

Anoka Ramsey Community College – Coon Rapids Campus
English 0950: Elements of College Writing
Spring 2011 / Sections 01, 02

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Office Hours:

- 11:00-11:50 a.m. / TH
- 1:00-1:50 p.m. / M, W, TH, F
- Other times by appointment

Class Meetings:

- | | | | |
|--------------|----------------|------------------|-------------|
| • Section 01 | 8:00-8:50 a.m. | M, W, F in T 208 | TH in T 207 |
| • Section 02 | 9:00-9:50 a.m. | M, W, F in T 208 | TH in T 207 |

Texts:

- *Ma Rainey's Black Bottom*, by August Wilson (1985).
- *MLA Handbook for Writers of Research Papers*, 7th ed. (2009).

Other Necessities:

- **Microsoft Live @ Edu** Email Account
- Desire-2-Learn (D2L) Access
- ARCC Network Access (on-campus computers; off-campus access)
- Student I.D. / Library Card
- A class notebook or loose-leaf paper/folder
- Several 2-pocket or manila file folders
- One or two USB memory sticks (flash/jump/thumb drive)
- A college-level dictionary
- A stapler

Course Overview:

According to the English Department, this course “offers intensive work with writing, revising, and editing essays. Attention will be given to rhetorical elements of purpose, audience, thesis, evidence, and tone. Students will read and analyze their own and others’ writing.” (Be sure to also read the **learner outcomes** for this course, which are posted on the [course website](#).)

The **primary purpose** of this course is to help you prepare for **ENGL 1121** – particularly in terms of introducing you to the practice of **academic writing** (e.g., essays, arguments, summaries, etc.) – as opposed to **personal writing** (e.g., diaries, journals, etc.) or **creative writing** (e.g., short stories, poems, novels, etc.).

But rather than struggling to produce dry and boring “school writing,” we will try to approach our topics in the way that the most exciting academic writing approaches any topic: **by making the familiar strange and**

creating new knowledge about everyday life. And, we will develop our writing in the only way that it is possible to develop as writers: **by writing a lot.** My experience is the more you write, the more hopeful and inspired you'll be about writing. We will also do a fair amount of **self-reflective writing** – to get to know ourselves as writers and to pay more attention to the things we do as we write.

To do all of this, **we will react to and incorporate what we read,** which is a primary feature of **academic writing,** but we will also use our own experiences and observations, our critical thinking skills, and our creativity. And, as we practice incorporating what we read into our own writing – using summary, paraphrase, and quotation – **we will also work on citing our sources clearly and correctly** – using the Modern Language Association (MLA) documentation system.

Requirements and Evaluation:

- Pre-class reading and preparation
- Attendance in class
- Daily in-class work and participation (live and online) = **15%**
- An informal essay about our academic and career goals = **5%**
- An analytical essay about our own literacy = **15%**
- A pro/con essay about August Wilson's play = **20%**
- A research-summary-synthesis-response essay = **25%**
- An in-class essay exam = **5%**
- A final portfolio and a self-reflection/assessment piece = **15%**

Description of Expectations & Requirements:

1. **Pre-Class Reading and Preparation:** Complete **all** assigned readings and take-home writing assignments **before** coming to class. All reading assignments will serve as subjects or models for your own writing and will be discussed in class. If you haven't read, you won't fully understand what we're talking about in class, nor will you be able to contribute very well. I have tried to carefully plan the amount of reading for each session so that you will have time to read slowly and closely. The reading load will vary depending on the project we are working on – and on where we are in the process for that project – but the average for this course is **about 20 pages per week.** I encourage you to make notes, ideally **in** your books, to help you remember key passages, questions, opinions, and ideas for class discussions. Finally, **bring** the assigned book and your notebook with you to **every** class.
2. **Attendance in Class:** Plan to attend **every** class and to arrive **on time** so you are not disrespectful to others with the distraction. Each class session is designed to introduce and/or practice reading and writing concepts and processes related to the current project. **If** you must miss class, **and if** the absence is due to one of the following – a serious illness (verified by a doctor's note), a death in your family, jury duty, military duty, a religious holiday, or a college activity – **and if** you notify me **before** the absence and provide appropriate **documentation** immediately after, **then** I will work with you, within the policies below, to arrange a "make up" and to avoid any reduction in your grade. (Absences due to medical or legal appointments, subpoenas or court dates, vacations, transportation problems, employment, or high-school events **do not qualify** for the above accommodation.) If you miss class, contact another student for notes and explanation of assignments, and check D2L for copies of any handouts. I **do** take attendance for legal and financial-aid reasons, and I will consider attendance in borderline grades.
3. **Participation in Class Discussions and Activities:** I once heard, "You won't care if you don't share," and I think it's true: participation automatically increases your investment in and enjoyment of the class. In addition to short lectures, we will use individual writing time, pairs, small groups, and full-class discussions during each class session to write and talk about reading and writing. Listen actively and take notes, but also try to **contribute:** be prepared and willing to share your ideas, opinions, questions, and problems with the rest of us. If you are naturally shy, then participate more actively in small groups

and contribute to class discussions when more open-ended questions are asked. If you are naturally talkative, monitor yourself so that you allow time and room for others to contribute. Above all, everyone should be **respectful** of one another's contributions, even if you disagree.

4. **In-Class Quizzes, Exercises, and Informal Writing:** To encourage you to keep up with the reading assignments, there will be reading quizzes, which will normally include identification and/or short-answer objective questions. Other things we will do in class include summaries, paraphrases, responses, citation and grammar exercises, and small-group work. **Quizzes and in-class exercises cannot be made up if you are absent or arrive late, and you may not come to class only to take a quiz and then leave.**
5. **Five Projects:** Specific details about each paper, including evaluation criteria, will be provided on the assignment handouts; sample papers may also be provided. For **three** of these papers, you will write multiple drafts, you will receive feedback during in-class peer reviews and editing sessions, and you will revise and edit them before submitting them for a grade. These papers must be your own individual work, written especially for this course. All drafts should be word-processed and double-spaced; all final papers should be word-processed, double-spaced, and must follow MLA formatting and documentation (in-text and end-of-text citations). You may also be asked to submit all your prewriting/planning and drafts, along with all photocopies and/or printouts of your research sources (with cited passages highlighted) – **so keep everything**. Late final papers will simply receive a grade, without comments; after one week, the grade will be a zero ("F").
6. **One In-Class Essay Exam:** More information will be provided in class, including what you can bring with you to the exam. The in-class essay can be rescheduled only under extraordinary circumstances and must be arranged **before** the exam begins; an exam not rescheduled prior to the start time will be lowered one letter grade; after one week the grade will be a zero ("F").
7. **Participation in In-Class Peer Review and Editing Sessions:** For all peer review and editing sessions, if you do not attend, if you bring an incomplete draft or no draft at all, if you do not bring the required number of copies, or if you do not participate actively, you will **not** receive the points, and for peer review days you will **not** be allowed to participate in the activity. **The peer reviews and editing sessions cannot be rescheduled or made up – and no excuses will be accepted, including illnesses and technology problems.**
8. **Attendance at All One-to-One Conferences:** If you miss or are late for a conference, it will **not** be rescheduled and you will **not** receive the points; make ups will be reserved for extraordinary circumstances only and must be arranged **before** the scheduled conference time.
9. **Extra Credit:** Since quizzes and in-class exercises cannot be made up, there will be at least one “extra credit” opportunity during the semester, such as attending a visiting writer presentation or the college’s theater production and then writing a 300-word response.

A.R.C.C. Grading System:

- A = Superior achievement
- B = Above average achievement
- C = Average achievement
- D = Below average achievement
- F = Inadequate achievement

Numerical Grading Scales:

Grade	GPA	%	D2L	11-point
A	4.00	100 – 93	95	11
A-	3.67	92 – 90	92	10
A-/B+	3.50	90	90	9.5
B+	3.33	89 – 88	88	9
B	3.00	87 – 83	85	8
B-	2.67	82 – 80	82	7
B-/C+	2.50	80	80	6.5
C+	2.33	79 – 78	78	6
C	2.00	77 – 73	75	5
C-	1.67	72 – 70	72	4
C-/D+	1.50	70	70	3.5
D+	1.33	69 – 68	68	3
D	1.00	67 – 63	65	2
D-	0.67	62 – 60	62	1
D-/F	0.33	60	60	0.5
F	0.00	59 – 0	55	0

Participation Grading Criteria:

A	I am fully and clearly prepared for each class. I have carefully and thoughtfully read all the assigned material ahead of time. I offer thoughtful and insightful comments and questions during small-group work and full-class discussions. I encourage all discussions, and I do not dominate them.
B	I am prepared for each class. I have carefully read all the assigned material ahead of time. I sometimes offer appropriate comments and questions during small-group work and full-class discussions. I try to encourage all discussions, and I do not disrupt them.
C	I am mostly prepared for each class. I have read most of the assigned material ahead of time. I rarely volunteer a comment or question relating to the discussion, but I do respond when called upon, and I often contribute to small-group work. I neither encourage nor disrupt discussions.
D	I am often unprepared for each class. I do not always read all the assigned material ahead of time. I don't enter discussions and small-group work at all, either voluntarily or when called upon. I sometimes say or do things which discourage or disrupt class discussions and small-group work.
F	I am rarely prepared for each class. I do not read all the assigned material ahead of time. I offer nothing to class discussions or small-group work. I often say or do things which discourage and disrupt class discussions and small-group work.

Essay Evaluation Criteria:

- An evaluation sheet will be handed out before each essay is due/collected, so you will know exactly how each will be graded. In sum, I'll consider not only what you say but how well you say it – organization, logic, and grammar will matter. Please proofread your papers carefully before turning them in.

Other Policies and Information

Absences for Religious Observances: The College allows absences from class for participation in religious observances. Students who plan to miss class for sincerely-held religious beliefs are required to (1) inform me at the beginning of the semester (within the first two weeks) of anticipated absences, (2) meet with me to reschedule any missed quizzes, in-class essays, peer reviews, or paper due dates, and (3) obtain class notes from other students. I am required to assist you in obtaining course materials and assignments distributed during class sessions you miss and to make arrangements for taking missed in-class essays or making up peer reviews.

Academic Support Center (ASC): The College offers free, trained writing tutors who work with writers at any stage in the writing process to improve their writing. Please meet with a tutor for an objective/outside opinion, if you want more extensive help than I can reasonably provide during 10-15 minutes of an office hour, or if I am not available when you need help.

Accessibility: My goal is for our classroom and course work to be equally accessible to everyone. I think I have designed the class flexibly to accommodate different learning styles and approaches. I am also eager to make reasonable accommodations to guarantee persons with disabilities access to class sessions, the course materials, and the activities of the class. Let me know as soon as possible if you have a disability for which accommodations will be requested. If you need further information about disabilities and possible accommodations, please contact **Scott Bay**, Director of Access Services, at 763-433-1334, at scott.bay@anokaramsey.edu, or stop by C255.

Cell Phones, Texting, and Other Disruptions: This is a **college** class, and I expect that we will all behave maturely, responsibly, and respectfully. I also expect that we will all be attentive and focused. Any disruptive behavior – including arriving late, packing up early, leaving early, having private conversations during discussions or lectures, eating, sleeping, sending or receiving cell phone calls or text messages, bringing friends/siblings/children/pets to class, etc. – will be dealt with immediately, first individually, and then with the Dean of Educational Services – see the Code of Student Conduct in the Student Handbook.

Communication: I do prefer **email** rather than "telephone tag," and I do **not** regularly check voice mail. When emailing me, be sure to **clearly identify yourself and the course**.

Computer Lab: We will meet in the computer lab at least once each week to work on our current writing project. Please do not abuse this time by working on assignments for other classes, writing e-mail to friends, checking social-media sites, playing games, or downloading non-research-related information from the internet. While the majority of lab time will be for research and writing, there may also be some mini-lectures, demonstrations, or discussions – and I will ask for your focused attention during these times.

Conferences: Please come talk to me during my office hours, or schedule an appointment with me, if you have any questions or problems at any time during the semester.

Credit and Workload Expectations: For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a four-credit course that meets for four hours a week should expect to spend an additional eight hours a week on coursework outside the classroom.

Electronic Files / Submitting Work: Back up your work often, and in more than one place – e.g., your home computer or laptop, your college network space, and your USB memory stick. Computer or printer problems are **not** a valid excuse for late papers. Essays are due in **hard-copy form**, and email attachments are **not** acceptable.

Incompletes: Incompletes will only be granted to students who have a **documented** medical or family emergency during the last two (2) weeks of the semester. These students must have completed all the other work for the course with an average grade of "C" or better, must not have more than eight (8) other absences, and must demonstrate the ability and willingness to complete the work before the third week of the following semester or summer session.

Plagiarism: In addition to accepting, buying, or downloading a paper or project someone else has written, plagiarism includes but is not limited to (1) failing to cite quotations and borrowed ideas from any outside sources, even if the borrowed ideas are in your own words, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases into your own words. (This definition of plagiarism was derived from Diana Hacker's *Rules for Writers*, 5th edition, Boston: Bedford-St. Martin's, 2004.) Presenting another person's ideas or writing as your own without clear, accurate, and complete citation and documentation will result in a zero ("F") for that assignment and notification of the Dean of Educational Services – see the Code of Student Conduct in the Student Handbook. If you are asked, you **must** provide an **electronic copy** of your paper, which will be submitted to **TurnItIn.com** for verification.

Record Keeping: Make back-up copies of **all** your work, and **keep** all quizzes, exercises, exams, and papers returned to you. If questions about grades arise, you will need to produce the original documents. In addition, keep track of all your notes, drafts, and other materials for each exam and paper; if questions about **plagiarism** arise, you will need to prove you did your own writing.

Schedule: The following schedule is subject to change—any changes will be announced in class and online.

INTRODUCTIONS / INFORMAL GOALS ESSAY

M 10 Jan.	In-class writing / Introductions to each other / Introduction to the course / Begin the syllabus and schedule / Hand out Cristina Salat story
W 12 Jan.	DUE: Read syllabus and schedule completely / DUE: Read Cristina Salat story (handout) / Continue course introduction / Q&A / Discuss qualities of good writing / QUIZ / Discussion / In-class writing
Th 13 Jan.	LAB / DUE: By today, you should have already (1) logged on to ARCC network, (2) logged on to D2L, and (3) created a Microsoft Live @ Edu email account / D2L survey and discussion post / Sample email / Demonstrate MLA paper format / In-class essay practice
F 14 Jan.	Continue discussion of the Cristina Salat story and goals / Assign informal Goals essay
M 17 Jan.	NO CLASSES / Martin Luther King, Jr. Day

ANALYZING OUR OWN LITERACY

W 19 Jan.	DUE: Read Frederick Douglass and Malcolm X selections (handouts) / QUIZ / Discussion / In-class writing / Introduce Literacy Essay
Th 20 Jan.	LAB: Introduce, demonstrate, and practice prewriting strategies / Introduce “Bubbl.us”
F 21 Jan.	DUE: Prewriting for Literacy Essay / DUE: Read sections 1.8-1.10 in the <i>MLA Handbook</i> (pp. 41-50) / Assign Literacy Essay / Introduce, demonstrate, and practice planning and drafting strategies / Distribute sample papers
M 24 Jan.	DUE: Read sample student papers (handouts) / QUIZ / Discussion / In-class writing / Discuss Literacy Essay / Introduce and discuss peer review / Group work / Mock peer review
W 26 Jan.	DUE: 4 copies of a COMPLETE first draft of Literacy Essay / PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
Th 27 Jan.	LAB / DUE: Bring all copies of drafts and peer review forms for Literacy Essay / Self-reflective writing / Introduce web-based “Tag Clouds” and “Gender Analyzers” and discuss how they might help with revision / Begin or continue revising Literacy Essay
F 28 Jan.	DUE: Bring all copies of drafts, peer review forms, and a revised draft of Literacy Essay / Literacy Essay Q&A / Introduce and model revision – the 3 levels of revision and the 4 major revision activities / Revision exercises for Literacy Essay – analyze drafts for structure, unity, and paragraph development / Ideas for introductions and conclusions
M 31 Jan.	DUE: Bring a FULLY REVISED draft of Literacy Essay / DUE: Read sections 3.1-3.7 in the <i>MLA Handbook</i> (pp. 63-105) / Literacy Essay Q&A / Introduce, demonstrate, and practice editing and proofreading activities – sentences, words, punctuation / Editing and proofreading exercises for Literacy Essay
W 2 Feb.	DUE: Bring 1 SINGLE-SIDED copy of an ALMOST-FINAL draft of Literacy Essay / EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity – no excuses; no exceptions
Th 3 Feb.	LAB / DUE: Read sections 4.1-4.9 in the <i>MLA Handbook</i> (pp. 115-22) / Review academic writing document design / Continue editing and proofreading Literacy Essay / Finish Literacy Essay / Write process memo / Submit Literacy Essay and Memo to my mailbox in H146 by 2:00 p.m.

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EVALUATING A PLAY SCRIPT

F 4 Feb.	DUE: Bring your copy of August Wilson’s play, <i>Ma Rainey’s Black Bottom</i> / Introduce August Wilson / Discuss how to read drama / Videos?
M 7 Feb.	DUE: Read <i>Ma Rainey’s Black Bottom</i> – from the front cover to the bottom of page 35 / QUIZ / Discussion / In-class writing
W 9 Feb.	DUE: Read <i>Ma Rainey’s Black Bottom</i> – from the top of page 36 to the bottom of page 47 / QUIZ / Discussion / In-class writing
Th 10 Feb.	NO LAB / DUE: Read <i>Ma Rainey’s Black Bottom</i> – from the bottom of page 47 to page 71 / QUIZ / Discussion / In-class writing
F 11 Feb.	DUE: Read <i>Ma Rainey’s Black Bottom</i> – from page 73 to _____ / QUIZ / Discussion / In-class writing
M 14 Feb.	DUE: Read <i>Ma Rainey’s Black Bottom</i> – from _____ to the end / QUIZ / Discussion / In-class writing
W 16 Feb.	Introduce and assign Evaluation Essay / Discuss the “pros” and “cons” of the play / Other prewriting strategies <ul style="list-style-type: none"> NOTE: The associate director and at least two actors from Penumbra Theatre Company will be on campus today, in the Legacy Room, from 12:00 to 12:50 p.m., and from 1:00 to 1:50 p.m., to give presentations about this play. You are REQUIRED to attend one session and take notes.
Th 17 Feb.	LAB / Bring your copy of the play and all your notes / Small-group project on audiences and criteria for the Evaluation Essay
F 18 Feb.	DUE: Bring your prewriting and planning for the Evaluation Essay / Introduce, demonstrate, and practice classical argument structures and strategies / Distribute sample papers
M 21 Feb.	NO CLASSES / Presidents’ Day
W 23 Feb.	DUE: Read sample student papers (handouts) / QUIZ / Discussion / In-class writing / Discuss Evaluation Essay / Discuss peer reviews / Group work / Mock peer review / Sign up for individual conferences / Individual conferences preparation
Th 24 Feb.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Evaluation Essay
F 25 Feb.	NO CLASSES / Faculty Development Day
M 28 Feb.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Evaluation Essay
W 2 Mar.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Evaluation Essay
Th 3 Mar.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Evaluation Essay
F 4 Mar.	Individual conferences in H 131 – BRING with you: (1) your chosen audience and criteria, (2) an outline and an introductory paragraph, and (3) questions about Evaluation Essay
M 7 Mar.	DUE: 4 copies of a complete first draft of Evaluation Essay / PEER REVIEW / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
W 9 Mar.	DUE: Bring all copies of drafts and peer review forms for Evaluation Essay / Self-reflective writing / Discuss and practice revision activities / Analyze drafts for structure, thesis, opposition, counter-arguments, paragraph development, and other rhetorical strategies appropriate for chosen audience
Th 10 Mar.	LAB / DUE: Bring a FULLY REVISED draft of Evaluation Essay / Discuss and practice editing and grammar activities / Begin or continue editing Evaluation Essay
F 11 Mar.	DUE: Bring 1 SINGLE-SIDED copy of an ALMOST-FINAL draft of Evaluation Essay / EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity – no excuses; no exceptions

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SPRING BREAK

M 14 Mar.	NO CLASSES
W 16 Mar.	NO CLASSES
Th 17 Mar.	NO CLASSES
F 18 Mar.	NO CLASSES

RESEARCH, SUMMARY, SYNTHESIS, and RESPONSE

M 21 Mar.	DUE: Submit Essay #2 and Memo to my mailbox in H146 by 2:00 p.m. / Introduce Research Essay / Discuss Topics
W 23 Mar.	DUE: Read section 1.4 in the <i>MLA Handbook</i> (pp. 8-31) / MEET IN LIBRARY 215 / Librarian presentation on EBSCO, Gale, and ProQuest databases for use in Research Essay
Th 24 Mar.	LAB / DUE: Read sections 1.1-1.3 and 1.5-1.6 in the <i>MLA Handbook</i> (pp. 3-7 and 31-38) / Begin or continue searching for sources for Research Essay
F 25 Mar.	DUE: Read section 1.7 in the <i>MLA Handbook</i> (pp. 38-40) / DUE: Read the essays by James Thurber and William Zinsser (handouts) / QUIZ / Introduce, demonstrate, and practice summary and paraphrase using Thurber and Zinsser
M 28 Mar.	Continue work on summary and paragraph / Introduce synthesis and response / Begin work on synthesis and response
W 30 Mar.	DUE: Read sections 5.1-5.3 in the <i>MLA Handbook</i> (pp. 123-135) / DUE: Skim sections 5.4-5.8 in the <i>MLA Handbook</i> (pp. 136-212) / DUE: Bring your chosen articles for Essay #3 / Introduce the MLA documentation system / Introduce MLA end-of-text bibliographical citations / Practice bibliographical citations
Th 31 Mar.	LAB: Demonstrate MLA works cited page formatting / Begin or continue to work on Research Essay works cited page / Begin or continue to draft Research Essay / Distribute sample papers
F 1 Apr.	DUE: Read sample student papers / DUE: Read sections 6.1-6.4 in the <i>MLA Handbook</i> (pp. 213-230) / Introduce MLA in-text parenthetical citations and “signal” or “attribution” phrases / Practice in-text citations / Discuss sample papers
M 4 Apr.	Continue work on synthesis and response / Continue work on MLA in-text citations / Sign up for individual conferences
W 6 Apr.	Research Essay Q&A / MLA QUIZ / Individual conferences preparation
Th 7 Apr.	Individual conferences in H 131 – BRING with you: an outline, a rough draft, the works cited page, and questions about Research Essay
F 8 Apr.	Individual conferences in H 131 – BRING with you: an outline, a rough draft, the works cited page, and questions about Research Essay
M 11 Apr.	Individual conferences in H 131 – BRING with you: an outline, a rough draft, the works cited page, and questions about Research Essay
W 13 Apr.	Individual conferences in H 131 – BRING with you: an outline, a rough draft, the works cited page, and questions about Research Essay
Th 14 Apr.	Individual conferences in H 131 – BRING with you: an outline, a rough draft, the works cited page, and questions about Research Essay
F 15 Apr.	DUE: 4 copies of a COMPLETE first draft of Research Essay / PEER REVIEW #1 / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
M 18 Apr.	DUE: 4 copies of a COMPLETE first draft of Research Essay / PEER REVIEW #2 / NOTE: If you are absent, arrive late, or do not have the required number of copies, you will NOT receive credit – no excuses; no exceptions
W 20 Apr.	DUE: Bring all copies of drafts and peer review forms for Research Essay / Self-reflective writing / Discuss and practice revision activities / Analyze drafts for structure, thesis, unity, coherence, paragraph development, and MLA documentation / Discuss in-class essay
Th 21 Apr.	LAB / DUE: Bring a FULLY REVISED draft of Research Essay / Write in-class essay
F 22 Apr.	Editing Review / Activities and exercises
M 25 Apr.	MLA Documentation Review / Activities and exercises

W 27 Apr.	DUE: Bring 1 SINGLE-SIDED copy of an ALMOST-FINAL draft of Research Essay / EDITING SESSION / NOTE: If you do not bring a draft, you will NOT receive full credit for this activity - no excuses; no exceptions
Th 28 Apr.	LAB / Continue editing and proofreading Research Essay / Finish Research Essay / Write process memo / Submit Research Essay and Memo to my mailbox in H146 by 2:00 p.m.

FINAL PORTFOLIO and SELF-REFLECTION

F 29 Apr.	Introduce final portfolio assignment / Q&A / Course evaluations
M 2 May	No class meeting / Optional conferences in H 131 / Work on final portfolio
W 4 May	No class meeting / Optional conferences in H 131 / Work on final portfolio
Th 5 May	LAB / No class meeting / Optional conferences in H 131 / Work on final portfolio
F 6 May	No class meeting / Optional conferences in H 131 / Work on final portfolio / Submit Final Portfolio to my mailbox in H146 by 12:00 p.m. (noon)
M 9 May	Our scheduled FINAL EXAM time is from 4:10 to 6:10 p.m. However, I will be in my office (H 131) beginning at 2:00 p.m. In lieu of a traditional final exam or an in-class essay, you are REQUIRED to attend a short conference with me in my office. Failure to appear will lower your Final Portfolio grade, and, thus, possibly your course grade as well.

REMINDER: The course syllabus and schedule are subject to change, and all changes will be announced in class; significant changes will result in a revised schedule being printed, handed out, and posted on D2L. You are responsible for any changes in deadlines or assignments announced during any class you miss.