

8-27-2018

# Compostition I

Ola Sule  
*Collin College*

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

Course Information
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**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

**Prerequisite:** Meet TSI college-readiness standard for Reading and Writing; or equivalent

**Student Learning Outcomes:**

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
  2. Develop ideas with appropriate support and attribution. (Communication Skills)
  3. Write in a style appropriate to audience and purpose. (Communication Skills)
  4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  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. (Personal Responsibility)

**Withdrawal Policy:** See the current *Collin Registration Guide*. Last day to withdraw is Oct. 19th.

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

**Americans with Disabilities Act Statement:** In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability. If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>).

Note: Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

### Instructor Information

Name: Prof. Ola Sulé

Office Hours: Email or speak with me in advance to schedule an appointment.

Email: [osule@collin.edu](mailto:osule@collin.edu)

I will generally respond to emails within 24 hours. I will **only** respond to emails sent from CougarMail (or within Canvas).

### Class Information

Section Number: HB2

Meeting Times: MW 12:32pm – 1:47pm

Meeting Location: **TBA**

### Required Course Resource

*The Norton Field Guide to Writing with Readings and Handbook*, 4th edition

### Supplies

Notebook (or alternative) for in-class writing

USB flash drive (or alternative) for saving assignments

### Attendance Policy

Attendance and class participation **are required** and **are important** elements of the course as all assignments and major concepts will be explained in class. Therefore, attendance (and participation) is tracked! If you are 10 minutes late (or more) to class, you will be considered absent. If you leave early, you will be considered absent.

If out of class, you must contact me and make arrangements for acceptance of the assignment. **You cannot just email me work.** You must have permission to email work to me. The only excused absence is for a religious holiday, *but* with written notice two weeks before the event. Extenuating circumstances, such as a medical emergency (e.g. hospitalization or family death), must be documented and professor-approved as soon as possible after the emergency.

Please be aware of your attendance and avoid unnecessary absences and attendance deductions to succeed in the course. Your contribution to discussion, group work, and the overall class learning environment is essential. Frequent absences will negatively affect your performance and your final grade for the course as will disrupting class or coming to class unprepared. You are encouraged to discuss any problems with me that may prevent you from attending regularly.

### Communication

Please make sure you use your CougarMail for all email correspondence with me. You also need to use the conventions of formal academic/professional emails: a subject line, a greeting, a full and complete description of your message or question, and sign off with your name, course number, and time. Additionally, please be aware that I will **only** discuss grades in person, not via email.

Cougar Web is accessible as a link from the Collin College Homepage or:

<https://cougarweb.collin.edu/cp/home/displaylogin>.

## **Civility**

Over the course of the term, we may 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.

## **Technical Help**

Computer and printer problems are not valid excuses for late 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 or Google docs). Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/academics/ecollin/technicalsupport.html>

*Please, complete your work early to give yourself extra time in case of technical problems.*

## **Phones**

Have phones on silent (or 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 is okay to take it out. Note that your use of a cell phone in the class and 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 (or presentations), so you can participate more fully at those times. Note that your use of a laptop for non-class activities may result in loss of participation points.

## **Lab Component**

The lab component is an integral part of this writing course. The lab work has been designed as additional writing-focused activities to help you improve your writing throughout the term. These are the added activities listed below, and they have been integrated in the Method of Evaluation/Grading (see page 4) as well as in the tentative course schedule (see pages 7 - 14).

- 5 Informal Self-Reflection papers
- SPLAT completion
- 1 tutoring session for the Textual Analysis paper
- 1 tutoring session for the Research paper

## Method of Evaluation/Grading

Your final semester grade will be determined by the following:

Attendance + Participation (in-class and online)	– 10%
SPLAT completion	– 5%
5 Informal Self-Reflection papers	– 5%
Poem Analysis/Reflection	– 5%
Group Presentation	– 10%
Literacy Narrative paper (10%) + 1 in-class peer review (2%)	– 12%
Textual Analysis paper (10%) + 1 in-class peer review (2%) + 1 tutoring session (2%)	– 14%
Research paper outline (5%) + Presentation (5%) + 1 tutoring session (2%)	– 12%
Course Portfolio	– 27%
- Cover page (1%)	
- Formal Self-Reflection paper (5%)	
- Revised Literacy Narrative paper (2%)	
- Revised Poem Analysis/Reflection paper (2%)	
- Revised Textual Analysis paper (2%)	
- Final draft of Research paper (10%) + Works Cited page (5%)	

<b>Total</b>	<b>→</b>	<b>→</b>	<b>→</b>	<b>100%</b>
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- All essays/papers will be graded according to departmental standards for written work.
- A grade of zero is applicable if an assignment does not meet requirements for participation.
- Note that the quality of your work is a factor (see “Grading Criteria” on the next page).
- Note that there is **NO** extra credit for this class.

The last day to withdraw (through **official** process) from this course is **October 19, 2019**.

## Grading Criteria

Although this is an example of grading criteria for an essay/paper, this is also used as a general guide (with appropriate adjustments, of course) for other written assignments. For example, the Textual Analysis paper is worth 10%. Therefore, a grade of 10 or 9 is “A,” 8 or 7 is “B,” 6 or 5 is “C,” 4 or 3 is “D,” and 2 or 1 is “F.”

### A (100.0 – 90.0pts)—An excellent paper

- Displays sophisticated, analytical thinking—the author synthesizes information from multiple sources, making use of it to develop and support his/her own original ideas on a topic and argue convincingly for them.
- The author has a clear and effective thesis statement, identifying the topic and position on the issue.
- The introductory paragraph gives an overview of the topic, including background and definitions.
- The author demonstrates an understanding of source materials and the complexity of the issue. The opposition point of view is treated fairly and thoroughly. The author’s argument is developed with an effective and convincing blend of reason and evidence, authority and credibility, and emotion (if necessary)
- Each paragraph has a clear topic, relevant supporting evidence, and thorough explanation.
- Sources are grammatically and logically integrated.
- There are few to no errors of grammar, punctuation, or usage.

### B (89.9 – 80.0pts)—A good paper

- Demonstrates a high level of thoroughness, correctness, and competence, but may lack the overall presentation, quality, and effective rhetorical strategy of A-range work.
- The author has a clear thesis and develops it carefully and with adequate thoroughness.
- The author understands the source material and issues, and is able to analyze and synthesize the sources, though in a more general, less nuanced way.
- The author’s use of reason, authority, and emotion is again competent and demonstrates sufficient self-control and fairness towards opponents, but may not be strongly compelling or forceful.
- There may be areas in the paper where the logical connections between ideas are not clearly shown; some logical fallacies may appear which weaken the argument without undermining it completely.
- There are few to no errors of grammar, punctuation, or usage.

### C (79.9 – 70.0pts)—A satisfactory paper

- Acceptable work according to the minimum standards of the assignment.
- Has few mechanical errors and is reasonably well-developed and organized, with a clear thesis and organizational structure, but the information may be thin, vague, or common.
- The author has settled for generalities instead of providing strong specific evidence that would demonstrate the author’s knowledge, and thereby, establish his/her credibility.
- The author may be prone to logical fallacies, which weaken his/her appeal to reason and/or authority
- The author may not thoroughly understand the source readings well enough to use them effectively, may tend to summarize sources rather than analyze or synthesize them, or may not smoothly or logically integrate useful evidence from sources into the argument.
- The number of errors in grammar and usage may be distracting from effectiveness or readability.

### D (69.9 – 60.0pts)—Unsatisfactory work

- The author may demonstrate a rudimentary treatment of the subject, unclear organization, awkward or ambiguous sentences, and little evidence of careful proofreading.
- The author may simply not have understood or adhered to the instructions for the assignment.

### F (59.9 – 0pts)—Unsatisfactory

- The author did not submit the assignment at the time due.
- There is intentional or unintentional plagiarism. Refer to sections of this course syllabus titled “Scholastic Dishonesty and Plagiarism” and “Avoiding Plagiarism.”

## 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.

Every member of the Collin College community is expected to maintain the highest standards of academic integrity.

Plagiarism must carry severe penalties because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education—the academic penalty for plagiarism and other forms of scholarly dishonesty typically range from an automatic "F"/ZERO on the assignment to an "F" in the course. Also, Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty or plagiarism (intentional or unintentional).

## Avoiding Plagiarism

Many cases of plagiarism are the result of careless documentation or faulty note-taking; however, intentional or unintentional, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase or summarize, use only your own words and sentence structure. In ALL cases, you **MUST** document (in-text/parenthetical citations and the listed source on the Works Cited page).

Good writing involves the synthesis of your own ideas with the ideas of others; documentation serves the purpose of clearly indicating which ideas and words are yours and which are those of other thinkers and writers. If you are in doubt about that dividing line, ask the course professor and/or Writing Center tutors for guidance. In other words, **NEVER** resort to plagiarism!!!

Please note: You may **not** receive educational credit for the same assignment twice; therefore, submitting the same paper or assignment in two courses or to two professors for credit is scholastic dishonesty. If there is a legitimate reason you want to submit the same paper, in whole or part, in multiple classes (past, present, or future), you must receive approval from both professors in advance of the submission deadline(s).

## SOBI Information

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/>.

### Tentative Course Schedule

This schedule **may be** modified to accommodate changes, such as bad weather, school closing, or class dynamics. Also, be sure to **check** Canvas Announcements for changes regularly.

Regular attendance **is necessary**—it is recommended that you exchange email addresses with another student in the event that you must be absent. However, be aware that absence is not an excuse for failure to be prepared for **every** class (see “Attendance Policy” on page 2 of this syllabus).

Dates	Week 1
Monday August 27	<ul style="list-style-type: none"> <li>• General introduction to this course</li> <li>• FERPA and ACCESS</li> <li>• Online/Campus tutoring expectations <b>through</b> Collin College (part of lab)</li> <li>• Accessing <i>Canvas</i> for updates, assignment instructions, and submissions</li> <li>• About the 5 Informal Self-Reflection papers (lab component)—due Dec. 5</li> <li>• About the required text—<i>The Norton Field Guide (NFG)</i></li> <li>• The <b><u>tentative</u></b> course schedule</li> <li>• Sign and submit the “Understanding the Syllabus and Requirements” form</li> </ul>
Wednesday August 29	<ul style="list-style-type: none"> <li>• Reminders: FERPA, ACCESS, lab components</li> <li>• Due Today (reading for class discussion): <i>NFG</i>’s Chapter 1 “Writing in Academic Contexts” (p. 3 - 9), Chapter 2 “Reading in Academic Contexts” (p. 10 - 32), and Chapter 4 “Developing Academic Habits of Mind” (p. 45 - 52).</li> <li>• Lab Component: Informal Self-Reflection 1 (thoughts on course expectation/s)—due Dec. 5</li> </ul>
Dates	Week 2
Monday September 3	<p style="text-align: center;"><b>LABOR DAY</b> <b>NO CLASS TODAY</b></p>



<p>Wednesday September 5</p>	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Chapter 25 "Writing as Inquiry" (p. 279 – 284) and Chapter 10 "Writing a Literacy Narrative" (p. 73 - 93)</li> <li>• About the Literacy Narrative paper (access <i>Canvas</i>)—due Sep. 10 and 12</li> </ul>
<b>Dates</b>	<b>Week 3</b>
<p>Monday September 10</p>	<ul style="list-style-type: none"> <li>• Due Today: Literacy Narrative paper for in-class peer review (<b>NOT</b> the final draft <u>and</u> not to be uploaded on <i>Canvas</i>)</li> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Chapter 30 "Getting Response and Revising" (p. 306 - 312) and Chapter 31 "Editing and Proofreading" (p. 313 - 317)</li> <li>• In Class Activity: Peer review of Literacy Narrative paper</li> <li>• Lab Component: Informal Self-Reflection 2 (thoughts on the peer review)—due Dec. 5</li> </ul>
<p>Wednesday September 12</p>	<ul style="list-style-type: none"> <li>• Due Today: Final draft of Literacy Narrative paper (upload on <i>Canvas</i>)</li> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Chapter 11 "Analyzing Texts" (p. 94 - 128), Chapter 26 "Collaborating" (p. 285 - 288) and Chapter 58 "Giving Presentations" (p. 625 – 636)</li> <li>• About the group presentation (access <i>Canvas</i>)—due Sep. 17 and 19</li> <li>• Meet and plan for group presentation (and provide update to professor)</li> </ul>
<b>Dates</b>	<b>Week 4</b>
<p>Monday September 17</p>	<ul style="list-style-type: none"> <li>• Due Today: Some group presentations</li> </ul>

Wednesday September 19	<ul style="list-style-type: none"> <li>• Due Today: Remaining group presentations</li> <li>• Lab Component: Informal Self-Reflection 3 (thoughts on group presentation)—due Dec. 5</li> </ul>
<b>Dates</b>	<b>Week 5</b>
Monday September 24	<ul style="list-style-type: none"> <li>• Review for Course Portfolio: The graded Literacy Narrative paper—due Dec. 10</li> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Chapter 3 "Summarizing and Responding" (p. 33 - 44), Chapter 17 "Literary Analyses" (p. 206 - 215), and <b><i>as added reading</i></b> Chapter 64 "Literary Analyses" (p. 790 – 847)</li> <li>• In-Class Activity: Analyzing/Reflecting on a poem</li> <li>• About the Poem Analysis/Reflection paper (access <i>Canvas</i>)—due Oct. 3</li> </ul>
Wednesday September 26	<ul style="list-style-type: none"> <li>• Collin College's library resources (scheduled guest speaker)</li> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Chapter 49 "Quoting, Paraphrasing, and Summarizing" (p. 478 – 490) and Chapter 50 "Acknowledging Sources, Avoiding Plagiarism" (p. 491 – 495)</li> </ul>
<b>Dates</b>	<b>Week 6</b>
Monday October 1	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Chapter 51 "Documentation" (p. 496 – 499) and Chapter 52 "MLA Style" (p. 500 - 548)</li> <li>• In-Class Activity: Citing and documenting sources for the Poem Analysis/Reflection paper</li> <li>• Lab Component: About SPLAT—due Oct. 15</li> </ul>

<p>Wednesday October 3</p>	<ul style="list-style-type: none"> <li>• Due Today: Poem Analysis/Reflection paper (upload on <i>Canvas</i>)</li> <li>• Due Today (Recalling some Sep. 12 readings for class discussion): <i>NFG</i>'s Chapter 11 "Analyzing Texts" (p. 94 - 128) and Chapter 60 "Textual Analyses" (p. 663 - 696)</li> <li>• About the Textual Analysis paper (access <i>Canvas</i>)—due Oct. 10, 17, and 22</li> </ul>
<b>Dates</b>	<b>Week 7</b>
<p>Monday October 8</p>	<p><b>THERE IS ONLINE "CLASS" TODAY</b> <b>Access CANVAS</b></p> <p>Points <b>WILL</b> be taken off your final grade if you have an <u>unexcused</u> absence today!!!</p>
<p>Wednesday October 10</p>	<ul style="list-style-type: none"> <li>• Review for Course Portfolio: The "graded" Poem Analysis/Reflection paper—due Dec. 10</li> <li>• Due Today: Textual Analysis paper for in-class peer review—(<b>NOT</b> the final draft <u>and</u> not to be uploaded on <i>Canvas</i>)</li> <li>• In-Class Activity: peer review of Textual Analysis paper</li> <li>• Reminder: SPLAT completion—due Oct. 15</li> <li>• Reminder: tutoring for Textual Analysis paper—due Oct. 17</li> <li>• Reminder: Last day to <b><u>officially</u></b> withdraw from this course—<b>Oct. 19</b></li> </ul>
<b>Dates</b>	<b>Week 8</b>
<p>Monday October 15</p>	<ul style="list-style-type: none"> <li>• Lab Component due today: SPLAT <b><u>in-class</u></b> submission (printout ONLY confirmation page after taking quiz)</li> <li>• Mid-Course Conference: Group 1</li> </ul>

Wednesday October 17	<ul style="list-style-type: none"> <li>• Lab Component due today: Textual Analysis paper—2nd draft <b>with</b> tutor's comments included (upload on <i>Canvas</i>)</li> <li>• Mid-Course Conference: Group 2</li> </ul>
Dates	<b>Week 9</b>
Monday October 22	<ul style="list-style-type: none"> <li>• Due Today: Final draft of Textual Analysis paper (upload on <i>Canvas</i>)</li> <li>• Due Today (reading for class discussion): <i>NFG's</i> Chapter 45 "Developing a Research Plan" (p. 435 - 444)</li> <li>• About the Research paper and others (access <i>Canvas</i>)—due Dec. 5 and 10</li> </ul>
Wednesday October 24	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG's</i> Chapter 46 "Finding Sources" (p. 445 – 468)</li> </ul>
Dates	<b>Week 10</b>
Monday October 29	<ul style="list-style-type: none"> <li>• Review for Course Portfolio: The graded Textual Analysis paper—due Dec. 10</li> <li>• Due Today (reading for class discussion): <i>NFG's</i> Chapter 47 "Evaluating Sources" (p. 469 – 472) and Chapter 48 "Synthesizing Ideas" (p. 473 - 477)</li> </ul>
Wednesday October 31	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG's</i> Chapter 27 "Generating Ideas and Text" (p. 289 – 297) and Chapter 28 "Drafting" (p. 298 – 305)</li> </ul>

Dates	Week 11
Monday November 5	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Chapter 33 "Beginning and Ending" (p. 331 – 343) and Chapter 34 "Guiding Your Reader" (p. 344 – 349)</li> <li>• Lab Component: Informal Self-Reflection 4 (thoughts on the research <b><i>process</i></b>)—due Dec. 5</li> </ul>
Wednesday November 7	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Handbook section "Sentences" (HB 3 – 40)</li> <li>• In-Class Activity: Grammar exercise</li> </ul>
Dates	Week 12
Monday November 12	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Handbook section "Language" (HB 41 – 75)</li> <li>• In-Class Activity: Grammar exercise</li> </ul>
Wednesday November 14	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Chapter 32 "Compiling a Portfolio" (p. 318 - 327) and Chapter 21 "Reflections" (p. 245 - 252)</li> <li>• About the Course Portfolio + the Formal Self-Reflection paper (access <i>Canvas</i>)—due Dec. 10 <b><u>before</u></b> 2:30pm (last day of this course)</li> </ul>
Dates	Week 13
Monday November 19	<p style="text-align: center;"><b>THERE IS ONLINE "CLASS" TODAY</b></p> <p style="text-align: center;"><b>Access CANVAS</b></p> <p style="text-align: center;">Points <b>WILL</b> be taken off your final grade if you have an <u>unexcused</u> absence today!!!</p>

Wednesday November 21	<b>THANKSGIVING BREAK</b> <b>NO CLASS</b>
Dates	<b>Week 14</b>
Monday November 26	<ul style="list-style-type: none"> <li>• Due Today (reading for class discussion): <i>NFG</i>'s Handbook section "Punctuation/Mechanics" (HB 76 – 107)</li> <li>• In-Class Activity: Grammar exercise</li> </ul>
Wednesday November 28	<ul style="list-style-type: none"> <li>• Due Today (Some individual presentations): Research paper "in progress"</li> </ul>
Dates	<b>Week 15</b>
Monday December 3	<ul style="list-style-type: none"> <li>• Due Today (Remaining individual presentations): Research paper "in progress"</li> <li>• Lab Component: Informal Self-Reflection 5 (thoughts on group vs. individual presentation)—due Dec. 5</li> <li>• Reminder: Formal Self-Reflection paper (part of Course Portfolio)</li> </ul>
Wednesday December 5	<ul style="list-style-type: none"> <li>• Due Today: Research paper outline (upload on <i>Canvas</i>)</li> <li>• Lab Component due today: Research paper draft <b>with</b> tutor's comments (upload on <i>Canvas</i>)</li> <li>• Lab Component due today: 5 Informal Self-Reflection papers (upload on <i>Canvas</i>)</li> <li>• In-Class Activity: Independent and/or peer review of Research paper</li> <li>• About accessing grades and checking CougarMail</li> <li>• <b>Reminder: Last class for this course is Monday, Dec. 10</b></li> </ul>

Dates	Week 16
LAST/EXAM Day December Monday 10	<p>Points <b>WILL</b> be taken off your final grade if you have an <u>unexcused</u> absence today!!!</p> <ul style="list-style-type: none"> <li>• End of course reflection (casual conversation)</li> <li>• Due Today: Final draft of Research paper (part of course portfolio)</li> <li>• Due Today: Formal Self-Reflection paper (part of course portfolio)</li> <li>• Due Today: Course portfolio (upload on <i>Canvas</i>)</li> <li>• Reminder: Accessing grades on Collin.edu and checking CougarMail</li> </ul>

~ALL THE BEST ~