



ENGL 1302.104CL
English Composition II: Language, Literacy and Identity
Spring 2023
T/TH 9:30am-10:50am
LRC 278 (Building #8)



Instructor Information:

Monique Suarez, MA (she/her/hers)
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409-933-8222*

College of the Mainland Office:

Learning Resource Center (LRC)
Building #8, Suite B, RM 240
Humanities Department

Student Hours/Office Hours:

You can choose to attend my office hours in-person or via Teams. If you plan on attending, please let me know ahead of time. If none of these times work, I can make myself available via Teams at another time; just communicate with me and we will figure something out!

Monday: 12:30pm-3pm
Tuesday: 6:40am-7:10am*,
1:30pm-2:30pm**
Wednesday: 12:30pm-3pm
Thursday: 11am-12:30pm
Friday: By appt.**

*North Campus, LGC 220

**Virtual

Communication Policy:

You can either email me at my campus email, message me on Teams via your COM Microsoft Office account, or send me a message through D2L Brightspace.

Whichever option you choose, ALL electronic communication with me (your instructor) must be through your COM email/account. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Textbook/Materials:

- *Making Literature Matter: An Anthology for Readers and Writers, 7th Edition* | John Schib and John Clifford (you are not required to purchase this!!)
- OWL Purdue Website (we will use this website many times throughout this course)
- Any article that we read in this course will be accessible through D2L Brightspace. If you would like to print and do not have a printer, COM’s Tutoring Center offers free printing (found in ICB, Building #23, 1st floor).

ENGL 1302 Course Description: This course is an intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Student Learner Outcome Chart:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate knowledge of individual and collaborative research processes	Teamwork (TW)	D2L Discussion Posts In-class discussions Peer Review
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.	Critical Thinking Skills	Synthesis Presentation Research Essay D2L Discussion Posts
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.	Personal Responsibility	D2L Discussion Posts Rhetorical Analysis Peer Review
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.	Communication Skills	D2L Discussion Posts All major assignments
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)	Personal Responsibility	All major assignments

Course Requirements:

All assignments listed below will be extensively discussed in class. I am only including brief descriptions here so you can all get an idea of the kind of assignments that this course will push you toward.

Participation

For all learning, participation offers a space to further your learning. Therefore, your regular attendance can significantly impact our collaborative learning, thinking, and working. Yet, I do recognize that everyone has different social and material conditions that shape your participation in varied ways. If you must miss class, please let me know so that we can develop a plan of action to help you stay on task. In general, I will grade your participation based on your engagement in the small group activities and whole class interaction as well as other work that is a crucial part of our learning.

Discussion Posts (10 posts/10 pts each)

Initial Posts: Fridays 11:59pm*

Peer Responses: Sundays 11:59pm*

For 10 weeks, you will be expected to complete a discussion post answering the assigned prompt for the week. These posts will range from reflecting on discussions we have had in class, readings you have been assigned, or simply posting progress on upcoming assignments.

In addition, **you will be required to submit a peer response to at least one classmate.** You will not be required to complete discussion posts on weeks that you have a major assignment due. Be sure you make the course schedule your best friend, because this will ensure that you complete each assignment on time. **Both initial posts and peer responses factor into your overall 10pt grade.**

These responses will be graded based on how thoroughly you have engaged with a given prompt or your own reflection. They will also factor into your participation grade. If you submit on time and meet the minimum requirements, you will automatically receive 5/10pts. You will also have opportunities to use audio recording as your mode of response. I will explain more about this in class.

Assignment 1: Literacy Narrative (4+ pg)

Due Feb 12 11:59pm

Much of our understanding of language and literacy comes from our own experience and socialization. This belief is what orients us to our own writing and research. To help us better understand what our beliefs are and where they are from, you will be writing a literacy narrative that centers on your own orientation to language and literacy as a writer. You might eventually use parts of this assignment to incorporate into your final reflective multimodal assignment. In addition to this, you will be required to incorporate at least one outside source, though more are welcomed. We will talk about what this means in class together.

Assignment 2: Interpreting Art through Rhetorical Analysis (3-4 pg)

Due March 5 11:59pm

All art serves a purpose in the human experience and motions toward some greater meaning. Put differently, all art is a form of literacy that artists write/put themselves/identity/voice into. For this assignment, you will be asked to choose any form/piece of art that is meaningful to you or you feel pushes toward important discourse that you care about. The rhetorical analysis will be your opportunity to argue what that important message is and how what you have chosen achieves that message. We will talk about what this all means in class together as well as what art and literacy mean.

Assignment 3: Proposal/AB + Synthesis Presentation

Proposal/AB Due March 26 11:59pm

Presentation due night before presentation 11:59pm

For this assignment, you will be proposing your overall idea for Assignment 4, finding scholarly sources for your topic, and synthesizing that research for the class within an oral presentation. The hope for this assignment is you gain the necessary knowledge to become scholars in the field that you care most about.

Your presentation due date will be determined on a first come, first served basis. **If you want some agency on that date, be sure to show up on March 21.** Your presentation will be a combination of your proposal and a synthesis of the articles you discovered. We will go over this more in class.

Assignment 4: Position Paper (6-8 double-spaced pages)

Due April 16 11:59pm

This assignment is weighted most heavily in the grading scheme. Everything we have discussed/learned about throughout the semester should lead up to this paper. This paper is an opportunity to show me what you have learned and the critical scholars that you have all grown to be throughout this course. Though there is a greater page length for this assignment, please do not feel intimidated/discouraged. We will spend a good amount of time in class discussing this paper and working on it. My goal is that after this course, academic papers will be much easier to tackle. Much like the other assignments, you will have the agency to write about what is most meaningful to you.

Assignment 5: Reflective Multimodal Assignment

Due May 9 11:59pm

This assignment asks you to reflect on what you have learned, how your thoughts about writing have/or have not changed over the course of the semester. Think also about who you were at the beginning of the semester, how your life has changed, how your semester was, etc. Feel free to be as creative as you would like. This is multimodal because I want you to feel creative agency and use the skills/expertise that you have. Some ideas include podcasts, songs, music videos, poetry, short stories. However, you can always opt for a traditional PowerPoint presentation too. We will cover my specific guidelines when I introduce this assignment toward the end of the semester. Presenting this assignment is optional; however, if you attend the last day of class and present what you have (5-10 min), you can earn extra credit on your lowest major assignment.

Condensed Grading Formula:

Discussion Posts/Participation/Professionalism	20%
Assignment 1: Literacy Narrative	15%
Assignment 2: Interpreting Art through Rhetorical Analysis	15%
Assignment 3: Proposal/Annotated Bibliography/Presentation	15%
Assignment 4: Position Paper	20%
Assignment 5: Reflective Multimodal Assignment	15%

Total:	100%

Grading Scale:

A: 90-100 | **B:** 80-89 | **C:** 70-79 | **D:** 60-69 | **F:** 59 or less

Course Grade Determination:

If you complete every assignment and meet the minimum requirements for each (E.g., correct word/page count, follow all given directions, submit on due date (unless we agree on an extension), etc.), then you will pass this course. I value effort and ambition the most. Your grade is ultimately a product of the effort that you put forth. I want you to be successful in this course, but like everything in life, I cannot force people to do the things they do not want to do.

A Note on Written Feedback:

You will receive extensive feedback from me on major assignments. If I ever give you feedback that you do not understand, please please reach out and we can set up a time to go over it. I understand that you cannot improve if you do not understand the advice I am giving. Help me help you 😊

Late Work/Make-Up Policy:

I give ample time to complete assignments on time; however I understand that life happens. If you anticipate not being able to complete an assignment on time *to the best of your ability*, please let me know. Please communicate with me if you are facing a persistent issue that is affecting your ability to stay on track. I am here because I want you to be successful, but I cannot help if I am not made aware.

Late work with no notice is subject to point reduction. That being said, I would much rather you submit quality work than half effort.

- If you **submit within 12 hours of the due date**, you can earn up to an 80
- If you **submit within 24 hours of the due date**, the highest you can earn is a 70
- If you **submit after 24 hours of the due date**, you will only receive half credit
- The last day I will accept any work will be **May 9 @11:59pm**

A Note on Balancing Life + Academics:

I am aware that, for some, school is one of *many* daily responsibilities. Because of this, I have designed this course with built-in “work days” to not only work on upcoming major assignments, but to receive feedback from myself and your peers. Please take advantage of these days and show up ready to work.

Extra Credit Opportunities:

*More opportunities might come up randomly throughout the semester

Overall Average Extra Credit:

See attendance policy (below) to read about ways you can earn extra credit on your average

Extra Credit on Discussion Posts:

- Excellent, thought provoking discussion posts/peer responses can earn up to 2 extra points **(12/10)**. Quality posts are already expected, but I really appreciate when students go above and beyond and engage in meaningful discussion with each other.
- Attend at least 2 sessions of the GCIC Academic Symposium with a 1-page single-spaced reflection on the experience with clear evidence of deep engagement with each presentation. You can receive full credit on your lowest discussion post grade **(10/10)**. This only applies to the discussion posts that you completed, not incomplete/missing ones!

Extra Credit on Major Assignments:

- While I do not offer initial extra credit points for major assignments, I will allow **those of you who receive a grade below an 80** on a major assignment to earn points back if you do all of the following:
 - Meet with me to discuss my feedback
 - Implement my feedback
 - Schedule an appointment with the Tutoring Center (synchronous or asynchronous)
 - Turn in the revised assignment by **May 9 @11:59pm**
- There must be proof of the Tutoring Center session and apparent improvement in your assignment. **You can earn up to an 80 back on these revised essays.** Please take advantage of this opportunity. I do this because I value the process of improved writing over the initial product!
- Present your Assignment 5 on **5/9** and **earn 2 points** on lowest major assignments

Note: This opportunity does not apply to assignments that were submitted late with no notice or assignments that were never turned in.

Attendance Policy:

Regular class attendance, participation, and engagement in coursework are important contributors to student learning. As a result, it is a big chunk of your grade. If you must miss more than 3 times throughout the semester, please let me know and we will make a plan to help you continue to be successful in the course.

- If you miss 0 classes and stay on task each day, you can earn 5 points on your overall average (this could bring you up half a letter grade).
- If you miss 1 class and stay on task each day, you can earn 2 points on your overall average.
- If you miss 2-3 classes, your participation grade will not be affected as long as you are actively engaged during class and submit all assignments on time and meet their minimum requirements
- If you miss 4-5 classes, your participation grade will begin to drop
- If you miss 6-7 days, you can only receive up to a 75 course average (if you meet minimum requirements for all assignments)
- If you miss 8+ days, this will be an automatic F for the course

All this to say, your attendance is crucial to your growth and success. This applies to many other aspects of life. Please also ensure that you arrive promptly. I will allow a 5 minute grace period. If being late becomes a pattern, you will see this reflected in your grade.

Communication:

As your instructor, I hope we can collaboratively create a space that centers your well-being and learning on your own terms. To do so, communication is key. I will try my best to check in with you as much as I can. I welcome your comments, questions, and/or suggestions any time.

The Tutoring Center:

Located in the ICB, Room 104 (Building #23), the Tutoring Center provides free face-to-face and online tutoring sessions to students, staff, and faculty seeking assistance for writing, reading, and oral presentations for academic and nonacademic assignments/projects. The center is open six days a week! (M-TH 8am-8pm, F 8am-12pm, S 9am-1pm)

If you ever have any questions about the tutoring center, please let me know. I was a writing tutor at COM before becoming an instructor, so I can help answer any questions you might have. 😊

Academic Dishonesty:

Any incident of academic policy will be dealt with per college policy and the Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a grade of zero on that exam, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Plagiarism:

Plagiarism is using someone else's words or ideas and claiming them as your own.. Plagiarism includes paraphrasing someone else's words without proper citation, copying directly from a website, and pasting it into your paper, and/or using someone else's words without quotation marks. Any assignment containing any plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

There are many types of plagiarism, and you may not be aware of all. A good rule of thumb to live by: Your work should be generated only for ENGL 1302 during the Spring 2023 semester. If you are not sure if you are violating these rules, please talk to me about it before turning in your work.

Student Concerns:

If you have any questions or concerns about any aspect of this course, please contact me using the contact information on the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Dr. Brian Anderson:

Phone: 409-933-8186

Email: banderson@com.edu

College of the Mainland Technology Outage Policy:

If College of the Mainland's technology experiences problems that impede you from submitting work on deadline, contact me as soon as possible. You will have twelve hours from the time you emailed or called me to submit your work provided the technology is restored. You will receive no penalty if I have evidence that you attempted to submit work but faced difficulties outside your control.

The GCIC Academic Symposium:

COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. Speak with me if you'd like to learn more and/or visit: <http://www.com.edu/symposium>. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. This academic year, the symposium is Friday, March 31, 2023 from 9 am to 3 pm. The abstract submission deadline is Thursday, Feb. 23, 2023, at 11:59 pm.

Grade Appeal Process:

Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [Student Handbook 2022-2023 v4.pdf \(com.edu\)](#). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services:

College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement:

Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement:

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy:

Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is March 1. The last date to withdraw from the 16-week session is April 24. The last date to withdraw for the 2nd 8-week session is May 3.

FN Grading:

The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program:

The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Course Outline/Calendar

1/17/2023-5/12/2023

This calendar is tentative and subject to change upon my discretion*

WEEK	AGENDA	DUE DATES
1	<p><u>T 1/17: Introducing ENGL 1302</u> Preparation: Nothing 😊</p> <p>In class: Introductions Syllabus Office 365/Teams Access Create WC Online Account Discuss Reading Expectations Writing Exit Ticket</p> <p><u>TH 1/19: Experiences and Literacies</u> Preparation: Read: "Becoming a Person Who Writes" by Helen Collins Sitler</p> <p>Read: <i>Making Literature Matter</i>, Ch1, pp. 14-16</p> <p>In class: Navigating Brightspace Experiences with Writing Discussion Read Literacy Narrative by Kiki Petrosino Introduce Assignment 1</p>	<p>D1 Initial Post: Friday 1/20 11:59pm</p> <p>D1 Peer Response: Sunday 1/22 11:59pm</p>
2	<p><u>T 1/24: What Can Writing Mean for You?</u> Preparation: Review Assignment 1 Sheet + bring any questions you may have about it</p> <p>Read: "Underlife and Writing Instruction" by Robert Brooke</p>	<p>D2 Initial Post: Friday 1/27 11:59pm</p> <p>D2 Peer Response: Sunday 1/29 11:59pm</p>

	<p>In class: Making Connections between Experiences + Sources Discussion of Brooke</p> <p>TH 1/26: Reading for Meaning Preparation: Read: "Rhetorical Reading Strategies and the Construction of Meaning" by Christina Haas and Linda Flower</p> <p>Read: <i>Making Literature Matter</i>, Ch 2, pp. 18-21</p> <p>In class: Discuss Haas and Flower</p>	
3	<p>T 1/31: Language(s) Preparation: Read: "English Only and U.S. College Composition" by Bruce Horner and John Trimbur</p> <p>In class: Discuss Horner and Trimbur Brainstorming Activity</p> <p>TH 2/2: Work Day Preparation: Come ready to focus on Assignment 1</p> <p>Read <i>Making Literature Matter</i>, Ch 4, pp. 113-120</p> <p>In class: The Writing Process The Peer Review Process</p>	<p>D3 Initial Post Friday 2/3 11:59pm</p> <p>D3 Peer Response: Sunday 2/5 11:59pm</p>
4	<p>T 2/7: Peer Review Preparation: Bring in at least 2 pages of draft for peer review + any pending questions you have for me</p> <p>In class:</p>	<p>Bring 2+ page draft for Assignment 1 Tuesday 2/7 9:30am</p> <p>Assignment 1: Sunday 2/12 11:59pm</p>

	<p>Peer Review</p> <p><u>TH 2/9: Implementing Feedback</u> Preparation: Review feedback and be ready to revise</p> <p>In class: Work on Assignment 2</p>	
5	<p><u>T 2/14: Introduce Assignment 2</u> Preparation: Nothing – enjoy your weekend! 😊</p> <p>In class: <i>Making Literature Matter</i>, Ch 3, pp. 59-72 What does art have to do with rhetoric? Defining terms in your own terms</p> <p><u>TH 2/16: Understanding Rhetoric</u> Preparation: Read: “The Rhetorical Stance” by Wayne C. Booth</p> <p>In class: Discuss Booth Do Essays Have a Formula?</p>	<p>D4 Initial Post: Friday 2/17 11:59pm</p> <p>D4 Peer Response: Sunday 2/19 11:59pm</p>
6	<p><u>T 2/21: The Rhetorical Analysis</u> Preparation: Bring in your ideas for assignment 2 to get my approval</p> <p><i>Making Literature Matter</i>, Portfolio A+B (directly after page 152)</p> <p>In class: Citing “Art” Prepping for the Rhetorical Analysis Examples MLA/APA Format</p>	<p>Bring initial ideas for Assignment 2 Tuesday 2/21 9:30am</p> <p>Bring final art decision Thursday 2/23 9:30am</p> <p>D5 Initial Post: Friday 2/24 11:59pm</p> <p>D5 Peer Response: Sunday 2/26 11:59pm</p>

	<p>OWL Purdue</p> <p><u>TH 2/23: Work Day</u> Preparation: Have your final decision for your "art" solidified</p> <p><i>Making Literature Matter</i>, Ch 5, 143-146</p> <p>In class: Work on Assignment 2</p>	
7	<p><u>T 2/28: Peer Review</u> Preparation: Bring in at least 2 pages of draft for peer review + any pending questions you have for me</p> <p>In class: Peer Review</p> <p><u>TH 3/2: Implementing Feedback</u> Preparation: Review feedback and be ready to revise</p> <p>In class: Work on revising Assignment 2</p>	<p>Bring 2+ page draft for Assignment 1 Tuesday 2/28 9:30am</p> <p>Assignment 2: Sunday 3/5 11:59pm</p>
8	<p><u>T 3/7: Assignment 3 + 4</u> Preparation: Nothing – enjoy your weekend 😊</p> <p>In class: Introduce Assignment 3 + 4 Proposal/Brainstorming Introduce Annotated Bibliographies <i>Making Literature Matter</i>, Ch 6, pp. 201-218 Finding Scholarly Sources</p> <p><u>TH 3/9: Work Day</u></p>	<p>Bring 1 scholarly source for Assignment 3 Thursday 3/9 9:30am</p> <p>D6 Post: Friday 3/9 11:59pm</p> <p>Peer Response Optional</p>

	<p>Preparation: Bring at least one scholarly source for me to check (if you are not going to be there, then send me your source via email or Teams – this is part of your participation!)</p> <p>In class: Work on Assignment 3</p>	
9	SPRING BREAK (3/13-3-17)	
10	<p><u>T 3/21: The Synthesis</u> Preparation: Nothing – enjoy your Spring Break!!</p> <p>In class: Citing Scholarly Articles Citing Exercise Synthesis/Summaries Schedule Presentations</p> <p><u>TH 3/23</u> Preparation: Continue working on Assignment 3</p> <p>Read: <i>Making Literature Matter</i>, Ch 4, pp. 98-109</p> <p>In class: Moving from Assignment 3 to 4 Incorporating Sources Signal Phrases Reviewing in-text citations/works cited</p>	<p>Proposal/AB Sunday 3/26 11:59pm</p>
11	<p><u>T 3/28: Presentations</u> Preparation: Nothing – enjoy your weekend 😊</p> <p>If you have a presentation today, make sure you send it to me by Monday 11:59pm</p> <p>In class:</p>	<p>Presentations for T 3/28 Monday 3/27 11:59pm</p> <p>Presentations for TH 3/30 Wednesday 3/29 11:59pm</p>

	<p>Presentations</p> <p><u>TH 3/30: Presentations</u> Preparation: If you have a presentation today, make sure you send it to me by Wednesday 11:59pm</p> <p>In class: Presentations</p>	<p>D7 Initial Post: Friday 3/31 11:59pm</p> <p>D7 Peer Response: Sunday 4/2 11:59pm</p>
12	<p><u>T 4/4: Presentations</u> Preparation: If you have a presentation today, make sure you send it to me by Monday 11:59pm</p> <p>In class: Presentations</p> <p><u>TH 4/6: Individual Conferences/Work Day</u> Preparation: Bring at least 1 page of position paper</p> <p>In class: Individual Conferences Work on Assignment 4</p>	<p>Presentations for T 4/4 Monday 4/3 11:59pm</p> <p>1+ Page Draft Thursday 4/6 9:30am</p>
13	<p><u>T 4/11: Peer Review</u> Preparation: Bring in at least 2 pages of draft for peer review + any pending questions you have for me</p> <p>In class: Peer Review</p> <p><u>TH 4/13: Implementing Feedback</u> Preparation: Review feedback and be ready to revise</p>	<p>2+ Page Draft Tuesday 4/11 9:30am</p> <p>Assignment 4: Sunday 4/16 11:59pm</p>

	<p>In class: Work on Assignment 4</p>	
14	<p><u>T 4/18: Genres/Multimodalities</u> Preparation: Nothing – enjoy your weekend 😊</p> <p>In class: Introduce Assignment 5 Multimodal/Genres Freewrite</p> <p><u>TH 4/20: Work Day</u> Preparation: Bring your ideas for Assignment 5</p> <p>In class: Individual Conferences Work on Assignment 5</p>	<p>Bring ideas for Assignment 5 Thursday 4/20 9:30am</p> <p>D8 Initial Post: Friday 4/21 11:59pm</p> <p>D8 Peer Response: Sunday 4/23 11:59pm</p>
15	<p><u>T 4/25: Review/Game Day</u> Preparation: Continue working on Assignment 5</p> <p>In class: Jeopardy Review</p> <p><u>TH 4/27: Work Day</u> Preparation: Have your mode chosen and confirm this with me today</p> <p>In class: Work on Assignment 5</p>	<p>Confirm final mode for Assignment 5 with me Thursday 4/27 9:30am</p> <p>D9 Initial Post: Friday 4/28 11:59PM</p> <p>D9 Peer Response Sunday 4/30 11:59pm</p>
16	<p><u>T 5/2: Peer Review</u> Preparation: Bring your draft of Assignment 5 for Peer Feedback</p> <p>In class: Peer review</p>	<p>Bring a draft or outline of Assignment 5 Tuesday 5/2 9:30am</p> <p>D10 Initial Post: Friday 5/5 11:59pm</p> <p>D10 Peer Response</p>

	<p><u>TH 5/4: Last Required Class/Work Day</u> Preparation: Continue working on Assignment 5</p> <p>In class: Evaluations (earn 1 point extra on a discussion post if you can show me proof you did this) Work on Assignment 5</p>	<p>Sunday 5/7 11:59pm</p>
<p>17</p>	<p><u>T 5/9: Optional Extra Credit/Work Day</u> Preparation: Continue work on Assignment 5; If you do not plan on attending class to work on your Assignment 5 and/or present, message me on Teams to let me know.</p> <p>In class: If you come to class and present your Assignment 5 to me, you can earn 2 points on your lowest major assignment.</p> <p><u>TH 5/11: No Class</u> Feel free to schedule a meeting with me if you still want to chat about anything regarding this course! Otherwise, have a wonderful Summer! 😊</p>	<p>Assignment 5 Tuesday 5/9 11:59pm</p> <p>Final Day to Submit ALL Work Tuesday 5/9 11:59pm</p>