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ENG 1001G-601: College Composition I

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INSTRUCTOR LEANN AKINS
ENGLISH 1001 College Composition I: COMBINED SECTIONS 600/601
Critical Reading and Source-Based Writing
ARE YOU READY FOR A FULLY ONLINE COURSE? TAKE THIS SURVEY ASAP!!
https://eiu.co1.qualtrics.com/jfe/form/SV_0k9kR7r412rs80m

COMBINED SECTIONS 1001G-600/601: Students *meet asynchronously at all times* via D2L. There are no set times for which students must be logged onto D2L in order to converse with me. However, each day, you must log into D2L and work through the course modules.

HOW TO CONTACT ME: USE D2L COURSE EMAIL (not Panthermail); I check D2L 1-3x/day M-F and at least once over the course of a weekend (Sat/Sun). See page 6, “Additional Important Information” of this syllabus for further email instructions.

OFFICE HOURS: VIA OFFICE HOURS SESSION ROOM in Collaborative Ultra Blackboard (CUB). Log in, then speak loudly so I can hear you! Times when I will be in this room include:

- Mondays @ 8am-9am
- Tuesdays @ 11am-12pm and 2:30pm-3:30pm
- Wednesdays @ 8am-9am
- *and by email appointment all other times

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.

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, understand rhetorical principles, and obtain genre awareness to 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

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 and INSTRUCTION: OBTAIN THESE NOW!

- Braziller and Kleinfeld “The Bedford Book of Genres: A Guide and Reader” 2nd ed.
- Holdstein and Aquiline *Who Says?: The Writer’s Research*, 2nd ed.
- Wysocki and Lynch. *The Little DK Handbook*. 3rd ed.
- D2L Student Orientation – Obtain Basic and Veteran Badges before the end of Week 1

COURSE REQUIREMENTS OVERVIEW: You will be required to write often, to read selections from the texts, to participate actively in discussion and group exercises, to complete all module activities, and to complete all formal essay writings. You are also required to participate in conferences if scheduled. Keep track of **all** of your work— and SAVE OFTEN and in different locations to prevent loss of material. I will respond critically to students’ writing and address both strengths and weaknesses in written comments and/or in conference.

SPECIFIC ACTIVITIES INCLUDE:

Home Group: I will group you with 2-3 class members. Go to the Navigation bar, learner management, GROUP, and you'll see your group number and other members of your group. In Collaborate Ultra Blackboard (CUB) your group has been issued your own session room for which to meet whenever needed. **Locate your members and CUB group session now!** Throughout the course, when discussions and group activities occur, these will be "your people". They're there to help you stay on track, to help you understand material, to provide feedback on your drafts, and such. If, at any time, you have problems within the group, contact me privately via D2L email to set up an appointment. **Group activities will be specified in the content modules throughout the course. These activities must be completed together and on time, or a grade of 0 will be recorded. If the group utilizes the "amnesty period" for an activity, the grade will be credited up to 50% of the required points. (See more on "amnesty period" below).**

Content Modules' Lectures and Readings: Each module will contain multiple lectures (PowerPoint or Kaltura) and readings (from textbook, documents, or URL links). You will be expected to complete these early on with the opening of a new content module to facilitate a complete understanding of the module's required writing tasks. **Near the close of the module, I will check your time and interaction within the module. If I see that you have visited, interacted with, and completed all content activities, I will award points. If anything is missing, I will log 0 points. You have until close of the module to go back and finish those activities, and I will change your grade. That may be a day or two, but it may be an hour or two, for I check when I have the time to do so. There is no amnesty period at the close of a module for these activities.**

Content Modules' Discussion Boards: Within each module, students will be expected to actively participate on discussion board posts via CUB. **Do NOT wait until the last few days of the module's timeframe to complete these tasks.** Pace these activities throughout the module's timeframe. **Oftentimes, I will log a "0" near the close of the module to prompt a student to complete the task before the module ends, but not always. These activities must be completed on their due dates- or prior to the close of its module if no specific due date is given. Otherwise, you are given a 0. There is no amnesty period at the close of a module for its discussion boards.**

Peer Review Exercises: When designated on the course outline, you will become a peer reviewer. Home group members will complete a "peer review" activity for each other, mark up each other's texts, and meet in CUB for discussion. Specific directions for these peer activities will be given later. **If you do not participate and complete the peer review exercise on time, then you receive a 0. There is no amnesty period at the close of the module for PR's**

Self- Assessment Exercises: When designated on the course outline, and during the final stage of revision for an essay, you will go through your polished draft one last time before its formal submission. This activity helps you evaluate the content, structure, and editing items prior to submission. Specific directions for these self-assessment exercises will be given later. **These self-assessment exercises must be completed on time, or you receive a 0. There is no amnesty period at the close of the module for SA's**

Mandatory Formal Assignments: Each Module contains at least one capstone project: a formal, mandatory writing and/or presentation. These are designated with an **asterisk *** in "Evaluation" below. They vary in genre, purpose, complexity, length, and point value. **YOU MAY NOT USE WORK PREVIOUSLY DONE IN ENG 1001 OR ANY OTHER COURSE!** These assignments may undergo an extensive writing process and much revision. Further instructions will be given for these particular formal assignments throughout the semester. **If you do not submit a mandatory formal assignment on time, you receive a 0. You may utilize the "amnesty period" for this assignment, where its grade will be credited up to 50% of the required points. (See more on "amnesty period" below). NOTE: ALL * assignments are MANDATORY and must show completion by 12/8. This means that even if you don't submit it on time or don't submit it during its amnesty period, you MUST still complete and submit it at some point before 12/8 to gain "course credit". If any mandatory assignment is left "incomplete", you will receive an automatic NC for the course regardless of your course point totals.**

*******As you may have surmised from the above bolded statements, it is absolutely to your advantage to submit items on time. **All major due dates are noted on the attached course calendar and should correspond with the dates on D2L. Even though I try my best to cross check for accuracy, in the event of an error, notify me via email of the discrepancy, and error on the side of caution by using the EARLIEST DUE DATE until I tell you otherwise! You are responsible to hand in all work on time. Having "technology issues" is NOT a valid excuse for late work.**

ATTENDANCE AND LATE WORK:

Being an online course, “absences” are rare, since we don’t meet in an official class setting. **However, your daily attendance in D2L is EXPECTED.** If you do not work each day with the modules’ activities, you will fall behind, and your grade will suffer.

My standard policy for **late work** is that no late work will be accepted after its due date or amnesty period. However, please notify me **ahead of time** if any properly verifiable absences do occur that get in the way of due dates. Properly verifiable absences MUST be DATED and may include:

- Letter from university leadership (coach, professor, advisor, military officer, registrar, etc.)
- Doctor’s note describing the nature of the illness and the requirement to miss online classes. If this happens, PLEASE CONTACT THE UNIVERSITY REGISTRAR and notify, officially, all of your professors.
- Court documents, police reports, etc. that coincide with class/conference time and/or for adequately preparing for due dates.
- ER visit notification that coincides with class times/conference times and/or for adequately preparing for due dates.
- Supervisor note from a volunteer emergency work situation.
<https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2803&ChapterID=18>
- Other documentation accepted at my discretion.

For more information on EIU’s Absence policy: <https://castle.eiu.edu/auditing/043.php>

ORIGINAL DUE DATES:

In order to receive full credit and my detailed feedback on an assignment, you must submit any assignment on or before its original due date as provided on the course calendar, and in D2L.

AMNESTY PERIOD:

At certain intervals as seen on the attached calendar, I will allow “amnesty periods” for certain assignments whereby you may submit late items from the last content module only. If work is submitted during this amnesty period, you will receive up to ½ of the original possible points for that item. I will not provide comments and full feedback on the items during this time.

DO NOT WAIT UNTIL THE DEADLINE TO SUBMIT!

Submit assignments early to allow for any issues that might arise. This bears repeating again: **Having technology issues is not a valid excuse for late work** unless the D2L server is officially inaccessible to all users, myself included. **You need to have a backup technology plan for issues that may arise on your end**

REVISION:

Items assigned that are expected to have been fully revised before submission must evidence those changes. 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.**

READ ON

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 ENG1001.

Evaluation Key:

*Mandatory Assignments = **

Minimum Page Requirements = (# contributes to 20- page total)

WELCOME MODULE POINT BREAKDOWN:

D2L Veterans Badge	10 points
Welcome Discussion Points	15 points

PART 1 MODULE POINT BREAKDOWN :

Part 1 Rhetorical Framework Thucydides GRID (1.5)	50 points
Part 1: Rhetorical Essay #1 Thucydides (2.5) *	50 points
Part 1: Rhetorical Framework Gowdy GRID (1.5)	50 points
Part 1: Rhetorical Essay #2 Gowdy (2.5) *	50 points
Peer Review Part 1	25 points
Self-Assessment Part 1 (2)	25 points
Part 1: Final Essay Part 1 (3) *	100 points
Part 1: Total Discussion Points	40 points

PART 2 MODULE POINT BREAKDOWN:

Part 2: 4-5 minute Home Group Discussion	30 points
Part 2: 6-7 minute Class Presentation *	70 points
Self-Assessment Part 2 (2)	25 points
Part 2: Final Essay Part 2 (3) *	100 points
Part 2: Total Discussion Points	30 points

PART 3 MODULE POINT BREAKDOWN:

Part 3: Project Summary (1) *	20 points
Part 3: Group Contract (1) *	20 points
Part 3: Completed Grid for Secondary Source #1 (1.5)	20 points
Part 3: Completed Grid for Secondary Source #2 (1.5)	20 points
Rough Draft of PowerPoint *	20 points
Part 3: Total Discussion Points	30 points

FINAL: Final Presentation (3) * 100 points

TOTAL COURSE POINTS 900 POINTS

Grading Scale

810-900 = A

720-809 = B

630-719 = C

629 ↓ = NC

Overall Course Scale

100-90%=A

89-80%= B

79-70%= C

69% and Below=N/C

All writing will be assessed analytically according to the following categories according to the “Guidelines for Evaluating Writing Assignments in EIU’s English Department”

Focus

Organization

Development

Style and Awareness of Audience

Mechanics (spelling, punctuation, grammar, usage, documentation)

Process

Note: Failure to complete the mandatory writing assignments (those marked with * above) will result in a grade of N/C for the course regardless of point totals! Make an appointment with me or visit during office hours at any time.

Note: If I see you struggling in the course (especially if you are not present, are missing due dates, etc.), I will contact you 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. See information below under RESOURCES to learn more about the EAS.

Note: PLEASE CHECK THIS COURSE IN D2L **EVERY DAY** (if D2L is down, CHECK CAMPUS MAIL) in case I send important announcements. If you have a question that is not easily and quickly addressed in an email to me, your **FIRST** line of communication is to set up an appointment or visit me during office hours via CUB. I check emails 1-3X each M-F and will respond within 24 hours. On weekends, I check email at least once, but I do NOT guarantee a response time within 24 hours.

ACADEMIC HONESTY AND PLAGIARISM

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. 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 Accountability and Support. 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. **Each formal essay submitted to drop box will be automatically ran through Turnitin.**

READ ON

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 OF FINALS WEEK by 9am, although you may submit any time prior to that date.** 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 are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment <https://www.eiu.edu/disability/>

WRITING CENTER: I encourage you to use EIU's Writing Center. This free service provides one-to-one virtual 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 a virtual appointment, visit the widget on your D2L homepage or follow this link: <https://www.eiu.edu/writing/>

THE STUDENT SUCCESS CENTER: - Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center <https://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 McAfee, Room 1301.

EARLY ALERT SYSTEM: EIU maintains an Early Alert System (EAS) to help students know when they are not performing up to academic standards. Alerts may be given for poor attendance, not turning work in on time, or doing poorly on an assignment or test. EAS staff will contact you to help you find resources to help you be a successful student. Resources may include time management, study skills, test-taking, finding tutors, or other resources related to academic issues. I will use the EAS if I believe you could benefit from talking to a success coach about these issues.

ADDITIONAL IMPORTANT INFORMATION:

Course Conduct and Netiquette: BE RESPECTFUL TO ME AND TO OTHER CLASS MEMBERS AT ALL TIMES. Cursing, intimidation, lying, and harassment are behaviors that I do not tolerate in my course. Such behavior will receive immediate course dismissal as well as documentation with the university's Office of Student Accountability and Support.

Interaction with one another and with me is a critical element to succeeding with this online course. Like a traditional course, there are certain rules of etiquette that are expected and that contribute to more enjoyable and productive communication. The following are tips for interacting online via email, discussion board messages, or synchronous group work activities:

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect
- Be brief. Succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your emails.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

Before emailing me or any professors, 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>. This is a writing course; therefore, I require professionally written correspondences to me, personally. Consider your audience and use appropriate tone and formality. Write in complete sentences. Proofread. Edit before sending. Under no circumstances should you use voice texting in this course. **If I don't answer an email, go back and check whether you had followed the guidelines of this bullet point list.** If not, revise the email accordingly and resend it.

Extra Credit (OPTIONAL)

All 3 of these Extra Credit options can be turned into DROPBOX throughout the course, but they MUST be **NO LATER THAN MONDAY OF FINALS WEEK by 9am, although you may submit any time prior to that date. I may offer other forms of extra credit throughout the semester which may have different due dates. At no time can a student request additional extra credit, however.**

3 OPTIONS: 10 points each

1. CUB GROUP ADDITIONAL MEETING

Have a “non-required” virtual meeting with your peer group via CUB. That meeting can cover anything course related. Have the meeting amongst yourselves. Then, record and save a brief 2-4 min summary for me that covers the following information:

- A. Introduce yourselves.
- B. Read me the objectives of the meeting. – what did you set out to share, learn, do or accomplish?
- C. Summarize the outcomes/accomplishments of the meeting - what DID you learn, share, do or accomplish?

2. PURDUE OWL

Visit Purdue Writing Lab online individually. Spend at least one hour studying some aspect of writing. Then add to drop box the following:

- A. What were your objectives for visiting Purdue OWL?
- B. What were the outcomes? What did you learn?

3. EIU WRITING CENTER

Have a virtual online tutorial with EIU’s Writing Center over anything writing related. Once complete, do a write up that provides me with the date, time, and topic of discussion. Also, let me know if it was a valuable session or not and provide your reasoning. Submit to Drop Box.

READ ON

FEEL FREE TO PRINT OUT THE FOLLOWING CALENDAR
CROSS REFERENCE IT TO THE MODULES’ DUE DATES

August

2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
22	23	24	25	26	27	28
BLUE = Begin RED = DUE GREEN = Amnesty Day BLACK = Instructional	BEGIN WELCOME MODULE View NEWS ITEMS Begin D2L Orientation Study your Syllabus	Do Discussion Boards, readings, group work etc. as instructed within the module's RED LETTERS		Diagnostic Writing and D2L Badges due by 11 pm today		
29	30	31				
WEEK 2	ALL WELCOME MODULE ITEMS MUST BE SUBMITTED TODAY BY 11:00PM IN ORDER TO RECEIVE FULL CREDIT	BEGIN PART 1 MODULE: RHETORICAL ANALYSIS. "WHAT DO I BELIEVE?" WELCOME MODULE AMNESTY DAY UNTIL 11PM. ANYTHING SUBMITTED TODAY RECEIVES ½ CREDIT				

September

2021


ENG 1001

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Work through Discussion Boards, readings, group work etc. as instructed within the module	2	3	4
WEEK 2						
5	6  NO CLASSES Group Activity to Group Drop Box DUE	7 CONTINUE RHETORICAL ANALYSIS MODULE Work through Discussion Boards, readings, group work etc. as instructed within the module	8	9	10 Have you completed the <i>Melian Dialogue</i> GRID YET??	11
WEEK 3						
12	13 MELIAN DIALOGUE ANALYSIS #1 DUE	14 Work through Discussion Boards, readings, group work etc. as instructed within the module	15	16	17 Have you completed <i>Trey Gowdy</i> 1. Slides 2. GRID 3. Discussion Board YET??	18
WEEK 4						
19	20 TREY GOWDY ANALYSIS #2 DUE	21 Work through Discussion Boards, readings, group work etc. as instructed within the module	22	23	24	25
WEEK 5						
26	27 PEER REVIEW THAT YOU DO FOR SOMEONE ELSE IS DUE	28 Do Discussion Boards, readings, group work etc. as instructed in the module.	29	30		
WEEK 6						

October

2021


ENG 1001

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
WEEK 6					SELF ASSESSMENT THAT YOU DO ON YOUR OWN DRAFT IS DUE TODAY	PART 1: RHETORICAL ANALYSIS "WHAT DO I BELIEVE?" ESSAY DUE BY 11 PM IN ORDER TO RECEIVE FULL CREDIT
3	4	5	6	7	8	9
WEEK 7 BEGIN PART 2: ACTIVISM: "HOW CAN I BE HEARD?" RHETORICAL ANALYSIS MODULE AMNESTY DAY FOR ½ CREDIT	RHETORICAL ANALYSIS MODULE AMNESTY DAY FOR ½ CREDIT	Do Discussion Boards, readings, group work etc. as instructed.				
10	11	12	13	14	15	16
WEEK 8			MID TERM Do Discussion Boards, readings, group work etc. as instructed.			
17	18	19	20	21	22	23
WEEK 9		Group Discussions (4-5 minutes in length) DUE in CUB by 11pm				
24	25	26	27	28	29	30
WEEK 10		6-8 Minute Recorded Presentation DUE TODAY by 11pm				
31						

November

2021



ENG 1001

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
WEEK 11			SELF ASSESSMENT FOR ESSAY DUE BY 11PM.		PART 2: ACTIVISM: "HOW CAN I BE HEARD?" ESSAY AND ALL OTHER MODULE MATERIALS DUE BY 11 PM IN ORDER TO RECEIVE FULL CREDIT	BEGIN PART 3: What is the 'American Hero'? ACTIVISM: "HOW CAN I BE HEARD?" MODULE AMNESTY DAY UNTIL 11PM FOR ½ CREDIT
7	8	9	10	11	12	13
WEEK 12 ACTIVISM: "HOW CAN I BE HEARD?" MODULE AMNESTY DAY UNTIL 11PM FOR ½ CREDIT		Do Discussion Boards, readings, group work etc. as instructed.			Email me your group's first and second choice film by 9am	
14	15	16	17	18	19	20
WEEK 13		Do Discussion Boards, readings, group work etc. as instructed		Submit Project Summary and Group Contract to Group Drop Box by 9am Let me know TODAY if you have questions before break!		
21	22	23	24	25	26	27
	<hr/>					
28	29	30				
WEEK 14	Continue to work through your module this week					

December

2021

ENG 1001

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
Week 14				Submit <u>both</u> Completed "Guided Reading" GRIDS to Group Drop Box by 9am.		
5	6	7	8	9	10	11
Week 15	Submit Rough Draft of PowerPoint Presentation to Group Drop Box due by 11pm PART 3: "WHAT IS 'AN AMERICAN HERO'? MATERIALS DUE BY 11PM IN ORDER TO RECEIVE FULL CREDIT	PART 3: "WHAT IS 'AN AMERICAN HERO'? AMNESTY DAY UNTIL 11PM. ANYTHING SUBMITTED TODAY RECEIVES ½ CREDIT	PART 3: "WHAT IS 'AN AMERICAN HERO'? AMNESTY DAY UNTIL 11PM. ANYTHING SUBMITTED TODAY RECEIVES ½ CREDIT LAST "CLASS DAY" in 1001.	FINAL GROUP PRESENTATIONS DUE NEXT WEEK!		
12	13	14	15	16	17	18
Week 16 	ALL EXTRA CREDIT DUE BY 9 AM <u>Section 600/601 COMBINED SECTIONS</u> FINAL GROUP PRESENTATIONS DUE BY 7:15pm No Amnesty				D2L CLOSES	 Commencement