

Fall 8-15-2007

# ENG 1001G-015-031-061: Composition and Language

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1001G-015  
-031  
-061

## ENGLISH 1001-G, COURSE GUIDELINES

English 1001-G, Fall 2007

Instructor: Tammy Veach

Office: Coleman Hall 3055

Office Phone: 581-6295 E-mail: [tveach@eiu.edu](mailto:tveach@eiu.edu)

Office Hours: 10 – 11:00 MWF, 4:30 – 5:00 TR and by appt.

Texts: Peterson and Brereton, *The Norton Reader*

Rosenwasser and Stephen, *Writing Analytically*

Fulwiler and Hayakawa, *The Blair Handbook*

Harnack Online!: *A Ref. Guide to Using Internet Sources*

*Webster's Universal Collegiate Dictionary*

**COURSE DESCRIPTION AND OBJECTIVES:** *What* to say when we write and the *way* to say it will be our main concerns this semester. We will explore the purposes and the power of written language this semester as we strive to develop skills in drafting, organizing, revising, editing, and critical reading, as well as a more diverse cultural perspective. Although we'll talk about writing, mostly we'll write, sometimes for a grade, sometimes not, but writing will be a regular occurrence in this class. Ultimately, this course will encourage you to develop a critical eye, independent thoughts, and an individual voice for your writing, whether you are composing an expository, persuasive, or research paper.

**SPECIAL INFORMATION REGARDING ENG 1001-G:** Students enrolled in ENG 1001-G must have scored at least 15 on the English section of the ACT. See me immediately if you scored a 14 or below or if you have no ACT score on file with the University. ENG 1001-G is a writing-centered course. As a graduation requirement, all freshmen must submit a revised essay from either this course or ENG 1002-G to be included in their Electronic Writing Portfolios.

**ATTENDANCE, MAKE-UP, AND LATE WORK:** If you miss class, it is your responsibility to find out what you missed and if changes were made to our tentative syllabus. Your regular attendance is important – quite frankly, due to the interactive nature of this course, much of what we do simply can't be replicated, even for those with excused absences. Attendance is recorded at the start of every class, and ***unexcused absences will substantially hurt your grade***, especially in the following ways:

- In-class work (essays, quizzes, writing exercises, etc.) can be made up only if your absence is excused.
- Work turned in late (except due to an excused absence) is graded down one letter grade for each day it's late.
- Part of your final grade is based upon in-class work: a presentation, writing exercises, contributions to discussion, peer evaluation, and other in-class activities. If you're not here, you can't participate, and your semester grade will suffer!

**Other important policies and information regarding attendance/ make-up work/ late work:**

- Excused absences are granted only for ***serious and verifiable*** reasons (e.g. illnesses documented with a doctor's note, inclement weather for commuters, documented death in the family, etc.) – NOT for matters of personal convenience such as travel arrangements, appointments with advisors, oversleeping, and so forth, *nor for illnesses or emergencies that I'm unable to verify*. A slip from Health Services does not provide you with an automatic excuse for missing class; I may also ask you to sign a waiver to allow the release of information that will help me decide if an excused absence is warranted.
- Work to be missed due to participation in an *Official University function must be completed before your absence*. Be sure to notify me in advance to allow time to complete assignments before you leave. (Please note: I need more than a list of anticipated absence dates at the start of the semester – please remind me.)
- Absences on assignment due dates, test dates, or conference dates will require strong verification before make-up privileges will be granted or before late penalties will be waived.
- In the event of a catastrophic situation that causes you to miss class for an extended period (such as a serious illness or a family emergency that causes you to return home) contact the office of the Vice President for Student Affairs at 581-3221, who will notify me and assist in the verification process.
- **No assignments will be accepted more than one week after the due date;** a zero will be recorded.

**INFORMATION FOR STUDENTS WITH DISABILITIES:** Contact the Coordinator of the Office of Disability Services (581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations.

**GRADING:** English department standards will be used to determine grades on all written work, guidelines that evaluate not only the quality and development of your ideas and the effectiveness of your literary analysis, but also scrutinize your style, organization, grammatical proficiency, etc. You will be graded on a variety of activities, but the quality of your writing will be the main determinant of your grade in this class. In calculating your semester grade, I will use a 90-80-70 scale. I anticipate assigning activities totaling 1,000 points for the semester, thus 900-1,000 for an A, 800 – 899 for a B, and 700 – 799 for a C. For a variety of reasons (including the fact that you will have the opportunity to earn extra credit through a service learning project and accompanying essay), I do not round off grades; for example, 799 points or 79.9% still equals a C. If I make any changes to the point totals (such as adding extra writing assignments if needed, deleting an assignment if we fall behind, etc.), you will be forewarned, but such changes will add to or subtract from the point totals listed above; however, I will still grade on a 90-80-70 scale. English 1001-G is graded on an A, B, C, and NC (no credit) basis, **so you must earn 70% (tentatively 700 points) to pass this class.**

**RETURN OF ESSAYS/ TEACHER COMMENTS:** You will receive detailed comments from me on all major writing assignments, not only to explain the grade you received, but to help you improve as a writer by pointing out what worked well in your essay and what needed improvement. These comments are of no value, however, if you fail to read, analyze, and apply them to your work! Be sure to discuss the comments with me if you have any questions. You should also be aware that I will not serve as your personal editor, correcting your grammatical errors and stylistic problems for you, nor will I point out every possible problem in your essay but only representative examples of the most serious ones; I expect you to identify the problem elsewhere in your work and to learn to correct it by studying your *Blair Handbook*, consulting me, or working with tutors in the Writing Center. Because of the length of time I devote to reading, rereading, reviewing, and commenting upon your essays, you can expect them to be returned no sooner than 1 week after I receive them, and usually within 1-2 weeks. I will never take more time to grade your essay than you were given to write it, and you'll always have your essay returned before the next one is due (except with the final revision assignment).

**TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:**

- **Essays, 800 points – You're required to submit all work on your essays, from beginning to end – notes, brainstorming, rough drafts (save/print a copy of each rough draft, before new revisions), and final draft**
  - Essay 1, Narrative, minimum of 750 words, 100 points
  - Essay 2, Response to movie, minimum of 750 words, 100 points
  - Essay 3, Persuasion, minimum of 750 words, 100 points
  - Essay 4, Collaborative Research, 2,000 – 2,500 words, 300 points; conferences required
  - Essay 5, Revision of your choice of essays 1, 2, and 3, 200 points; submission to EWP encouraged
- **Group Presentation on "Good Writing", 50 points** –Group compilation of a portfolio of well-written material, written responses to that material, and a brief (6 - 8 minute) group oral presentation on the subject.
- **Test on Grammar, Mechanics, and Usage, 50 points**
- **Daily Activities – participation, in-class writing, conferences, peer evaluation responses and revision exercises – 100 points:** Your participation in this class on a day-to-day basis is crucial—you must show up and you must participate in class activities – BOTH factors will weigh heavily in determining your daily grade. Participation means much more than just showing up but sitting silently. Other factors in determining your participation grade include completing all assignments; having a positive attitude; being punctual, prepared for, and attentive during class and conferences; and treating your classmates and teacher with respect.

**CONFERENCES, FEEDBACK ON ROUGH DRAFTS, ETC.:** We'll have mandatory conferences on Essay 4 so that I may offer suggestions about your rough draft, but I encourage you to come by my office any time you have questions. If my office hours don't fit your schedule, we can arrange a conference at a mutually-convenient time. I expect you to be an active participant in this process. I WILL NOT read/ comment on essays simply emailed to me or dropped off in my mailbox unless they are accompanied by SPECIFIC questions (not just "What do you think?" or "Any suggestions?"). Do not expect me to serve as your personal editor, either; I will use conferences – face-to-face or electronic – to answer your questions and to point out global issues in your work rather than cleaning up your grammatical errors, misspellings, typos, etc. Don't wait till the last minute to ask for my advice; if you do, I cannot guarantee a response because of time constraints. The Writing Center is another option.

**A NOTE ON CLASSROOM ETIQUETTE:** Demonstrating courtesy to others is important in this classroom. This means listening while another person is talking, saving private conversations for before or after class, doing your homework at home, turning off your cell phone, staying awake and alert in class (no iPods, headphones or earbuds, etc., please), respectfully handling points of view that differ from your own, and so forth. Problems in this area will adversely affect your daily participation grade. If you repeatedly violate these principles or cause a distraction to me or your classmates, you will be asked to leave.

**E-MAIL/ VOICE MAIL/LONG-DISTANCE NUMBERS:** While I don't give out my unlisted home phone number, I do encourage you to contact me via e-mail. Please be sure to include your name in the subject heading or to sign your message so that I know who you are! I will respond to your message as soon as I receive it, so if you haven't gotten a response within 24 hours of emailing me, I probably didn't receive it (exception: weekends, when I may not always be available to respond). You may also call me at my office number, even at times other than my posted office hours. If I'm not in, leave a voice-mail message INCLUDING YOUR PHONE NUMBER, and I'll get back to you as soon as possible – though I do pick up voice mail less frequently than email. If my officemate answers when I'm out, just ask to leave me a voice-mail; otherwise, she'll dutifully take your message, but I won't receive it until I return to the office. Please note: I am not permitted to call cell phone numbers or long-distance numbers from my office (my department gets charged for such calls and does not have the budget for this expense), so please leave a local number (581, 345, or 348 prefix) so I can return the call, or contact me via email instead.

**IF CLASS IS EVER CANCELLED:** Be sure to read the note on the classroom door yourself – don't just rely on someone else telling you that class has been cancelled. Be sure to check for TODAY'S date, my name, and our section number to be sure that it's OUR class that has been cancelled rather than someone else's (and it is possible for one of my morning classes to be cancelled, for example, but a class later in the day to be in session, or for my classes to be cancelled on, say, Tuesday, but to be in session on Wednesday). Read the entire notice to see if it includes special information, such as changes to assignments or due dates. Check your EIU email account for a message with complete information and instructions.

**SPECIAL INFORMATION FOR ETIC SECTIONS** (those meeting in rooms 3120, 3130, 3140, or 3210): To maximize access to the computer lab for English classes, we will alternate our time between the lab and a regular classroom (paired as either 3210/3140 or 3120/3130) – please consult your syllabus for each day's room assignment. The technology will enhance our class – making it easier for us to write and revise our work, to share our writing with others, to locate information using the Internet, etc., but the technology is only a tool: our emphasis will be placed upon developing your writing skills, assisted by technology when appropriate, rather than focusing on computer skills.

**A NOTE ON COMPUTER ETIQUETTE:** The computers and printers in the ETIC are to be used only for your work in this class and only when I've instructed you to do so. You will be asked to leave if you use the computer or printer at unauthorized times, for purposes other than our work in this class (e-mail, surfing the Internet, doing an assignment for another class, etc.), or for offensive purposes (e.g. visiting racist, sexist, or pornographic sites). And because of the English department's limited budget, I must ask that you refrain from printing documents (other than in-class writing) in the lab; please use your own printer for essay assignments, Internet research, etc.

**A QUICK NOTE ON RESEARCH:** In order to pass this class, you must write an essay in which you incorporate material from outside sources (Essay #4). We will review research methods and MLA parenthetical documentation, but that won't be enough if research writing is new to or difficult for you, so see me *immediately* if 1) you've never written a research paper, 2) you've never used MLA parenthetical documentation, or 3) you've had problems on previous research assignments (particularly with weak sources, documentation or with plagiarism) – you'll need to allow time for extra conferences and instruction outside of class for this assignment, so please let me know ahead of time so that I can make extra time for you.

## ENGLISH DEPARTMENT'S POLICY ON PLAGIARISM:

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 assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

## MORE ON PLAGIARISM, ACADEMIC DISHONESTY, AND SEEKING APPROPRIATE HELP WITH YOUR WRITING:

Plagiarism means taking the words or ideas of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate such material, you must follow MLA documentation guidelines to cite in parentheses each author and page # after any sentences that include this material (and include a Works Cited page with complete bibliographic information). If you use both ideas and wording from a source it's not enough just to cite author and page #: you must also use quotation marks around all words, phrases, or sentences taken from this source; failure to both cite and use quotation marks around "borrowed" language is plagiarism! If you have any questions about incorporating/citing source material, please see me *BEFORE* the assignment is due.

Even if you're not using outside sources, you must still be sure that all of the work is your own and that it has been developed for this class. If you have problems with your writing or with analyzing the literature, you need to develop the skills necessary to overcome those problems, and I'm here to help you do that, but it won't happen magically or effortlessly or overnight. However, even though it takes hard work and is often a slow process, it's a far better choice than cheating. And please do not attempt to submit work that you've written for another class; if you have a previous assignment that you would like to modify for this class, you must get specific permission from me and must be willing to make significant changes to the work – no recycled papers from high school or other college courses!!!

Please note that the F gained through academic dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects upon your GPA. And by working hard, you might find yourself raising your skill level and grade to the C level – or even higher! – the honest way!

**Acceptable help with your writing:** consulting with me; working with your peer evaluation group, who will respond to your work following a set of guidelines and restrictions explained in class; seeking tutoring from the English dept. graduate assistants in the Writing Center (Coleman Hall 3110), who will help you with your writing, but without doing the work for you (tutoring, not proofreading).

**Unacceptable help with your writing:** the obvious shortcuts – having someone mark your mistakes or edit or polish your work for you; having anyone else write, rewrite, or correct any portion of your essay; taking anyone else's ideas and/or words and/or efforts and passing them off as your own; submitting an essay in which all or any portion thereof has come from a fraternity or sorority file or anyone else's essay, from an Internet site, term paper company, *Cliff's Notes*, *Masterplots*, *Versity.com*, *Pinkmonkey.com*, or any other "cheater" source, or submitting without permission an essay you wrote for another class. Remember: I enforce my department's plagiarism policy to the fullest.

I wish each of you the best of luck this semester – and am happy to point out that only the few of you who refuse to do the necessary work for this class will be affected by most of these policies. For the rest of you – together we will work hard, but I hope we'll also have fun along the way. I hope not only to challenge you this semester, but also to encourage you, to inspire you, and to delight in your success. Welcome to my class – and I hope you'll soon feel that it's our class. I'm looking forward to a great semester!

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**ENG 1001-G, Veach**  
**Fall 2007 Tentative Syllabus**  
**Sections 015—11:00 –11:50 , 031-- 1:00 – 1:50, both in CH 3140/3210**

(Abbreviations of texts used on this syllabus: WA = *Writing Analytically*, NR = *Norton Reader*, BH = *The Blair Handbook*, H = *handout*)

**August**

- M 20, CH 3140 Intro to course and policies; writing sample  
W 22, CH 3140 Discuss English Dept. grading standards (H); Review the writing process; review parts of the essay; thesis (WA Chapter 7)  
F 24, CH 3140 Intro/concl methods (WA chapter 8), paragraph writing and moving away from 5 paragraph theme WA pp. 144-47); Audience awareness activity  
  
M 27, CH 3210 Narrative assignment given; Making your story vivid and memorable – “Home Invasion – Versions 1 and 2” (H); write a response in class (due at end of class)  
W 29, CH 3210 Maya Angelou’s “Graduation” (NR 32 – 40); response due at end of class  
F 31 Meet at Tarble Arts Center – work on adding descriptive details in your writing; Painting activity due by end of class

**September**

- M 3, CH 3140 **Labor Day; No Class**  
W 5, CH 3140 sentence combining and variety (WA chapter 11); A Lot of Got  
F 7, CH 3140 grammar review (WA chapter 14)  
  
M 10, CH 3210 in-class work on narratives; optional in-class conferences  
W 12, CH 3210 Bring 3 copies of your completed rough draft to class – work on narratives in peer evaluation groups; Due Friday: a written response from each of you – compare/contrast the best essay in your group to your own essay (or if you thought yours was best, compare/contrast it to the one you thought was worst in your group)  
F 14, CH 3210 **Essay # 1 Due!!!** Essay # 2 assigned and explained; Begin watching movie *Pay It Forward*  
  
M 17, CH 3140 Movie, continued  
W 19, CH 3140 Movie, continued  
F 21, CH 3140 Finish movie. Sample essay discussed  
  
M 24, CH 3210 Grammar Review/Writing Workshop – discuss errors and problems from Essay # 1; Questions and brainstorming on E # 2  
W 26, CH 3210 Grammar and Usage Test; Revision paragraph and reflective statement from Essay 1 is due  
F 28, CH 3210 **Essay # 2 Due!!!** Essay # 3 (Persuasion) Assigned and Explained. Evidence (WA chapter 5); Logical fallacies in persuasion; making your argument strong; rebuttal of counter-arguments

**October**

- M 1, CH 3140 Sample persuasive essays: “Get a Knife, Get a Dog, but Get Rid of Guns” (NR 389 -90); “We Do Abortions Here: A Nurse’s Story” (NR 713 – 20), and “College is A Waste of Time and Money” (NR 429 – 36)  
W 3, CH 3140 In-class debate  
F 5 **NO CLASS – Library research on persuasive topic**  
  
M 8, CH 3210 Brief review of documenting outside sources; Writing Workshop over Essay #2; in-class writing: self evaluation (details given in class)  
W 10, CH 3210 In-class writing: work on persuasive assignment  
F 12, CH 3210 No Class – Fall Break!!!!

M 15, CH 3140	<b>Essay #3 due!</b> Essay # 4 (Research) assigned and groups chosen. Background on research writing: choosing and narrowing the topic; searching for and evaluating sources (BH 155 – 188; 195 – 202; 213- 223)
W 17, CH 3140	note-taking; integrating info from sources; controlling sources (BH 189 – 194; 228 - 240)
F 19, CH 3140	sample research paper discussed
M 22, CH 3210	TENTATIVE: NO CLASS – library research day
W 24, CH 3210	quoting, paraphrasing, and avoiding plagiarism (BH 241 – 244, H); preliminary sources and source evaluation due
F 26, CH 3210	plagiarism quiz; Writing workshop over Essay # 3
M 29, CH 3140	group's written plan/division of labor due; revision paragraph/response from Essay # 3 is due
W 31, CH 3140	note check

#### November

F 2, CH 3140	note and progress check; Revision Essay (Essay 5) Assigned and explained; revision checklist and strategies discussed
M 5, CH 3210	Final check before conferences: thesis and preliminary outline due; final source check;
W 7, CH 3210	No Class – group conferences on research paper – be sure to sign up for a time and to bring the following to conference: outline of essay, each person brings a segment of body (not intro or conclusion) of your essay that incorporates outside sources (bring a photocopy, printout, or the actual source itself of all the cited materials in your segment of rough draft), list of your sources in MLA format; examples in which you've quoted source material directly, and in which you've summarized or paraphrased source material – and bring those sources!; any questions you have
F 9, CH 3210	Conferences, continued
M 12, CH 3140	" "
W 14, CH 3140	" "
F 16, CH 3140	Available 10 – 11 in my office

M 19, W 21, and F 23      **Thanksgiving Recess – No Classes!!!!!!**

M 26, CH 3210	Group portfolio/presentation assigned – What is Good Writing? Discuss "good" writing and what makes it good – bring to class a sample of good writing that you've discovered, along with a paragraph explaining why you think it's good. Read JFK Inaugural Address (NR 906-908) and MLK "I Have A Dream" (NR 909 – 12)
W 28, CH 3210	<b>Essay # 4 (Persuasion/ Research) due at start of class!</b> In-class work on project/ presentation
F 30, CH 3210	In-class work on project/ presentation continued

#### December

M 3, CH 3140	Final opportunity to work in class on project/ presentation
W 5, CH 3140	<b>Written portion of project due for everyone; ½ of projects presented in class</b>
F 7, CH 3140	Last class session; <b>Essay # 5 (revision) due at start of class; remaining projects presented in class</b>

**Reminder: No final exam in ENG 1001G; during exam week check late in the week for status of portfolio/ presentation and revision essay grading**

ENG 1001-G, Section 061, 5 – 6:15 TR, CH 3150 Veach  
Fall 2007 Tentative Syllabus

(Abbreviations of texts used on this syllabus: WA = *Writing Analytically*, NR = *Norton Reader*, BH = *The Blair Handbook*, H = *handout*)

**August**

- T 21 Intro to course and policies; writing sample; Discuss English Dept. grading standards (H)
- R 23 Review the writing process; review parts of the essay; thesis (WA Chapter 7); Intro/concl methods (WA chapter 8), paragraph writing and moving away from 5 paragraph theme WA pp. 144-47); Audience awareness activity
- T 28 Narrative assignment given; Making your story vivid and memorable – “Home Invasion – Versions 1 and (H); response due at end of class
- R 30 Maya Angelou’s “Graduation” (NR 32 – 40); Work on adding descriptive details in your writing; in-class writing activity due by end of class

**September**

- T 4 sentence combining and variety (WA chapter 11); A Lot of Got; grammar review (WA chapter 14)
- R 6 Bring 3 copies of your completed rough draft to class – work on narratives in peer evaluation groups; Due Tuesday: a written response from each of you – compare/contrast the best essay in your group to your own essay (or if you thought yours was best, compare/contrast it to the one you thought was worst in your group)
- T 11 In-class revision work/ in-class conferences on Essay # 1
- R 13 **Essay # 1 Due!!!** Essay # 2 assigned and explained; Begin watching movie *Pay It Forward*
- T 18 Movie, continued
- R 20 Finish movie. Grammar Review/Writing Workshop – discuss errors and problems from Essay # 1; Sample essay # 2 discussed
- T 25 Questions and brainstorming on E # 2; Grammar and Usage Test; Revision paragraph and reflective statement from Essay 1 is due
- R 27 **Essay # 2 Due!!!**; Essay # 3 (Persuasion) Assigned and Explained. Evidence (WA chapter 5); Logical fallacies in persuasion; making your argument strong; rebuttal of counter-arguments

**October**

- T 2 Sample persuasive essays: “Get a Knife, Get a Dog, but Get Rid of Guns” (NR 389 -90); “We Do Abortions Here: A Nurse’s Story” (NR 713 – 20), and “College is A Waste of Time and Money” (NR 429 – 36)
- R 4 In-class debate; Writing Workshop over Essay #2
- T 9 Brief review of documenting outside sources; in-class writing: self evaluation of essay 2
- R 11 In-class writing: work on persuasive assignment
- T 16 **Essay #3 due!** Essay # 4 (Research) assigned and groups chosen. Background on research writing: choosing and narrowing the topic; searching for and evaluating sources (BH 155 – 188; 195 – 202; 213- 223)
- R 18 note-taking; integrating info from sources; controlling sources (BH 189 – 194; 228 - 240); sample research paper discussed
- T 23 TENTATIVE: NO CLASS – library research day
- R 25 quoting, paraphrasing, and avoiding plagiarism (BH 241 – 244, H); plagiarism quiz; preliminary sources and source evaluation due; Writing workshop over Essay # 3
- T 30 group’s written plan/division of labor due; revision paragraph/response from Essay # 3 is due; note check

## November

- R 1 note and progress check; Revision Essay (Essay 5) Assigned and explained; revision checklist and strategies discussed
- T 6 Final check before conferences: thesis and preliminary outline due; final source check;
- R 8 No Class – group conferences on research paper – be sure to sign up for a time and to bring the following to conference: outline of essay, each person brings a segment of body (not intro or conclusion) of your essay that incorporates outside sources (bring a photocopy, printout, or the actual source itself of all the cited materials in your segment of rough draft), list of your sources in MLA format; examples in which you've quoted source material directly, and in which you've summarized or paraphrased source material – and bring those sources!; any questions you have
- T 13 “ “
- R 15 “ “
- F 16 Available 10 – 11 in my office

T 20 and R 22 **Thanksgiving Recess – No Classes!!!!!!**

- T 27 Group portfolio/presentation assigned – What is Good Writing? Discuss “good” writing and what makes it good – bring to class a sample of good writing that you've discovered, along with a paragraph explaining why you think it's good. Read JFK Inaugural Address (NR 906-908) and MLK “I Have A Dream” (NR 909 – 12)
- R 29 **Essay # 4 (Persuasion/ Research) due at start of class!** In-class work on project/ presentation

## December

- T 4 **Project presentations**
- R 6 Last class session; **Essay # 5 (revision) due at start of class**

**Reminder: No final exam in ENG 1001G; during exam week check late in the week for status of portfolio/ presentation and revision essay grading**