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## ENG 1002G-014: College Composition II

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**ENGLISH 1002-14**  
**College Composition II: Argument and Critical Inquiry**  
SPRING 2020  
T/TH 2:00-3:15  
CH 3210/3290

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

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**COURSE DESCRIPTION:** ENG 1002G: Argument and Critical Inquiry focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information. ENG 1001G/1091G and ENG 1002G/1092G are designed to be taken in this ordered sequence. Successful completion of a composition course in critical reading and source-based writing (ENG 1001G/1092G) is a necessary precursor and foundation for the critical inquiry and writing of arguments that occur in ENG 1002/1092G.

**OBJECTIVES:** Students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents
- Produce cogent written arguments that consider ideas, problems, and evidence from multiple perspectives
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance
- Integrate sources ethically, appropriately, and consistently in written documents.
- Use data and create graphical elements in their writing
- Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations
- Present work in Edited American English

**MINIMUM WRITING REQUIREMENT OF ENGLISH 1002G:** 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.

Barnet and Bedau. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, 11<sup>th</sup> ed.

Bullock, Brody, and Weinberg. *The Little Seagull Handbook*. 3<sup>rd</sup> ed.

Ramage, Bean, and Johnson. *Writing Arguments: A Rhetoric with Readings*, 10<sup>th</sup> 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.

**Mandatory Formal Essays:** There are 7 mandatory essays of various types including a final exam essay. **YOU MAY NOT USE WORK PREVIOUSLY DONE IN ENG 1002 OR ANY OTHER COURSE!** Most of these essays 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 writings throughout the semester.

**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 formal essay 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 formal essay 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.
- I will not evaluate a **mandatory formal essay** that is more than one class period late. If a mandatory essay is submitted later than the next class period, the essay receives a 0 and given course credit only.
- **Any assignments other than the mandatory formal essays** 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.

**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 from ENG1002. 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.

A point breakdown is as follows:

ASSIGNMENT (minimum page requirement each)	Individual Points	Cumulative Points		Grading Scale
Conference Points	2 @ 25 points each	50 points	8.3%	540-600 = A
Peer Review Sheets (1.5 page min)	2 @ 25 points each	50 points	8.3%	480-539 = B
Unit 1 Rhetorical Analysis Paper* (2)		50 points	8.3%	420-479 = C
Unit 2 I-Search Abstract* (1.5)		25 points	4.2%	419 ↓ = NC
Unit 2 I-Search Paper* (3)		75 points	12.5%	
Unit 2 Synthesis Paper* (3)		50 points	8.3%	
Unit 2 Toulmin Paper* (4)		100 points	16.7%	
Unit 3 Rogerian Paper* (4)		100 points	16.7%	
Final Essay Exam* (2.5)		100 points	16.7%	
<b>COURSE POINT TOTAL:</b>		<b>600 points</b>	<b>100%</b>	

Overall Course Scale: All writing will be assessed analytically according to the following 5 categories according to the “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 mandatory writing 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						
UNIT 1 Rhetorical Analysis		UNIT 2 Classical Argumentation		UNIT 3 Rogerian Argumentation		Final Essay Exam
Rhetorical Analysis	/50	I-Search Abstract	/25	Peer Review	/25	/100
		I-Search Paper	/75	Conference	/25	
		Synthesis Paper	/50	Rogerian Paper	/100	
		Peer Review	/25			
		Conference	/25			
		Toulmin Paper	/100			
<b>RUNNING TOTAL</b>	<b>/50</b>	<b>RUNNING TOTAL</b>	<b>/350</b>	<b>RUNNING TOTAL</b>	<b>/500</b>	<b>/600</b>

**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 1002.

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 and will get into the classroom. I shut and lock the door at that time for safety purposes. Once the door is locked, I recommend students remain inside the classroom for the duration of the class period. Thus, if 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: 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. LIKEWISE, 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 you email 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#s1> 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 1002, 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 1002 is NO LATER THAN WEDNESDAY, MAY 6<sup>th</sup>, 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	14 IN CLASS: Syllabus and Outline  Homework: Get textbooks Study, Annotate, Question Syllabus to prepare for diagnostic essay Thursday. Read <i>Writing Arguments (WA)</i> Chapter 2 Begin a list of controversial issues/topics in your major for which you would advocate for or against.	15	16 FOR CLASS: Bring books/class materials  IN CLASS: Diagnostic Writing  Homework: Read <i>Writing Arguments (WA)</i> Chapters 3,4,10; Read Dr. Leddy's Blog "How to Email a Professor" (See Syllabus); Continue list of controversial issues/topics in your major for which you would advocate for or against.	17
20 MLK's Birthday NO CLASSES	21 FOR CLASS: Have Read: <i>WA</i> Chapters 2,3,4,10 and Leddy's Blog  IN CLASS: BEGIN UNIT 1: Lecture/Activities RHETORICAL ANALYSES Quiz/ Dr. Leddy's Blog and my email policies; Assign Home Groups  Homework: Read <i>WA</i> Ch 6, Ch 7p.121-131	22	23 FOR CLASS: Have Read: <i>WA</i> Chapter 6,7  IN CLASS: Unit 1 Lecture/Activities  Homework: Read <i>WA</i> Chapter 5,8,15,17 and Appendix "Informal Fallacies" p397	24
27	28 FOR CLASS: Have Read: <i>WA</i> Chapter 5,8,15,17 and Appendix p397  IN CLASS: Unit 1 Lecture/Activities  Homework: continue to review all previous chapters	29	30 IN CLASS: Unit 1 Lecture/Activities <u>Assign Rhetorical Analysis Essay</u>  Homework: Review/Invention for essay; Read Patrick O'Malley's "More Testing, More Learning" @ <a href="https://learning.hccs.edu/faculty/ioanna-panos/eng1301/unit-3/more-testing-more-learning">https://learning.hccs.edu/faculty/ioanna-panos/eng1301/unit-3/more-testing-more-learning</a> ; Bring O'Malley's PRINTED article to class Tues.	31
February 3	4 FOR CLASS: Have Read O'Malley/Bring printed copy  IN CLASS: Discuss O'Malley/SRA  Homework: Draft Rhetorical Analysis Essay – Due Thursday. Refer to previously read chapters as needed.	5	6 FOR CLASS: RHETORICAL ANALYSIS ESSAY DUE  IN CLASS: BEGIN UNIT 2: CLASSICAL ARGUMENT <u>Assign I-Search Paper</u> Conference Sign ups  Homework: Choose two topics from your list. Discuss with me in a brief conference Tuesday or Thursday. Re-read <i>WA</i> Ch.5	7
10	11 <u>NO CLASS:</u> <u>Attend 7-minute conference in my office</u>  Homework: Prepare questions for the librarian for next Thursday	12	13 <u>NO CLASS:</u> <u>Attend 7-minute conferences in my office</u>  Homework: Review all readings thus far; Prepare questions for the librarian	14 Lincoln's Birthday NO CLASSES
17	18 IN CLASS: LIBRARY TOUR MEET @ BOOTH'S SOUTH DOOR.  Homework: Complete I-Search Abstract	19	20 FOR CLASS: I-SEARCH ABSTRACT DUE; IN CLASS: Continue Unit 2  Homework: Check Unit 2 Assign. Sheet	21
24	25 IN CLASS: Unit 2  Homework: Check Unit 2 Assignment Sheet	26	27 FOR CLASS: I-SEARCH ESSAY DUE  IN CLASS: <u>Assign Synthesis Paper.</u>  Homework: Check Unit 2 Assign. Sheet	28

March 2	3 IN CLASS: Unit 2 Homework: Write SRA's and draft Synthesis Paper	4 <u>Mid-Term</u> Review syllabus and make an appointment to see me next week if needed	5 Writing Workshop: Revise synthesis paper and prepare SRA's	6
9	10 FOR CLASS: SYNTHESIS PAPER DUE IN CLASS: <u>Assign Toulmin Paper</u> Sign up for conferences Homework: check Unit 2 Assignment Sheet	11	12 IN CLASS: Toulmin Homework: Check Unit 2 Assignment Sheet and RESEARCH/DRAFT Toulmin	13
16	17	18 <b>Spring</b> <b>Recess</b>	19	20
23 CONFERENCE IN MY OFFICE Homework: Revise after conference.	24 NO CLASS CONFERENCE IN MY OFFICE Homework: Revise after conference.	25 CONFERENCE IN MY OFFICE Homework: Revise after conference.	26 NO CLASS CONFERENCE IN MY OFFICE Homework: Revise after conference.	27 CONFERENCE IN MY OFFICE Homework: Revise after conference.
30 CONFERENCE IN MY OFFICE Homework: Revise after conference.	31 NO CLASS CONFERENCE IN MY OFFICE Homework: Revise after conference.	April 1	2 PEER REVIEW Draft 2 of Toulmin Paper. Bring a hard copy. Homework: Complete PR, Get it to your peer ASAP. REVISE for submission on Tuesday.	3
6	7 FOR CLASS: TOULMIN ARGUMENT PAPER DUE PEER REVIEW YOU DID FOR SOMEONE DUE  IN CLASS: BEGIN UNIT 3 ROGERIAN ARGUMENT. <u>Assign Rogerian Argument Paper</u> Homework: Check Unit 3 Assign. Sheet	8	9 FOR CLASS: Have reading done from Unit 3 Assignment Sheet  IN CLASS: Unit 3; Sign up for Conferences.  Homework: Check Unit 3 Assign. Sheet	10
13	14 FOR CLASS: Check Unit 3 Assign. Sheet IN CLASS: Homework: Draft for Peer Review	15 CONFERENCE Homework: Revise after conference	16 NO CLASS CONFERENCE Homework: Revise after conference	17 CONFERENCE Homework: Revise after conference
20 CONFERENCE Homework: Revise after conference	21 NO CLASS CONFERENCE Homework: Revise after conference	22 CONFERENCE Homework: Revise after conference	23 IN CLASS: PEER REVIEW Draft 2 of Rogerian Paper. Bring a hard copy Homework: Complete PR, Get it to your peer ASAP. Revise for submission on Tuesday.	24
27	28 FOR CLASS: Unit 3: ROGERIAN ARGUMENT PAPER DUE PEER REVIEW THAT YOU DID FOR SOMEONE DUE; ALL EXTRA CREDIT DUE  IN CLASS: Assign Final Exam Essay	29	30 NO CLASS: Work on Final Exam Essay	May 1
4 FINAL EXAM 1002-10 (9:30 class) @ 10:15 – 12:15	5	6	7 FINAL EXAM 1002-14 (2:00 class) @ 10:15 – 12:15  FINAL EXAM 1002-03 (3:30 class) @ 2:45-4:45	<b>NOTE:</b> ANY AND ALL ITEMS ON THIS CALENDAR ARE SUBJECT TO CHANGE