summarizing.</p> <p>In Canvas, review the Summary Response Essay we will be writing for the first essay.</p>
<b>September 5 Wednesday</b>	<p>Read: <i>EQ</i>, pages 28-31, on responding to a reading.</p> <p>Prepare for Discussion: What are the strongest features of Codrescu's essay?</p> <p>In class: We will go over the prompt for the assignment on pages 30-31, and you will receive a selection of essays to choose from in order to write your own response to a reading.</p>
<b>September 7 Friday</b>	<p>Read: Your selected essay.</p> <p>Write: Mark It Up: Annotate it, note the author's moves.</p> <p>In class: You will get into groups with others who chose the same reading selection. You will discuss the questions from Chapter 1 on Critical Thinking and the Art of Questioning to come up with more ideas for your Double-Entry Notebook.</p>
<b>September 10 Monday</b>	<p>Write an early draft of your response paper.</p> <p>Peer Review over the Summary Response Essay</p>
<b>September 12 Wednesday</b>	<p>Read: Comments on your draft from the peer review.</p> <p>Also read: Chapter 4, "Claiming Voice," with a focus on pages 44-54.</p> <p>In class: We understand why voice matters to your writing and will apply the skills on "Using Spontaneous and Conscious Style."</p>
<b>September 14 Friday</b>	<p><b>PAPER DUE!!!! Summary Response Essay will be submitted via Canvas by 11:59 PM, Sunday.</b></p> <p>In class: We will look at some short writing samples by both students and professional writers and consider voice and angle in these readings.</p>

<b>Rhetorical Analysis Essay</b> <b>Topic: Sustainability</b>	
<b>September 15</b> <b>Monday</b>	<p>Read: Chapter 9 “Comparing Two Perspectives” (168-174) Focus on the article, “Which Character Should Sports Develop?,” by Andy Rudd</p> <p>Write: Discussion Board “Building and Comparing Perspectives.”</p> <p>In class: We will learn how to read analytically via believing and doubting the author. Prepare <i>Which Character Should Sports Develop?</i> by Andy Rudd for class discussion with a double-entry journal (See Chapter 2).</p>
<b>September 17</b> <b>Wednesday</b>	<p>Read: The essay, “The Human Cost of Animal Suffering,” by Mark Bittman</p> <p>Write: Activity 9.1: Exploring Terms</p> <p>In class: We will complete Activity 9.2: Turning Main Points into Questions collaboratively. Then, we will discuss and analyze Bittman’s article. Additionally, we will write collaboratively to write a comparison of two perspectives essay.</p>
<b>September 19</b> <b>Friday</b>	<p>Read: <i>Eating Well vs. Being Good</i>, by David Katz and <i>The Ethics of Eating Meat</i>, by Paul Schwenneisen</p> <p>Write: Activity 9.3: Respond to Ideas in Your Readings (In Your Own Work), page 190</p> <p>In class: We will discuss and analyze the articles by Katz and Schwenneisen. Additionally, we will write collaboratively to write a comparison of two perspectives essay.</p>
<b>September 24</b> <b>Monday</b>	<p>Read: <i>Reciprocity: A Foundation for Balance</i>, by Clara Sue Kidwell, Homer Noley, and George E. “Tink” Tinker and <i>Making Meat-Eating Ethical</i>, by Conner Kline</p> <p>Write: Personal Belief Statement</p> <p>In class: We will discuss the two articles and your personal belief statement, which will be submitted at the end of class.</p>
<b>September 26</b> <b>Wednesday</b>	<p><b>Personal Belief Statement Due!</b></p> <p>Read: Chapter 10: “Critiquing and Argument” (201-222), Focus on the article, “Why Sherry Turkle Is So Wrong,” by Tom Stafford</p> <p>Write: Online Discussion, Critiquing a School Newspaper Opinion Article</p> <p>In class: We will discover how Stafford has written a critique and how to apply his techniques. Additionally, we work collaboratively to write a critique of the video, “The Story of Stuff.”</p>
<b>September 28</b> <b>Friday</b>	<p>Re-read: Chapter 10, Pages 210-214. Focus on the article, “Open Your Ears to Biased Professors,” by David Fryman</p> <p>Write: Activity 10.1: State Your First Impression (Writer’s Notebook), page 212 and Activity 10.2: Exploring Your Argument (In Your Own Work), page 214</p>



	In class: We will discover how Fryman has written a critique and how to apply his techniques. Additionally, we work collaboratively to write a critique of the video, "The Story of Stuff."
<b>October 1 Monday</b>	<p>Re-read: Pages 214-217. Focus on the article, "Indoctrination Is Not Education," by J. R. Solomon</p> <p>Write: Activity 10.3: Assessing the Fit of Argument and Reality (In Your Own Work), page 215 and Activity 10.4: Formulating Your Position (In Your Own Work), pages 216-217</p> <p>In class: We will discover how Solomon has written a critique and how to apply his techniques. Additionally, we work collaboratively to write a critique of the video, "The Story of Stuff."</p>
<b>October 3 Wednesday</b>	<p>Re-read: Pages 217-end of chapter. Focus on the article, The Bogus Case against Birthright Citizenship," by Shikha Dalmia</p> <p>Write: Activity 10.5: Reader, Purpose, and Voice (Writer's Notebook), page 217 and Activity 10.6: Editing Your Paper (In Your Own Work), page 222</p> <p>In class: We will discover how Dalmia has written a critique and how to apply his techniques. Additionally, we work collaboratively to write a critique of the video, "The Story of Stuff."</p>
<b>October 5 Friday</b>	<p>Read: NY Times article, <a href="#">"Other Men's Flowers"</a> by Sam Leith and from the <i>New Yorker</i>, <a href="#">"The Six Things That Make Stories Go Viral Will Amaze, and Maybe Infuriate, You"</a> by Maria Konnikova.</p> <p>Write: After reading the NY Times article and the New Yorker piece, find and analyze viral content from YOUR social networks and analyze it to see which of these principles apply. Thesis and outline for the rhetorical analysis essay.</p> <p>In class: Ethos, Pathos, and Logos. Discuss how a critique is similar to, but different from a rhetorical analysis. The rhetorical analysis essay assignment details will be reviewed and we will work on the formatting of this essay.</p>
<b>October 8 Monday</b>	<p>Read: your essay and revise or edit to clean it up. Make sure you have reviewed the paragraph structures as taught in class and the body paragraphs clearly communicate your ideas.</p> <p>Write: Best draft of the rhetorical analysis essay.</p> <p>In class: Bring this draft with you to class for the peer review.</p>
<b>October 10 Wednesday</b>	<b>Conferences</b>
<b>October 12 Friday</b>	<p><b>PAPER DUE!!!</b></p> <p>In class: View video <i>America the Beautiful</i> and complete an in class rhetorical analysis of the movie.</p>

<b>Making a Case Essay</b> <b>Topic: Individual Choice</b>	
<b>October 15 Monday</b>	<p>Read: Chapter 11 "Making a Case" (227-230). We will be writing this essay, and will take several weeks to complete the research and documentation needed to do a fantastic job on this essay!</p> <p>Write: Discussion Board, "Gaining Ground for a Worthy Case."</p> <p>In class: We will discuss and diagram the stages of an argument or making a case.</p>
<b>October 17 Wednesday</b>	<p>Read: Chapter 11 "Making a Case" (focus on pages 228-229) Focus on these two essays: "Making a Case" Essays: "Building a Better Life through Greenways and Trails," by Trails and Greenways Clearinghouse "The Case against Grades," by Alfie Kohn</p> <p>Write: Over the next 36-hours, write down a few of the situations in which you or someone you know is making a case. Identify the claim, reason(s), and evidence used to create this position.</p> <p>In class: Prepare to discuss and analyze the two essays in the reading preparation for today. We will gain an understanding of how writers can "Make a Case."</p>
<b>October 19 Friday</b>	<p>Read: Chapter 11, <i>Multitasking: A Poor Study Habit</i>, by Noelle Alberto</p> <p>Write: For each of the previously listed essays from the book, write 5 quotes from the text and explain why this was interesting, surprising, different, or disagreeable.</p> <p>Write the issue you will use for this essay and bring it to class.</p> <p>In class: Using the 15 questions/reasons you generated, we will discuss the essays.</p>
<b>October 22 Monday</b>	<p>Read: Chapter 16 "Finding Sources" (on your chosen topic)</p> <p>Write: Discussion Board, "Developing Keywords through Groupthink"</p>
<b>October 24 Wednesday</b>	Read: Chapter 16 "Finding Sources" (on your chosen topic)
<b>October 26 Friday</b>	Read: Chapter 16 "Finding Sources" (on your chosen topic)
<b>October 29 Monday</b>	Read: Ch. 17 "Evaluating Sources" (on your chosen topic)
<b>October 31 Wednesday</b>	Read: Ch. 17 "Evaluating Sources" (on your chosen topic)
<b>November 2 Friday</b>	Read: Ch. 17 "Evaluating Sources" (on your chosen topic) ;
<b>November 5 Monday</b>	Read: Chapter 18 "Incorporating Source Materials"
<b>November 7</b>	Read: Chapter 18 "Incorporating Source Materials"

<b>Wednesday</b>	
<b>November 9 Friday</b>	Read: Chapter 18 "Incorporating Source Materials"
<b>November 12 Monday</b>	<p>Read: Annotated Bibliography in this online book: <a href="https://en.wikibooks.org/wiki/Rhetoric_and_Composition/Rhetorical_Analysis">https://en.wikibooks.org/wiki/Rhetoric_and_Composition/Rhetorical_Analysis</a>.</p> <p>Write: Based on the reading for today, write the following: (1) one question you have, (2) two quotes or phrases that you found surprising, new, or disagreeable, and (3) three new things you learned from the reading material.</p> <p>In class: We will discuss the homework and how to format an annotated bibliography.</p>
<b>November 14 Wednesday</b>	Library Instruction Day
<b>November 16 Friday</b>	We will meet in the library for a research day.
<b>November 19 Monday</b>	We will meet in the library for a research day.
<b>November 21 Wednesday</b>	<p><b>Annotated Bibliography DUE!</b> Read: your annotated bibliography.</p> <p>Write: make necessary revisions and edits. Bring this draft to class for a peer review.</p> <p>In class: We will conduct a peer review of the annotated bibliography.</p>
<b>November 23 Friday</b>	<b>No Class</b> <b>Thanksgiving Break</b>
<b>November 26 Monday</b>	<p>Re-read: Chapter 11 "Making a Case" (240-253)</p> <p>Write: Thesis (claim) and outline; best version of this essay.</p> <p>In class: Bring the draft to class</p>
<b>November 28 Wednesday</b>	<p>Peer Review Day Read: your paper out loud to yourself.</p> <p>Write: Revise and edit to your best ability and go the writing center.</p> <p>In class: Peer Review over this draft.</p>
<b>November 30 Friday</b>	Conferences
<b>Portfolio and course reflection</b>	
<b>December 3 Monday, December 5 Wednesday, &amp; December 7 Friday</b>	<p><b>Paper DUE!!!</b> Read: Portfolio assignment and handout.</p> <p>Write: Letter of Submission</p> <p>In class: We will work on understanding and fulfilling the portfolio assessment.</p>

