

Fall 8-15-2009

# ENG 1001G-021-066: Composition and Language

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## ENGLISH 1001-G COURSE GUIDELINES AND POLICIES, FALL 2009

Instructor: Tammy Veach  
Office: CH 3055  
Office Phone 581-6295  
Email: [tfveach@eiu.edu](mailto:tfveach@eiu.edu)  
Office Hours: 8:30 - 9:00 MW, 12 - 1 MWF, and by appt.

Texts: Faigley, *Writing: A Guide for College and Beyond*  
Goshgarian, *The Contemporary Reader*.  
Graff & Birkenstein, *They Say, I Say: Moves that Matter in Academic Writing*  
Fowler & Aaron, *The Little, Brown Handbook*

**COURSE DESCRIPTION & OBJECTIVES:** *What to say when we write and the way to say it will be our main concerns as we explore the power and the many purposes of written language. Over the course of the semester, you will build skills in critical reading and in organizing, drafting, revising, and editing essays. This course is designed to help you develop a critical eye, independent thoughts, and an individual voice for your writing as you compose a variety of essays.*

**SPECIAL INFORMATION ABOUT ENG 1001-G AND ABOUT THE EWP:** Students enrolled in 1001-G must have scored at least a 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 EIU. As a graduation requirement, you must submit 3 essays to be included in your Electronic Writing Portfolio; you may choose to submit an essay from this class to help fulfill that obligation. Please see syllabus for deadline, and please go to [www.eiu.edu/~assess/ewpmain.php](http://www.eiu.edu/~assess/ewpmain.php) for complete information regarding the EWP.

### ATTENDANCE, MAKE-UP WORK, AND LATE WORK:

- If you are absent, it is your responsibility to find out what you missed and if changes were made to our tentative syllabus. Your regular attendance is important -- due to the interactive nature of this course, much of what we do simply cannot be replicated, even if your absence is excused.
- Excused absences are granted only for **serious and verifiable** reasons (such as illness documented with a doctor's note), NOT for matters of convenience (e.g. travel arrangements, sleeping in, etc.), **nor for unverified illnesses or emergencies**. Merely calling or emailing to say you won't be in class is **NOT** acceptable verification.
- Attendance is recorded daily; unexcused absences will substantially hurt your grade, especially as follows:
  1. In-class work (quizzes, writing exercises, etc.) can be made up only if your absence is excused
  2. Late work is graded down one letter grade for each day it's late, unless due to an excused absence
  3. Part of your final grade is based upon daily activities: a presentation, peer evaluation, conferences, contributions to class discussion, and other activities that can be completed only if you're here.
- 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.
- If your absence is excused, late/ make-up work must be completed promptly. If you were absent on the day an assignment was due, you must turn it in the day you return to avoid penalty. In general you will have as much time for make-up work as you were absent (e.g. if you miss 1 class, make-up work is due 1 class after you return).
- If participating in an official EIU activity, work you'll miss must be completed in advance. Remind me (not just a list of dates in a letter), allowing yourself enough time to complete assignments before you leave.
- In the event of a catastrophic situation that causes you to miss class for an extended period (such as a serious illness or a death or 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 your other instructors) and assist in the verification process.
- **No assignments will be accepted more than one week after the due date; a zero will be recorded.**

**CLASSROOM ETIQUETTE:** Demonstrating courtesy to others is important in this class; please listen while another person is talking, save conversations with classmates for before or after class, do your homework at home, put your cell phone on vibrate, refrain from texting or emailing in class, stay awake and alert (no iPods, headphones, etc.), respectfully handle points of view that differ from your own, etc. Problems in this area will adversely affect your daily grade. If you repeatedly violate these principles or cause a distraction to me or your classmates, you will be asked to leave.

**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. Please let me know as well, as early in the semester as possible.

**GRADING:** English department standards will be used to determine grades on all written work, rather stringent guidelines that evaluate not only the quality and development of your ideas, but also your style, organization, grammatical proficiency, etc. While you will be graded on a variety of activities, the quality of your writing will largely determine your grade in this class. In calculating your semester grade, I will use a 90-80-70% scale. I anticipate assigning a total of 1,000 points, thus 900 - 1,000 for an A, 800-899 for a B, 700 - 799 for a C, but I reserve the right to make changes (such as adding or deleting essays, quizzes or other assignments) that may affect the semester point total, though I will still grade on a 90-80-70% scale. 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. 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.**

**TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:**

- **Essays, 800 points** -- You are 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 length of 750 words, mandatory conferences, worth 100 points
  - Essay 2, Analysis, minimum length of 1,000 words, worth 100 points
  - Essay 3, Persuasion (evaluation), minimum length of 1,000 words, worth 100 points
  - Essay 4, Collaborative Research, 2,500 - 3,000 words, worth 300 points; conferences and brief group presentation required
  - Essay 5, Revision of your choice of essays 1, 2, or 3, worth 200 points; EWP submission encouraged
- **Revision Journal, 50 points** -- You be given specific instructions on what to include in your journal after each essay is returned to you; assignments will be based on your individual needs and may differ from others' journals
- **Test on Grammar, Mechanics, and Usage, 50 points**
- **Daily Activities -- participation, in-class writing, peer evaluation responses, and other in-class activities-- 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 more than just showing up but sitting silently. Other factors affecting your participation grade include completing all assignments; contributing to class discussion; having a positive attitude; being punctual, prepared for, and attentive during class and conferences; and treating your classmates and teacher with respect.

**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. Be sure to read the comments and to discuss them with me if you have any questions. Because of the length of time I devote to reading and commenting upon your essays, expect them to be returned no sooner than 1 week after I receive them.

**EMAIL, VOICE MAIL, LONG-DISTANCE NUMBERS:** While I don't give out my home phone number, I do encourage you to contact me. If emailing, please include your name in the subject heading or sign your message so I'll know who you are! I will respond to your message as soon as I receive it, so if I haven't replied within 24 hours, re-send because I probably didn't receive it (exception: weekends -- I'm not always available). You may also call me at my office number. If I'm not in, leave a voice-mail message INCLUDING YOUR PHONE NUMBER; I'll get back to you ASAP, though I'll caution you that I don't always pick up voice mail when I'm off campus (email is preferred). Please note: I can only return your call if you leave a local number (581, 345 or 348 prefixes); my department is charged for calls placed to cell phones and long-distance numbers, so please leave a local number for call-backs -- or email me instead.

**CONFERENCES, FEEDBACK ON ROUGH DRAFTS, ETC.:** We will have mandatory conferences on Essays 1 and 4 to discuss your rough drafts (class will be cancelled for face-to-face meetings with each of you), and I encourage you to come by my office any time you have questions. If my office hours don't fit your schedule, we will arrange a conference at a mutually-convenient time or you may email me your rough draft, with some conditions: I expect you to be an active participant in this process. I WILL NOT read/comment on essays unless you include SPECIFIC questions (not vague ones like "Any suggestions?" or "Is this organized?" or "Did I include enough details?" but "Does paragraph 2 seem unorganized because I discuss so many different issues?" or "Do I need more details in my paragraph about the traffic stop?" and so forth). Also, don't expect me to be your personal editor; I will use conferences -- face-to-face or electronic -- to answer questions and to address global issues in your work rather than cleaning up your grammar, typos, etc. Finally, do not wait until the last minute to ask for my advice, whether in person or via email. I cannot guarantee that I will be able to respond if you're contacting me just a few days before your essay is due; I will answer as many questions as possible on a first-come, first-served basis but may not be able to respond to all emails or conference requests due to time constraints. Consider the Writing Center as another option.

**IF CLASS IS CANCELLED:** There will be a note on the classroom door with information. Be sure to read it carefully and to check for TODAY'S date, my name, and our section (notes aren't always taken down promptly, and it is also possible for one of my classes to be cancelled but an earlier/later class to be in session). Read the entire note to see if it includes special information, such as changes to assignments or due dates. As soon as possible but well before our next class, check you EIU email account for a message from me with complete details and instructions.

**COMPUTER ETIQUETTE AND SPECIAL INFO FOR ETIC SECTIONS** (those meeting in rooms 3120, 3130, 3140, or 3210): To maximize English classes' access to the computer lab, we'll alternate weeks between the lab and a regular classroom (paired as either 3210/3140 or 3120/3130) -- consult your syllabus for each week's room assignment. The technology will enhance our class, making it easier for us to write and revise our work, to share our writing, to locate information using the Internet, etc., but our emphasis will be placed upon writing and analyzing the assigned literature, assisted by technology when appropriate, rather than focusing on computer skills. Note that 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. If you use a computer or printer at unauthorized times, for purposes other than our work in this class (email, Internet surfing, doing assignments for other classes, etc.), or for offensive purposes (visiting racist, sexist, or pornographic sites, etc.). Because of the English department's limited budget, you may not use the printers except to print in-class writing; please use your own printer for formal 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 you, so see me IMMEDIATELY if 1) you've never written a research paper, 2) you've never used MLA documentation, or 3) you've had problems on previous research assignments (particularly with weak sources, documentation, or 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 into your work, you must follow MLA documentation guidelines to cite in parentheses each author and page number 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 number; you must also use quotation marks around sentences, phrases, or even key terms taken verbatim from this source. Failure to cite AND also use quotation marks around "borrowed" language is plagiarism. If you have any questions about incorporating or citing material from sources, please see me -- *before* the assignment is due.

Even if you're not using outside sources, you must still make 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, 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. 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!!!

**Acceptable help with your writing:** These are the only sources of outside help that I will allow my students to utilize: consulting with me; working with your peer evaluation group, who are instructed to respond to your work following specific guidelines and restrictions explained in class; seeking tutoring from the ENG department 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:** It is unacceptable to take any of these 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 any portion has come from anyone else's essay (including fraternity and sorority files) or from an Internet site, term paper company, 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 and impose similar penalties for all incidents involving academic dishonesty.

Please note that the F gained through plagiarism or 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 thus your grade, to the C level -- or even higher! -- the honest way!

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 is *OUR* class. I'm looking forward to a great semester with you!

**ENG 1001-G, Veach -- Fall 2009 Tentative Syllabus**  
**Section 021, 11:00 - 11:50 MWF, CH 3140/3210**

**Reminders:**

- We alternate between a regular classroom (3130) and computer lab (3120) on a weekly basis -- see below.
- Reading assignments are to be completed BEFORE coming to class on the date listed; bring book to class
- Since this is a tentative syllabus, expect changes as needs arise.
- Abbreviations of texts used: WGCB = *Writing, a Guide for College and Beyond*; CR = *The Contemporary Reader*; TSIS = *They Say, I Say*; LBH = *The Little, Brown Handbook*; H = handout

**Week 1, Coleman Hall (CH) Room 3140**

- M (8/24) Introduction to course and policies; get acquainted
- W (8/26) Discuss English Department grading standards (H); review the writing process, parts of the essay, and thesis. Brief diagnostic writing exercise. Read LBH pp. 2 - 45
- F (8/28) Audience, purpose, intro/concl methods. Read LBH pp. 103 - 109.

**Week 2, CH 3210**

- M (8/31) Reflective writing discussed; Essay # 1 assigned; rough draft due 9/9. Read WGCB pp. 79 - 123 and CR "A's for Everyone!" pp. 417 - 23.
- W (9/2) Discuss sample reflective essay. Read Maya Angelou's "Graduation" (H).
- F (9/4) In-class revision activity (verb choice, sentence combining) "A Lot of Got" (H)

**Week 3, CH 3140**

- M (9/7) LABOR DAY; NO CLASS
- W (9/9) Peer review -- bring 2 copies of your rough draft of Essay # 1 to class and exchange contact info w/ group; sign up for conferences over Essay # 1
- F (9/11) Work with peer review group to complete evaluations; no regular class meeting

**Week 4, CH 3210**

- M (9/14) NO CLASS -- Conferences over Essay # 1; bring rough draft and reviews from your peers
- W (9/16) " " -- conferences continue
- F (9/18) " "

**Week 5, CH 3140**

- M (9/21) NO CLASS -- conferences continue
- W (9/23) " " -- Final Day of Conferences
- F (9/25) Grammar and Style review -- bring Little Brown Handbook to class

**Week 6, CH 3210**

- M (9/28) **Essay # 1 is due!!!** Bring Little Brown Handbook to class; prepare for grammar and usage test
- W (9/30) Essay # 2 (Advertising Analysis) assigned and explained. Read WGCB pp. 35 - 42 and examine CR portfolio of advertisements (between pp. 130 and 131)
- F (10/2) Discuss CR "With These Words, I Can Sell You Anything" (pp. 135 - 146) and "The Language of Advertising" (pp. 146 - 154)

**Week 7, CH 3140**

- M (10/5) **Grammar and Usage Test**; Essay # 1 returned and explained; Revision Journal # 1 assigned
- W (10/7) Bring a copy of your magazine advertisement to class for group work; **Rev. Journal # 1 Due!!!**
- F (10/9) Fall Break; No Class!!!

**Week 8, CH 3210**

- M (10/12) **Essay # 2 Due!** Essay # 3 (persuasion -- topics in education relating to the movie *Pay It Forward*) assigned. Overview of persuasive writing -- Read WGCB pp. 466-535 and LBH pp. 176 - 215  
W (10/14) Begin watching *Pay It Forward* in class  
F (10/16) Movie, continued

**Week 9, CH 3140**

- M (10/19) Finish movie; writing workshop over Essay # 2; Revision journal #2 assigned  
W (10/21) Review of persuasive writing: taking a stand, supporting your position, avoiding logical fallacies  
F (10/23) Rebutting your opponents; in-debate. Read TSIS pp. 74 - 87. **Revision Journal 2 is due!**

**Week 10, CH 3210**

- M (10/26) **Essay # 3 is due!** Essay # 4 (Collaborative Research) assigned and groups chosen. Background on research writing (choosing and narrowing a topic, searching for and evaluating sources. Read LBH pp. 548 - 604  
W (10/28) Using sources, gathering information, taking notes: LBH pp. 604 - 625. **Group topic due**  
F (10/31) Quoting, paraphrasing, and avoiding plagiarism: LBH pp. 626 - 635 and TSIS pp. 39 - 49  
**List of preliminary sources and written source evaluations due!**

**Week 11, CH 3140**

- M (11/2) Plagiarism quiz. **Group's written plan/division of labor due.** Writing workshop over Essay 3.  
W (11/4) Sample research paper discussed (print copy from email). **Note card/ progress check**  
F (11/6) Presentation portion of research assignment and problems you're having will be discussed.

**Week 12, CH 3210**

- M (11/9) Final progress check before conferences: **preliminary thesis and rough outline due**  
W (11/11) No Class -- group conferences on research paper  
F (11/13) " " -- conferences continue

**Week 13, CH 3140 -- No class all week as conferences continue**

- M (11/16) and W (11/18) -- Conferences  
F (11/20) Available in my office 9 - 10 and 11 - 11:30 to answer your remaining questions

**Week 14 -- Thanksgiving break; no class****Week 15, CH 3210**

- M (11/30) **Group presentations over research paper; all groups must present today**  
W (12/2) Essay # 5 (Revision) assigned and explained; in-class work on essays 4 or 5  
F (12/4) **Essay # 4 (Research) and all supporting materials due at start of class; no late papers accepted.**  
In-class work on the revision paper.

**Week 16, CH 3140**

- M (12/7) Discuss qualities of strong writing. Read/discuss JFK's Inaugural Address in class.  
W (12/9) Peer review -- bring 2 copies of your essay to class  
F (12/11) Last class day; **Essay # 5 (revision) due!**

**Week 17 -- Finals Week -- No final exam in ENG 1001-G! Good luck on your finals in other classes!**

**ENG 1001-G, Veach -- Fall 2009 Tentative Syllabus**  
**Section 066, 9:00 - 9:50 MWF, CH 3130/3120**

**Reminders:**

- We alternate between a regular classroom (3130) and computer lab (3120) on a weekly basis -- see below.
- Reading assignments are to be completed BEFORE coming to class on the date listed; bring book to class
- Since this is a tentative syllabus, expect changes as needs arise.
- Abbreviations of texts used: WGCB = *Writing, a Guide for College and Beyond*; CR = *The Contemporary Reader*; TSIS = *They Say, I Say*; LBH = *The Little, Brown Handbook*; H = handout

**Week 1, Coleman Hall (CH) Room 3130**

- M (8/24) Introduction to course and policies; get acquainted
- W (8/26) Discuss English Department grading standards (H); review the writing process, parts of the essay, and thesis. Brief diagnostic writing exercise. Read LBH pp. 2 - 45
- F (8/28) Audience, purpose, intro/concl methods. Read LBH pp. 103 - 109.

**Week 2, CH 3120**

- M (8/31) Reflective writing discussed; Essay # 1 assigned; rough draft due 9/9. Read WGCB pp. 79 - 123 and CR "A's for Everyone!" pp. 417 - 23.
- W (9/2) Discuss sample reflective essay. Read Maya Angelou's "Graduation" (H).
- F (9/4) In-class revision activity (verb choice, sentence combining) "A Lot of Got" (H)

**Week 3, CH 3130**

- M (9/7) LABOR DAY; NO CLASS
- W (9/9) Peer review -- bring 2 copies of your rough draft of Essay # 1 to class and exchange contact info w/ group; sign up for conferences over Essay # 1
- F (9/11) Work with peer review group to complete evaluations; no regular class meeting

**Week 4, CH 3120**

- M (9/14) NO CLASS -- Conferences over Essay # 1; bring rough draft and reviews from your peers
- W (9/16) " " -- conferences continue
- F (9/18) " "

**Week 5, CH 3130**

- M (9/21) NO CLASS -- conferences continue
- W (9/23) " " -- Final Day of Conferences
- F (9/25) Grammar and Style review -- bring Little Brown Handbook to class

**Week 6, CH 3120**

- M (9/28) **Essay # 1 is due!!!** Bring Little Brown Handbook to class; prepare for grammar and usage test
- W (9/30) Essay # 2 (Advertising Analysis) assigned and explained. Read WGCB pp. 35 - 42 and examine CR portfolio of advertisements (between pp. 130 and 131)
- F (10/2) Discuss CR "With These Words, I Can Sell You Anything (pp. 135 - 146) and "The Language of Advertising" (pp. 146 - 154)

**Week 7, CH 3130**

- M (10/5) **Grammar and Usage Test**; Essay # 1 returned and explained; Revision Journal # 1 assigned
- W (10/7) Bring a copy of your magazine advertisement to class for group work; **Rev. Journal # 1 Due!!!**
- F (10/9) Fall Break; No Class!!!

**Week 8, CH 3120**

- M (10/12) **Essay # 2 Due!** Essay # 3 (persuasion -- topics in education relating to the movie *Pay It Forward*) assigned. Overview of persuasive writing -- Read WGCB pp. 466-535 and LBH pp. 176 - 215  
W (10/14) Begin watching *Pay It Forward* in class  
F (10/16) Movie, continued

**Week 9, CH 3130**

- M (10/19) Finish movie; writing workshop over Essay # 2; Revision journal #2 assigned  
W (10/21) Review of persuasive writing: taking a stand, supporting your position, avoiding logical fallacies  
F (10/23) Rebutting your opponents; in-debate. Read TSIS pp. 74 - 87. **Revision Journal 2 is due!**

**Week 10, CH 3120**

- M (10/26) **Essay # 3 is due!** Essay # 4 (Collaborative Research) assigned and groups chosen. Background on research writing (choosing and narrowing a topic, searching for and evaluating sources. Read LBH pp. 548 - 604  
W (10/28) Using sources, gathering information, taking notes: LBH pp. 604 - 625. **Group topic due**  
F (10/31) Quoting, paraphrasing, and avoiding plagiarism: LBH pp. 626 - 635 and TSIS pp. 39 - 49  
**List of preliminary sources and written source evaluations due!**

**Week 11, CH 3130**

- M (11/2) Plagiarism quiz. **Group's written plan/division of labor due.** Writing workshop over Essay 3.  
W (11/4) Sample research paper discussed (print copy from email). **Note card/ progress check**  
F (11/6) Presentation portion of research assignment and problems you're having will be discussed.

**Week 12, CH 3120**

- M (11/9) Final progress check before conferences: **preliminary thesis and rough outline due**  
W (11/11) No Class -- group conferences on research paper  
F (11/13) " " -- conferences continue

**Week 13, CH 3130 -- No class all week as conferences continue**

- M (11/16) and W (11/18) -- Conferences  
F (11/20) Available in my office 9 - 10 and 11 - 11:30 to answer your remaining questions

**Week 14 -- Thanksgiving break; no class****Week 15, CH 3120**

- M (11/30) **Group presentations over research paper; all groups must present today**  
W (12/2) Essay # 5 (Revision) assigned and explained; in-class work on essays 4 or 5  
F (12/4) **Essay # 4 (Research) and all supporting materials due at start of class; no late papers accepted.**  
In-class work on the revision paper.

**Week 16, CH 3130**

- M (12/7) Discuss qualities of strong writing. Read/discuss JFK's Inaugural Address in class.  
W (12/9) Peer review -- bring 2 copies of your essay to class  
F (12/11) Last class day; **Essay # 5 (revision) due!**

**Week 17 -- Finals Week -- No final exam in ENG 1001-G! Good luck on your finals in other classes!**