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ENG 1001G-005: College Composition I

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ENGLISH 1001-05
College Composition I: Critical Reading and Source-Based Writing
SPRING 2020
T/TH 11:00-12:15
CH 3210/3140

INSTRUCTOR: LEANN AKINS
OFFICE HOURS: 12:15-2:00 pm Tuesdays/Thursdays
4:45-5:15 pm Tuesdays/Thursdays
9:30-10:30am Wednesdays
*and by appointment

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A. COURSE DESCRIPTION: ENG 1001G. College Composition I: Critical Reading & Source-Based Writing focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. The course challenges students to develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. Prerequisites: Passing grade (“C” or better) in ENG 1000 or direct placement into ENG 1001G. Students who have either a minimum high school GPA of 3.00 or a minimum ACT-English score of 18/SAT-Writing score of 430 will be placed into ENG 1001G. Students who have both a high school GPA below 3.00 and a 17 or below on ACT-English (420 or below on SAT-Writing) will be placed into ENG 1000. If you are not sure of your status, consult with the Director of Composition.

B. OBJECTIVES: Students will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative and persuasive prose
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text’s purpose, audience, genre, rhetorical situation, and discourse community
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations
- Find appropriate sources through secondary research, including the use of academic databases
- Integrate sources ethically and appropriately using at least one recognized citation style
- Use effective language and delivery skills through speaking opportunities
- Present work in Edited American English

C. MINIMUM WRITING REQUIREMENT OF ENGLISH 1001G: Writing Centered course whereby the quality of the students’ writing is the principal determinant of the course grade. The minimum writing requirement is 5,000 words (roughly equivalent to 20 double-spaced pages) of polished, revised prose in addition to informal writing such as invention work, peer critiques, discussion statements, self-assessments, drafts, etc.

REQUIRED TEXTS: Must be obtained before next class session.

Braziller and Kleinfeld. *The Bedford Book of Genres: A Guide and Reader*
Bullock, Brody, and Weinberg. *The Little Seagull Handbook*. 3rd ed.
Kirsznner and Mandell. *The Blair Reader* 9th ed.
Wysocko and Lynch. *Compose, Design, Advocate* 2nd ed.

COURSE REQUIREMENTS OVERVIEW: You will be required to write often both in and out of class, to read selections from the texts, to participate actively in classroom discussion and peer group/review exercises, to complete all classroom exercises, and to complete all formal writings. You are also required to attend all conferences when scheduled. Keep track of **all** of your work—activity writings, pre-writings, essay drafts, peer reviews, instructor comments, etc. Do **not** throw away anything!! I will respond critically to students’ writing and address both strengths and weaknesses in written comments and/or in conference. I may administer pop quizzes at my discretion. The final course grade will be determined primarily by performance on the writing assignments. Students will schedule individual conferences as required.

SPECIFIC ACTIVITIES INCLUDE: See Tentative Course Schedule and Assignment Sheets for more details.

Quizzes: At any time, I can give a “pop quiz”. **Quizzes cannot be made up, and your missed points will be deducted from your point total at the end of the semester.**

Conferences: When designated on the course outline, you will meet with me either in person or via email to discuss the progress of your drafts. Also note that there are no scheduled classes for a portion of this time. Each student **must** sign up and attend these conferences. To earn the total possible conference points at each meeting, each individual **MUST**:

- Bring/email a completed draft and/or assigned required materials
- Have prepared a list of questions and concerns about the draft.
- Be able to discuss with me anticipated changes and/or revisions made.
- Take notes on the any comments given to you.
- Be an active listener. Offer suggestions to group members if applicable.

****If you do not attend or if you are late for the appointment, you receive NO points, ONE absence, and NO feedback from me prior to final submission.**

****If you DO attend but DO NOT MEET THE ABOVE CRITERIA, conference points will be deducted.**

Due to the large number of students/conferences, I cannot allow office OR email conferences to be "made up" and, likewise, cannot allow conference points to be "made up". NO EXCEPTIONS. So, it is important that you sign up for a convenient time and then make every possible effort to participate. Note: there are options for extra credit.

Peer reviews: When designated on the course outline, you will become a peer reviewer for someone or for a group. I will receive a photocopy of the original review that you do for your peer so that you may receive points for having completed it. Further directions for these activities will be given later.

Steps for Rhetorical Analysis (SRA) Exercise: Throughout the semester, you will be analyzing various texts and logging a response. This exercise encourages thoughtful and thorough analysis of texts and, thus, provides a strategy for analyzing all messages for multiple genres. You will follow up with a more formal essay writing on some of these.

Mandatory Assignments: There are 3 mandatory unit essays, 5 mandatory SRA essays, a mandatory group presentation and a mandatory final exam. Most of these assignments will undergo an extensive writing process and much revision. There may be graded parts of the process in addition to the final product. Further instructions will be given for these activities throughout the semester. **You may not use essays or presentations previously completed in 1001 or any other course!**

REVISION: Revision is ongoing throughout the semester. Items submitted are expected to have been fully revised before submission; items cannot be further revised after submission. NOTE: Deep Revision, not just surface editing, is expected. Lack of revisions will result in a failing grade.

LATE WORK:

**READ CAREFULLY AND UNDERSTAND THE FOLLOWING
THERE ARE NO EXCEPTIONS**

- All **mandatory assignments** are to be submitted at the **beginning of class** on the due date for which they are assigned. Please see the course outline and assignment sheet for said dates.
- If a **mandatory assignment** is submitted more than 10 minutes late, at which time the classroom door is closed and locked for safety purposes, the essay will suffer one full letter grade reduction.
- If a **mandatory assignment** is submitted later than the next class period, I will not evaluate it. The essay receives a 0 and is given course credit only.
- Any **group presentation/discussion** must be presented at the designated date and time. Otherwise, all members will receive a presentation grade of 0 (unless a previously signed group contract states otherwise)
- **Any item other than the mandatory assignments** are due according to the due dates on the course outline and assignment sheet. If submitted late, I will still accept these items at any time with a penalty of one letter grade reduction.
- **Final Exams cannot be taken early and cannot be made up.**
- If you submit **any work** to me late, you must give it to me directly or place it in my mailbox. Otherwise, it will not be accepted. **DO NOT EMAIL LATE ITEMS!**
- In the event of an **absence**, it is expected that you will get **any work** to me ahead of time. IF an absence is “excused”, and formal documentation has been given, you *may* be permitted to make up assignments at my convenience and discretion.
- Note the information about missed **conferences** above.

1001 EVALUATION: By the end of the course, a student must be writing at a “C” level (or a 70%) and possess the skills competent enough to advance to ENG 1001. If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student’s grade on in-class work alone. Keep track of your points. These are NOT found on D2L or online.

I will formally evaluate the writing that is evidenced in order to determine whether your writing is ready for ENG 1001. A point breakdown is as follows:

ASSIGNMENT (minimum page requirement each)	Individual Points	Cumulative Points	Grading Scale
Steps to Rhetorical Analysis (.5)	10 @10 points each	100 points 11.1%	
SRA Essay* (1.5)	5 @ 40 points each	200 points 22.2%	
Conference Points	2 @ 25 points each	50 points 5.5%	810-900 = A
Essay Unit 1* (2)		50 points 5.5%	720-809 = B
Unit 2 Group/Lead Discussion		50 points 5.5%	630-719 = C
Essay Unit 2* (4)		100 points 11.1%	629 = NC
Unit 3 Group Contract (2)		25 points 2.75%	
Unit 3 Group Project Summary (2)		25 points 2.75%	
Unit 3 Group Presentation*		50 points 5.5%	
Unit 3 Peer Review (3)		50 points 5.5%	
Unit 3 Group Essay* (6)		100 points 11.1%	
Final Examination* (2)		100 points 11.1%	
COURSE POINT TOTAL:		900 points 100%	

Overall Course Scale: All writing will be assessed analytically according to “Guidelines for Evaluating Writing Assignments in EIU’s English Department”

100-90%=A Focus
 89-80%= B Development
 79-70%= C Organization
 69% and Below=N/C Style, Grammar, Mechanics, Spelling and Documentation
 Process (evidence of invention, peer editing, revision) and Audience Consideration

Note: Failure to complete the required assignments (those marked with the asterisk * above) will result in a grade of N/C for the course regardless of point totals! Likewise, class participation, preparedness, and effort can affect any borderline grade. Feel free to come to me and discuss your work and/or grade anytime.

If I see you struggling in the course (especially if you miss two or more classes or assignments in a row without communicating with me), I will try to contact you by email AND/OR I will use the University's Early Alert system, which means your RA (if you live on campus) or someone from the Academic Success Center will try to contact you to offer help. This isn't meant to 'get you in trouble,' but to help you avoid trouble.

Note: If you are curious, nervous, frustrated, overwhelmed, confused, or just plain ticked, I’m the one to talk to FIRST! Come see me to discuss your work, your grade, or any issue with me anytime.

LOG YOUR GRADES HERE			Add Extra Credit and Subtract Quizzes		
UNIT 1		UNIT 2		UNIT 3	
SRA 1 /10	SRA 2 /10	SRA 8 /10	Final Essay /100		
SRA #1 Essay /40	SRA 3 /10	SRA Essay 8 /40			
	SRA Essay (2 or 3) /40	Project Summary /25			
UNIT ESSAY 1 /50	SRA 4 /10	Project Contract /25			
	SRA 5 /10	Group Presentation /50			
	SRA Essay (4 or 5) /40	SRA 9 /10			
	SRA 6 /10	SRA 10 /10			
	SRA 7 /10	Peer Review /50			
	SRA Essay (6 or 7) /40	Conference /25	- QUIZZES		
	Conference /25	UNIT 3 Group Essay /100	+ EX CREDIT		
	Group/Lead Discussion /50				
	UNIT ESSAY 2 /100				
Subtotal /100	Subtotal /355	Subtotal /345			
RUNNING TOTAL /100	RUNNING TOTAL /455	RUNNING TOTAL /800	TOTAL /900		

ATTENDANCE AND LATE POLICY: Since this course involves a great deal of class participation, it is essential that you attend classes and conferences alike. You are expected to attend every meeting, to sign in, and to be on time. Remember, if you are absent you are held responsible for the material covered in your absence. This includes any assignments given or collected. In other words, it is up to you to "get caught up." If tardiness or absences become excessive, do not expect to pass ENG 1001.

I will allow for any properly verified absence. The university recognizes "properly verified absences due to illness, emergency, or participation in an official University activity." **Bring the appropriate documentation to me beforehand, if possible. If not, then bring documentation to me when you return to class. Otherwise, I will NOT accept documentation.**

Note: a document from Health Services merely showing that you were there is NOT "proper verification" for an illness that requires you to miss class.

Proper documentation MUST be DATED and may include:

- Letter from university activity director
- Doctor's note describing the nature of the illness and the requirement to miss class/work (i.e. flu like symptoms or some such illness where s/he recommends you NOT be at work or at class).
- Court documents, police reports, etc. that coincide with class time.
- ER visit notification that coincides with class time
- Other documentation accepted at my discretion.

I will allow 3 "unexcused" absences. After 3, you will be given a NO CREDIT for the course.

If you come to class more than 10 minutes late, you have received an unexcused absence. I shut and lock the door at that time for safety purposes, and I recommend remaining inside the classroom for the duration of the class period. If at all possible, please take care of food, personal communication, bathroom activities, and such prior to class.

ADDITIONAL IMPORTANT INFORMATION:

Class Conduct: BE RESPECTFUL TO ME AND TO OTHER CLASS MEMBERS. Cursing, raising your voice, lying, and/or physical altercation/confrontation are behaviors that I do not tolerate in my presence. Such behavior will receive immediate course dismissal as well as documentation with the university's Office of Student Accountability and Support.

Policies on Electronics:

- Anyone who is found tampering with classroom equipment for *anything* that is not course-related is subject to course dismissal.
- Anyone who is seen using a PERSONAL computer for *anything* that is not course-related **will be asked to leave and will receive one unexcused absence for that class period.** Class time is to be used to focus on the course content, not social media or any other unrelated task.
- Anyone who is found using other personal electronic devices (i.e. cellular phone, Apple Watches, ear buds, etc.) during class time **will be asked to leave and will receive one unexcused absence for that class period.** When absolutely necessary, please discretely dismiss yourself from the room if you must use an electronic. If you need to take out your electronic/phone rather than use paper/pen to put your assignment into a calendar or to use the electronic/phone for a course related task, I allow time at the end of class for this. If I see an electronic/phone, I will assume its use is unrelated to the class and will not engage in discussion! (see bold penalty above).
- Since this is a writing class, I expect you to write down your notes and homework assignments. You will not take pictures of information on the board unless I instruct the class to do so.

Organization: Maintain an organized system of both hard copy materials and electronic copies. I suggest creating physical and electronic folders for each unit. Make sure that you save your work often and in more than one place to prevent loss of material. Losing material is not an adequate excuse for missing or late assignments. Do not save over previous drafts. Rename them and KEEP EVERY DRAFT for submission.

Grades: GRADES ARE NOT POSTED ELECTRONICALLY. FURTHERMORE, I DO NOT DISCUSS GRADES IN EMAIL. I DO HAVE GRADES WITH ME AND CAN SHOW YOU YOUR GRADE AFTER CLASS ON ANY GIVEN DAY. LIKEWISE, I ALWAYS ENCOURAGE YOU TO COME BY THE OFFICE DURING OFFICE HOURS OR BY APPOINTMENT TO DISCUSS GRADE CONCERNS.

Email Procedures: Use only EIU campus email to contact me.

- PLEASE CHECK YOUR CAMPUS EMAIL EVERY DAY in case I send important announcements. If you have a question that is not easily and quickly addressed in an email, your FIRST line of communication is to see me in person. Come by during office hours or set up an appointment. If, however, you have a simple question, unrelated to grades, feel free to email me. I check email at least once a day, every day. I will not commit to an exact time of day for checking my email, nor do I commit to exact times of response. I will respond as soon as I can. If you do not hear back from me within 48 hours, however, it is safe to say that I did not receive your email. See me in person ASAP in that case.
- On rare occasions, I may send out a phone text if a conference must be rescheduled. Otherwise, do not use my phone number as a means of communicating with me. Use email or see me in person.
- **Before emailing me, read Michael Leddy's "How to Email a Professor" and follow these guidelines:**
<http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>
- Whenever you email me, be sure that your subject line has your full name and section number. This ensures that I know the email is from a student, and student emails are a higher priority.
- Do not copy/paste documents to emails, and do not send photos of items. Do not "share" or send me links to access your document. Doing so ensures that I will NOT READ IT! Rather, ATTACH a .pdf or Word document to an email. Be sure that the document itself has full contact information in the upper left corner (see MLA page formatting).

ACADEMIC HONESTY AND PLAGIARISM

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <https://www.eiu.edu/judicial/studentconductcode.php#sl>. Violations will be reported to the Office of Student Accountability and Supports. To honor and protect their own work and that of others, all students must give credit to proprietary sources that are used for course work. It is assumed that any information that is not documented is either common knowledge in that field or the original work of that student.

Academic honesty:

- Documenting all proprietary information that is received from outside sources, including books, articles, websites, lectures, interviews, television, radio, etc.
- Putting quotation marks around the words that were written or spoken by someone other than oneself.
- Applying this standard to all assignments (papers, take home exams, presentations, etc.).

Plagiarism:

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- taking someone else's writing, changing some of the words, and not identifying the source;
- taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- purchasing or downloading papers or passages from the Web.

The English Department's statement concerning plagiarism is this: Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas and/or thoughts of another author, and representation of them as one's original work" (Random house Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assignment and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

EWP—ELECTRONIC WRITING PORTFOLIO

IMPORTANT FOR GRADUATION: EIU students MAY submit an essay from ENG 1001, a "writing centered" course, for inclusion in a university-required electronic portfolio. **The deadline for submitting the essay to the EWP for this section of 1001 is NO LATER THAN WEDNESDAY, MAY 6th, 11:00am.** See me or your academic advisor if you have questions. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at

<http://www.eiu.edu/~assess>

RESOURCES

INFORMATION FOR STUDENTS WITH DISABILITIES: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

WRITING CENTER: I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

THE STUDENT SUCCESS CENTER: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Extra Credit (OPTIONAL): All Extra Credit can be turned in throughout the course, but it **MUST** be submitted **NO LATER** than **the beginning of the class period** on **04/28**. **OPTIONS:**

- 1) Attend any campus/community event that is in some way educational, and type up a 1 page, double spaced response.
- 2) & 3) Visit the Writing Center for assistance with your writing. After your visit, type up a half page, double spaced summary for me, describing what you learned from the tutor and what changes you plan to make with your writing as a result of that visit. **(may go twice for credit)**

10 points awarded for each. You may do all three for a possible 30 points total. Throughout the semester, I **MAY** offer the class smaller extra credit, overnight homework assignments, **at my discretion**. But individual students cannot negotiate for more.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JANUARY 13 TAKE NOTES EACH DAY FOR LECTURES AND CLASS DISCUSSIONS!	14 IN CLASS: Syllabus and Outline Homework: Get textbooks Study, Annotate, Question Syllabus to prepare for diagnostic essay Thursday. Bring back signed Policy Agreement	15	16 FOR CLASS: Bring books/class materials. IN CLASS: Diagnostic Writing Homework: Read <i>Bedford</i> p.441-443; Read <i>Compose, Design, Advocate</i> p.306-331; Read/take notes Dr. Leddy's Blog "How to Email a Professor" (See Syllabus)	17
20 MLK's BIRTHDAY NO CLASSES	21 FOR CLASS: Have read <i>Bedford</i> p 441-443 and <i>Compose, Design, Advocate</i> p306-331 and Dr. Leddy's blog (review my email policies as well). In class: BEGIN UNIT 1 : Discuss the readings. TAKE NOTES! Quiz/Dr. Leddy's Blog and my email policies. Homework: Read/Annotate/Print out/Bring to class: "Melian Dialogue"	22	23 FOR CLASS: HAVE READ Melian Dialogue In class: Complete Practice SRA. TAKE NOTES on class discussion. Homework: View Trey Gowdy's Liberty Convocation/ Persuasion Speech. https://www.youtube.com/watch?v=gNf97GZjuA TAKE NOTES! DO SRA #1 with essay!	24
27	28 FOR CLASS: Gowdy and SRA#1 with Essay DUE IN CLASS: Unit 1 Essay assigned Homework: Rough Draft and reading listed on Unit 1 Itinerary.	29	30 FOR CLASS: Bring your rough draft of essay 1 for class. HOMEWORK CHECK! IN CLASS: BEGIN UNIT 2 : Lecture Appeals. TAKE NOTES! Homework: Finish Draft for Tuesday's submission	31
FEBRUARY 3	4 UNIT 1 ESSAY 1 DUE @ BEGINNING OF CLASS IN CLASS: Assign Expert Groups/ Continue Unit 2 Homework: Check Unit 2 Itinerary	5	6 FOR CLASS: Have the reading and activities done from <i>BLAIR</i> , online, and <i>CDA</i> (See itinerary) IN CLASS: Continue Unit 2 Homework: Check Unit 2 Itinerary	7
10	11 FOR CLASS: READ and Complete activities from CDA (See itinerary) Homework:	12	13 Library Tour Class meets at the south entrance of Booth Library Homework: Prepare for Class discussions; Work on Unit 2 Essay	14 LINCOLN'S BIRTHDAY NO CLASSES
17	18 FOR CLASS: Readings and SRA#2 & #3 with one essay DUE IN CLASS: Groups 1&2 Lead Discussion Homework: Check Unit 2 Itinerary; Continue working on Unit 2 Essay.	19	20 FOR CLASS: Readings and SRA#4 and #5 with one essay DUE IN CLASS: Groups 3&4 Lead Discussion Sign up for conferences. Homework: Check Unit 2 Itinerary; Continue working on Unit 2 Essay.	21
24	25 FOR CLASS: Readings and SRA#6 and #7 with one essay DUE IN CLASS: Groups 5&6 Lead Discussion Homework: Complete Essay 2 draft for conference. Show me what revisions you've made on your own as well. Bring your source and have your Works Cited drafted.	26	27 Conferences: NO CLASS	28 Conferences
MARCH 2 Conferences	3 Conferences: NO CLASS	4 MID TERM Review course syllabus and make an appointment with me next week if needed.	5 ESSAY 2 DUE @ BEGINNING OF CLASS IN CLASS: BEGIN UNIT 3 – See Unit 3 itinerary for more specific assignments	6

9	10 FOR CLASS: Have read "Myth and Narrative" Handout (Kennedy/Gioia); Bedford p718-734 – Heroes See Unit 3 Itinerary	11	12 IN CLASS: Seger's "Creating the Myth" (handout/link) Warren's "Steps of a Hero's Journey" (handout) See Unit 3 Itinerary	13
16	17	18 SPRING	19	20
←-----→				
23	24 FOR CLASS: Hawthorne's "Young Goodman Brown" https://www.gutenberg.org/files/512/512-h/512-h.htm SRA #8 with Essay DUE See Unit 3 Itinerary	25	26 IN CLASS: Discuss Ray See Unit 3 Itinerary	27
30	31 FOR CLASS: Project Summary and Group Contract Due in Class IN CLASS: Lecture: MLA: Bring All Books See Unit 3 Itinerary	APRIL 1	2 IN CLASS: Lecture: MLA: Bring All Books See Unit 3 Itinerary	3
6	7 IN CLASS: GROUP PRESENTATIONS English Studies Conference – Ask me about Extra Credit!	8	9 IN CLASS: GROUP PRESENTATIONS	10
13	14 FOR CLASS: SRA #9 & #10 DUE DRAFT! See Unit 3 Itinerary	15	16 IN CLASS: PEER REVIEW Draft 1 of Group Project. Bring a hard copy. Homework: Complete Peer Review See Unit 3 Itinerary	17
20	21 <u>NO CLASS</u> GROUP CONFERENCES IN THE CLASSROOM Submit the Peer Review you did for someone. Homework: Revise after conference. See Unit 3 Itinerary	22	23 <u>NO CLASS</u> GROUP CONFERENCES IN THE CLASSROOM Submit the Peer Review you did for someone. Homework: Revise after conference. See Unit 3 Itinerary	24
27	28 IN CLASS: Watch Film All Extra Credit Due! In-Group Self-Assessment Due	29	30 LAST CLASS DAY IN CLASS: Watch Film FINAL UNIT 3 PROJECT ESSAY DUE	MAY 1
4	5 FINAL EXAM 1001- 05 2:45-4:45	6	7	8

NOTE: ASSIGNED ACTIVITIES/READINGS/WRITINGS WILL BE ADDED TO THE COURSE, AND ITEMS ON THIS CALENDAR ARE SUBJECT TO CHANGE!!