Fall 8-15-2002

ENG 1001G-077-078-079: Composition and Language

Bridget Johnson
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2002

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_fall2002/45

This Article is brought to you for free and open access by the 2002 at The Keep. It has been accepted for inclusion in Fall 2002 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
Composition and Language
Fall 2002

English 1001G
Email: bkolis@hotmail.com
Office: CH3361
Instructor: Bridget Johnson
Office Hours: MW 2:00-3:00, TuTh 5:00-6:00, F 11:00-12:00
Office Phone: 581-6312

Monday, Wednesday 3:00-4:15
Coleman Hall 3210/3140
Section: 079

Course Description

Welcome to English 1001G, the ETIC (English Technology-Integrated Classrooms). This is a writing centered course designed for the purpose of helping you become a more effective writer, as well as reader and thinker. Fortunately, we will have the opportunity to spend half of our time in the computer lab and half in a regular setting classroom. Please note which classroom we will be in from week to week in the course outline below.

In this composition class, you will be asked to write a number of informal and formal essays, respond to reading selections and peer writing, develop a writing portfolio and participate in class discussions. This class, in particular, will focus on increasing your understanding of the role or politics of education. In other words, you will examine what it means to read, respond, and think critically on subjects, which have brought you to seek a college education. As an individual and class, we will address issues such as: what has our education instilled in us, why are we the people we are, what has been and will be the function of writing and reading in our lives, and what issues surround our “educational” experiences today. In approaching these issues, we will write from our personal experiences as well as conduct research on the beliefs held by others. And, after examining an array of arguments, we will attempt to persuade our audience to think about subjects we feel firmly about. The following is a list of goals/objectives we will work towards throughout the course of the semester.

Course Objectives:

• **Writing** - to go beyond creating the five paragraph essay and yet still write essays in a clear, logical and organized manner, applying all parts of the writing process, including pre-writing, researching writing, and revising.

• **Reading** - to look further than our earlier experiences of “I like this” or “This book is about”. Instead as you read, you will begin to look deeper into what the author is implying or arguing—and thus be able to “read into” and evaluate your own thoughts on the issue.

• **Responding** - to be able to respond constructively to your peers’ writing, to course assignments, and especially to your own strengths and weaknesses.

• **Critical thinking** - to be able to listen to the opinions and beliefs of others who may hold cultural, ethical and social values much different than your own – and in listening, be able to explore your own thoughts on these particular issues.
Texts and Materials
Colombo, et al. Rereading America: Cultural Contexts for Critical Thinking and Writing
Dunbar-Odom. Working With Ideas: Reading, Writing, and Researching Experience
Hacker, Diana. A Writer's Reference
Harneck, Andrew and Eugene Kleppinger. Online! A Reference Guide to using Internet Sources

“Since we will be spending half of our time in the computer classroom, you will need to purchase one formatted 3 ½” floppy disk. You should have your disk by the second week of class.

Grading

Your grade in this course will be based not only on the quantity but also quality of work you do. First you will be required to write four formal essays, all at varying lengths. You will be allowed to revise these papers and then turn them back in to me before the next essay is due. After the first revision, you may wish to continue to revise your essay(s). Your final polished essays will be compiled in your writing portfolio at the end of the semester. Remember, writing is a process and revision should be approached as part of this overall process.

In addition, you will be required to complete two peer reviews per essay, complete an interview project, and respond in writing to assigned readings (a minimum of 250 words per response). To add, you will be asked to hand in a Writing Portfolio at the end of the semester. Your portfolio will consist of your polished essays. So make sure you save all of your material for each assignment. We will discuss this further during the first few weeks of class. Finally, you may be asked throughout the semester to conduct in and/or out-of-class writing, take quizzes, and complete additional small writing/reading projects. There will be no final exam in this course. Refer to the following handout, “Guidelines for Evaluating Writing Assignments in EIU’s English Department” to determine how grading will be evaluated in this class. You must earn a “C” or better in order to pass this course. Anything lower than a “C” will earn you an “NC” (No Credit) and you will have to take this course again.

Grade Breakdown:

The following is a breakdown of points for this class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1</td>
<td>75</td>
</tr>
<tr>
<td>Essay #2</td>
<td>75</td>
</tr>
<tr>
<td>Essay #3</td>
<td>100</td>
</tr>
<tr>
<td>Essay #4</td>
<td>200</td>
</tr>
<tr>
<td>Interview Project</td>
<td>50</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>50</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>100</td>
</tr>
<tr>
<td>Writing Portfolio</td>
<td>50</td>
</tr>
<tr>
<td>Misc. ( e.g. in-and out-of-class</td>
<td>50</td>
</tr>
<tr>
<td>writing which may be assigned)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>750</td>
</tr>
</tbody>
</table>

The Grading Scale:

- 676 - 750 Points ..............A
- 601 - 675 Points.............B
- 526 - 600 Points.............C
- 525 or below.................N/C
**Attendance**

Your participation and attendance is critical and needed in order to do well in this course. However, you are allowed to have 2 unexcused absences without them affecting your final grade. For each missed unexcused absence after that, your grade will drop one full letter grade. Unless you have an excused absence, I will not accept late work in this class. You will automatically receive no credit for the assignment due on a particular day you are absent (without it being excused). As a result, please try to make an effort to attend every scheduled class date. If you have an excused absence (e.g. illness, athlete) you will need to meet with me as soon as you return to class, so that you can make up the work. It is your responsibility to come see me about a missed or late assignment.

**Plagiarism**

Please note the English Department’s statement 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.

**Students with Disabilities**

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

**Questions/Concerns**

During the course of the semester, you may have questions/concerns regarding assignments or class discussions. If so, please do not hesitate to stop by my office to talk to me or email me your questions. Remember, we are all here to help each other become better at the skill and art of writing.

**Course Syllabus**

The syllabus below is tentative. We cannot always determine what technical issues will occur in the computer lab, or how far we get in class discussion. So while we will attempt to closely follow this schedule, at times, it may be subject to change.

**Week 1 Room 3210**

M(8/26) Introduction to Course
- Diagnostic Writing
  - Assignment: AWR - 3-16, Description Sample
W(8/28) Essay # 1 – Our Educational Experiences
In-class group work on writing sample
“Getting Started” Review methods for Writing Process
Assignment: WWI - Introduction, 3-10, and any essay in Seq. 5 – “Striking Balance: Work, Home, and Student Life”

Week 2 Room 3140

M(9/2) Labor Day – No Class

W(9/4) Planning and drafting essay
  Reading discussions –small group analysis
  Assignment: AWR – 97-122

Week 3 Room 3210

M(9/9) Developing clear and logical sentences/paragraphs
  Peer Editing groups (format discussion)
  Working Portfolios
  Assignment: AWR – 15-48, Bring 2 copies of draft to class

W(9/11) Writing and Editing – Peer Reviews
  Assignment: WWI – 75-90 Field Research

Week 4 Room 3140

M(9/16) Essay #1 due
  Interview Workshop
  Assignment: RRA--any essay from “The Myth of the Model Home” and response

W(9/18) Reading discussion –writing responses due
  Interview Workshop continued
  Assignment: RRA – 1-11, RRA - any essay from “The Myth of Education and Empowerment”

Week 5 Room 3210

M(9/23) Interview Assignment Due – share data groups
  Essay #2 – The Reading Experience
  Reading discussion – response groups
  Assignment: develop topic and bring in pre-writing materials

W(9/25) Writing Workshop –Make sure to bring disk to class
  Assignment: WWI – pp. 25 –36
Week 6 Room 3140

M(9/30) Peer Editing Workshop - Bring two copies of draft to class
  Essay #3 - The Role of Higher Education
  Assignment: WWI - any 2 essays from sequence 1, “Ideas of Higher Education”

W(10/2) Essay #2 Due
  Argument and Persuasion
  Reading Response groups

Week 7 Room 3210

M(10/7) Internet workshop: The validity of sources
  In-class web assignment - comparison/contrast
  Assignment: Web assignment

W(10/9) Web Assignment due
  Documentation workshop – MLA – works cited page etc..
  Assignments: work on drafts, Bring 2 copies of draft to class

Week 8 Room 3140

M(10/14) Peer Editing and Writing workshop
  Assignment: WWI – any 2 essays from sequence 2 or 8 and responses

W(10/16) In-class group discussions—responses due
  Conference sign-up
  Assignment: WW 37-74

Week 9 Room 3210

M(10/21) Library Tour – Meet at front entrance of Library
  Assignment: Essay #3

W(10/23) Essay #3 Due
  Essay #4 – The Role of “Education”
  Small Group Discussion – brainstorming topics
  In class writing assignment
  Assignment: bring 2 articles/books to class (non-internet)

Week 10 Room 3140

M (10/28) Evaluating Sources Workshop
  Conference sign-up

W(10/30) No Class – Conferences (bring writing portfolios)
  Assignment: Working on draft
**Week 11 Room 3210**

M(11/4) Conferences –No Class (bring writing portfolios)
   Assignment: Working on Essay

W(11/6) Skill building workshop
   Assignment: WWI- any 2 essay from sequence 3 “Negotiating Differences: Race, Class, Ethnicity” and/or sequence 7 “Gender and learning”

**Week 12 Room 3140**

M(11/11) Reading groups and discussion
   Writing Workshop /skill building
   Assignment: bring 2 copies of Essay # 4 to class

W(11/13) Peer Reviews – Writing Workshop

**Week 13 Room 3210**

M(11/18) Peer Reviews- Writing Workshop

W(11/20) In class writing assignment -- essay evaluation
   Essay #4 due
   Writing Portfolios

**Week 14**
Thanksgiving break – no classes

**Week 15 Room 3140**

M(12/2) Return Essay #4 –Revisions
   Bring all materials for writing portfolios
   Organization, clarity, assessment
   Writing Workshop
   Assignment: RRI - any essay and response

W(12/4) Writing Portfolios Due –with revisions
   Small group discussions and responses

**Week 16 Room 3210**

M(12/9) The Writing/Reading Experience
   Written Performance Analysis
   Assignment: Analysis

W(12/11) Continue Performance evaluation – group discussion
   Analysis due
   Final Discussion on the role or politics of “education”
The following syllabus has been revised to meet the needs and direction of the class. Please follow this new schedule. If you have any questions, feel free to stop by my office during my office hours, or make an appointment to see me.

**Revision of Syllabus**

**Week 7 Room 3210**

**M (10/7)** Journal Writing. Conducting On-line Research to discover a field you are interested in, along with a possible interview questions. Email letters if possible to on-line sources.

*Assignment:* Email letters if you haven’t already. Compile all interview, on-line research, pamphlets and other information. Analyze writing samples and conclude what kinds of writing expectations are in your field of interest. You may want to go to Career Services to find information, if you are having a difficult time finding info over the Internet.

**W (10/9)** Journal Writing. Discuss differences between narration and exposition. Develop analysis of data you have collected. Form a thesis statement that serves your central finding. Do not forget to use direct quotations and data from research in your essay.

*Assignment:* Final Draft of project is due on 10/16

**Week 8 Room 3140**

**M (10/14)** Journal Writing. Share analysis in small groups. Determine what further info is needed.

*Assignment:* Contact sources if needed. Seek additional online information if needed, or go to Career Services. Revise draft.

**W (10/16)** Journal Writing. Final Draft Due. Developing Thank you letters to those who helped you gather the necessary information. Share findings in large group. Elements of a Persuasive Essay - Essay #3 – The Role of Higher Education

**Week 9 Room 3210**

**M (10/21)** Library Tour – Meet at front entrance of Library

*Assignment:* Work on Essay #3 –Develop pre-writing, thesis statement and possible outline. If you feel you are ready to draft, that is fine. Bring disk to class on Wednesday.

**W (10/23)** Journal Writing, Writing Workshop for Essay #3

*Assignment:* Finish Drafting Essay #3, Bring in journal writings

**Week 10 Room 3140**

**M (10/28)** Essay #3 due. Essay #4 Continuing Education. Distribute a list of possible topics. Free write on topics. You may refer to notes, texts, journals, interviews etc.

*Assignment:* Develop topic for essay. Begin to gather sources, from on-line information, periodicals, books, journals etc., that are helpful to your topic. Bring in all materials to class

**W (10/30)** You should have all of your materials for class. Large group discussion on documentation. In groups or individually, we will examine periodicals to determine whether/how they support your topic.

*Assignment:* Continue to take notes on each of the periodicals you are examining. Develop thesis statement, topics etc.

**Week 11 Room 3210**

**M (11/4)** MLA (in-text) workshop. Writing Workshop for Essay #4, Sign-up for conferences

*Assignment:* Continue to work on Essay #4

**W (11/6 – F (11/9)** Conferences – No Class. Bring all material to conferences. Also bring previous essays.

*Assignment:* Bring all your sources to class. Continue working on first draft of Essay #4
**Week 12 Room 3140**

**M(11/11)** Bring list of sources and *A Writers Reference* to construct Works Cited Page  
*Assignment:* Draft for Essay #4, Bring two copies to class on Monday 11/11

**W(11/13)** Peer Reviews – Writing Workshop. Identify any missing links. What voices have been omitted that should be heard? Is there a clear thesis, paragraph development, introduction and conclusion? Is the paper organized and focused? How are the mechanics of the essay? Think of these questions as you evaluate your peer’s essay.  
*Assignment:* Work on Revisions for final draft

**Week 13 Room 3210**

**M(11/18)** Discussion on primary and secondary resources/research – data collection, and any challenges. Continue Peer Reviews-Writing Workshop  
*Assignment:* Essay #4 – all elements of the writing process due

**W(11/20)** **Essay #4 Due** Write a letter to yourself discussing your essay, pointing out the positive attributes along with the challenges you encountered while writing this essay – along with any final comments.  
*Assignment:* Bring all materials for Writing Portfolio to class on 12/4-including polished essays

**Week 14**  
Thanksgiving Break – no classes

**Week 15 Room 3140**

**M(12/2)** Return Essay #4 – Revisions, Writing workshop: Discussing Writer’s Autobiography - examining the writing done this semester in your coursework. How do you get started on a writing project? Do you feel more confident as a writer? How do you feel about responding to others’ writing? About others responding to your? These questions and more will be addressed in your autobiography? I will give you an outline in class.  
Bring all materials for Writing Portfolio (as listed in Writing Portfolio handout), including all polished essays. Continue to work on Writer’s Autobiography

**W(12/4)** Continue working on Writer’s Autobiography –share in small groups– Writing Portfolios due– with polished essays. We will put the portfolios together in class.  
*Assignment:* Any essay from RRI and response due 12/9

**Week 16 Room 3210**

**M(12/9)** Return writing portfolios. Discussion of writing portfolios and autobiographies. Reading groups and response due. Drawing conclusions: What does it mean to be a critical writer, reader and thinker?

**W(12/11)** Return Reading responses. Distribute story “The Rose” and discuss. Small group analysis on the role of education and writing in our lives. Large group conclusions!
To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (rtf) labeled lastname.rtf (e.g., smith.rtf) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked “student.” You should complete the “Student Information,” “Course Information,” and “Student’s Integrity Statement” sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in Room 1053 in the basement of the Student Services Building and take your Panther Card.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your eiu.edu email account. KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT. No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the “Instructor’s Assessment” section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.
# Primary Trait Analysis for Writing Matrix

for Individual Submissions to the Electronic Writing Portfolio

<table>
<thead>
<tr>
<th>Trait</th>
<th>4 Highly Competent</th>
<th>3 Competent</th>
<th>2 Minimally Competent</th>
<th>1 Not Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Clear focus established and maintained; evidence of distinctive voice and/or appropriate tone</td>
<td>Consistent focus or purpose; evidence of voice and/or suitable tone</td>
<td>Some focus; evidence of attempt to communicate with an audience</td>
<td>Limited or no awareness of purpose and/or audience</td>
</tr>
<tr>
<td>Organization</td>
<td>Careful organization that enhances presentation</td>
<td>Logical organization</td>
<td>Some organization; lapses in focus and/or coherence</td>
<td>Random and/or weak organization</td>
</tr>
<tr>
<td>Development</td>
<td>Depth and complexity of ideas supported by rich, engaging, and/or pertinent details</td>
<td>Depth of idea development supported by developed, relevant details</td>
<td>Minimal idea development; repetitious and/or underdeveloped details</td>
<td>Little or no idea development; few and/or unrelated details</td>
</tr>
<tr>
<td>Style</td>
<td>Sophisticated and varied sentence structure and length that enhance effect; precise and/or rich language</td>
<td>Controlled and varied sentence structure; appropriate, effective language</td>
<td>Correct sentence structure that is simplistic and/or awkward at times; simplistic and/or imprecise language</td>
<td>Incorrect and/or ineffective sentence structure; incorrect and/or ineffective syntax and diction</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Virtually no errors in mechanics</td>
<td>Few errors in mechanics relative to length and complexity</td>
<td>Some errors in mechanics, but not enough to interfere with communication</td>
<td>Errors in mechanics that are disproportionate to length and complexity and interfere with communication</td>
</tr>
</tbody>
</table>

Approved Spring 2000 by Electronic Writing Portfolio Subcommittee of Writing Across the Curriculum Committee and CASL
Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

<table>
<thead>
<tr>
<th>Focus</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment</td>
<td>Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment</td>
<td>Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines</td>
<td>Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines</td>
<td>Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion</td>
<td>Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion</td>
<td>Is organized, but not necessarily in the most logical way; has unity &amp; coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak</td>
<td>Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion</td>
<td>Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment</td>
<td>Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately</td>
<td>Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague</td>
<td>Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed</td>
<td>Does not develop main idea, may use sources inadequately/inappropriately</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style &amp; Awareness of Audience</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well</td>
<td>Word choices are appropriate to purpose and audience; sentences are not constructed thoughtfully and imaginatively; incorporates sources inadequately</td>
<td>Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtfully or imaginatively constructed; sources may sometimes be awkwardly incorporated</td>
<td>Word choices may be inappropriate to purpose or audience; sources incorporated poorly</td>
<td>Word choices are generally poor; sources are incorrectly or very awkwardly incorporated</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment</td>
<td>Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly</td>
<td>Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments</td>
<td>Shows evidence of careful planning and drafting and some attention to peer and teacher comments</td>
<td>Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback</td>
<td>Shows only a little evidence of planning and drafting and attention to peer and teacher feedback</td>
<td>Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback</td>
<td></td>
</tr>
</tbody>
</table>