



**ENGL 1301.107/157CL**  
**English Composition I: Discovering Yourself as a Writer**  
**Spring 2023**  
**M/W 9:30-10:50am**  
**LRC 275 (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:**

- *Writing: A Guide for College and Beyond, 4<sup>th</sup> Edition* | Lester Faigley (you do not need 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, 1<sup>st</sup> floor).

**ENGL 1301 Course Description:** The course is an intensive study of and practice in college-level academic reading and writing processes. We will practice moving from invention and researching to drafting, revising, and editing, both individually and collaboratively. We will emphasize effective rhetorical choices, including audience, purpose, arrangement, and style. Finally, we’ll focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**Student Learner Outcome Chart:**

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Demonstrate knowledge of individual and collaborative writing processes	Teamwork (TW)	D2L Reading Responses In-class discussions
2. Develop ideas with appropriate support and attribution	Unmapped	Assignments D2L Reading Responses
3. Write in a style appropriate to the audience and purpose	Communication Skills	D2L Reading Responses Assignments Peer Review
4. Read, reflect, and respond critically to a variety of texts	Critical Thinking Skills	D2L Reading Responses Assignment 3 + 4
5. Use edited American English in academic essays	Unmapped	D2L Discussions Assignments Peer Review

## **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/In Class Essays**

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: Description Essay + Multimodal Presentation**

**Due Feb 12 11:59pm**

**Presentation due dates will be assigned week 2**

For this assignment, you will be asked to describe your escape and/or sanctuary. What brings you peace? Is it a person? A place? A memory that you think about often? Whatever it may be, this essay asks that you describe that escape with detail. There will be a combined multimodal presentation with this assignment. We will go over all of this in Week 2.

### **Assignment 2: Creative Writing or Autoethnography**

**Due March 5 11:59pm**

This creative assignment invites you to explore your identity further and think about how your experiences have shaped the person you are today. You can create a short story/poetry portfolio and/or autoethnography. We will talk about what the guidelines for each are in class together.

### **Assignment 3: Proposal/AB**

**Proposal/AB Due March 26 11:59pm**

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

### **Assignment 4: Position Paper (3-4 pages)**

**Due April 23 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: Final Reflection Essay (can be multimodal)**

**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:**

Participation/In-class Essays (3)	10%
Discussion Posts	15%
Assignment 1: Description Essay: Your Escape	15%
Assignment 2: Creative Writing or Autoethnography	15%
Assignment 4: Proposal/Annotated Bibliography	10%
Assignment 5: Position Paper	20%
Assignment 5: Reflective Multimodal Assignment (w/ optional extra credit presentation)	15%
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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. 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 1301 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](mailto: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](mailto: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 1<sup>st</sup> 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 2<sup>nd</sup> 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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto: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
<b>1</b>	<p><b><u>M 1/16: No Class/MLK Day</u></b></p> <p><b><u>W 1/18: Introducing ENGL 1302</u></b>  <b>Preparation:</b>            Nothing 😊</p> <p><b>In class:</b>            Introductions            Syllabus/Office 365/Teams Access            Discuss Reading Expectations            Read: <a href="#">"First-Year Writing: What Good Does It Do?"</a>  <a href="#">Writing Exit Ticket</a></p>	<p><b>D1 Initial + Peer Response Post:</b>  <b>Sunday 1/22 11:59pm</b></p>
<b>2</b>	<p><b><u>M 1/23: Diagnostic Essay #1</u></b>  <b>Preparation:</b>            Look over the syllabus and bring any questions you might have.</p> <p>Begin reading and annotating <a href="#">"Inventing the University"</a> by David Bartholomae            *do your best; i know the jargon can be confusing at times</p> <p><b>In class:</b>            Experiences with Writing            Introduce Assignment #1            Assign Presentation Dates            Diagnostic Essay</p> <p><b><u>W 1/25: Breaking Barriers</u></b>  <b>Preparation:</b>            Finish annotating <a href="#">"Inventing the University"</a> by David Bartholomae</p>	<p><b>D2 Initial Post:</b>  <b>Friday 1/27 11:59pm</b></p> <p><b>D2 Peer Response:</b>  <b>Sunday 1/29 11:59pm</b></p>

	<p><b>In class:</b> Annotating/Reading Critically Bartholomae + Scholarly articles Annotation Practice: Sitler's "Becoming a Person Who Writes"</p>	
<b>3</b>	<p><b><u>M 1/30:</u></b> <b>Preparation:</b> Read: Sitler's <a href="#">"What College Writing Instructors Expect and Why You Should Join the Resistance"</a></p> <p><b>In class:</b> What does "good" writing really mean?</p> <p><b><u>W 2/1: Work Day</u></b> <b>Preparation:</b> Read: TBA</p> <p><b>In class:</b> The Art of the Writing Process Starting a Paper Peer Review Overview</p>	<p><b>Bring Ideas for Assignment #1</b> <b>Wednesday 2/1 9:30am</b></p> <p><b>D3 Initial Post</b> <b>Friday 2/3 11:59pm</b></p> <p><b>D3 Peer Response:</b> <b>Sunday 2/5 11:59pm</b></p>
<b>4</b>	<p><b><u>M 2/6: Peer Review</u></b> <b>Preparation:</b> Bring 1 page draft</p> <p><b>In class:</b> Effective Presentations Peer Review</p> <p><b><u>W 2/8: Work Day</u></b> <b>Preparation:</b> Sentence flow/clarity Bring assignment #2 and feedback from Monday's peer review Read: TBA</p> <p><b>In class:</b> Writer's Block Work Day</p>	<p><b>Bring 1 page draft for Assignment 1</b> <b>Monday 2/6 8am</b></p> <p><b>Assignment 1:</b> <b>Sunday 2/12 11:59pm</b></p>

<p><b>5</b></p>	<p><b><u>M 2/13:</u></b>  <b>Preparation:</b>          Nothing – enjoy your weekend! 😊</p> <p><b>In class:</b>          Creative Writing          Autoethnography          Introduce Assignment 2</p> <p><b><u>W 2/15:</u></b>  <b>Preparation:</b>          Reading: TBA</p> <p><b>In class:</b>          Presentations pt 1          Discovering your identity through writing          Brainstorming through Freewrite</p>	<p><b>Presentations for W 2/13</b>  <b>Tuesday 2/12 11:59pm</b></p> <p><b>D4 Initial Post:</b>  <b>Friday 2/17 11:59pm</b></p> <p><b>D4 Peer Response:</b>  <b>Sunday 2/19 11:59pm</b></p> <p><b>Presentations for M 2/20</b>  <b>Sunday 2/19 11:59pm</b></p>
<p><b>6</b></p>	<p><b><u>M 2/20:</u></b>  <b>Preparation:</b>          Reading: TBA</p> <p><b>In class:</b>          Presentations pt 2          Language and SAE</p> <p><b><u>W 2/22:</u></b>  <b>Preparation:</b>          Reading: TBA</p> <p><b>In class:</b>          Presentations pt 3          Reading History and Current Events</p>	<p><b>Presentations for W 2/22</b>  <b>Tuesday 2/21 11:59pm</b></p> <p><b>Bring Assignment 2 decision</b>  <b>Wednesday 2/22 8am</b></p> <p><b>D5 Initial Post:</b>  <b>Friday 2/24 11:59pm</b></p> <p><b>D5 Peer Response:</b>  <b>Sunday 2/26 11:59pm</b></p>
<p><b>7</b></p>	<p><b><u>M 2/27: Peer Review</u></b>  <b>Preparation:</b>          Bring something to share with your peers (I will give specific requirements later)</p>	<p><b>Bring something for Assignment 2</b>  <b>Monday 2/27 9:30am</b></p>

	<p><b>In class:</b> Peer Review</p> <p><b><u>W 3/1: Work Day/Conferences</u></b> <b>Preparation:</b> Read: TBA Bring assignment #2 and feedback from Monday's peer review</p> <p><b>In class:</b> Introduce Assignment 3 + 4 Proposal/Brainstorming Work Day</p>	<p><b>Assignment 2:</b> <b>Sunday 3/5 11:59pm</b></p>
8	<p><b><u>M 3/6:</u></b> <b>Preparation:</b> Nothing – enjoy your weekend 😊</p> <p><b>In class:</b> Introduce Annotated Bibliographies Scholarly Research APA/MLA Formatting Workshop Work on finding one scholarly source for each of the three ideas you brought today</p> <p><b><u>W 3/8:</u></b> <b>Preparation:</b> Bring at least three ideas that you might want to explore for Assignment 4</p> <p><b>In class:</b> Scholarly Research APA/MLA Formatting Workshop Work on finding one scholarly source for each of the three ideas you brought today</p>	<p><b>Bring at least three ideas that you might want to explore for Assignment 4</b> <b>Monday 3/6 9:30am</b></p> <p><b>D6 Post:</b> <b>Friday 3/9 11:59pm</b></p> <p><b>Peer Response Optional</b></p>
9	<b>SPRING BREAK (3/13-3-17)</b>	

<p><b>10</b></p>	<p><b><u>M 3/20:</u></b>  <b>Preparation:</b>  Nothing – enjoy your Spring Break!!</p> <p><b>In class:</b>  In-class Essay #2  Citing Scholarly Articles  Citing Exercise  Synthesis/Summaries  Introduce Assignment 3 Lit Review</p> <p><b><u>W 3/22:</u></b>  <b>Preparation:</b></p> <p><b>In class:</b>  Lit Review Circle  Introduce Self reflection/make it your way week  Work Day</p>	<p><b>Prepare for Lit Review Circle</b>  <b>Wednesday 3/22 11:59pm</b></p> <p><b>Proposal/AB</b>  <b>Sunday 3/26 11:59pm</b></p>
<p><b>11</b></p>	<p><b><u>M 3/27:</u></b>  <b>Preparation:</b>  Nothing – enjoy your weekend 😊</p> <p><b>In class:</b>  Transitioning from Assignment 3 → 4  In class reading/reflection  Do traditional papers have a formula?</p> <p><b><u>W 3/29:</u></b>  <b>Preparation:</b>  Reading: TBA</p> <p><b>In class:</b>  Incorporating Sources  Works Cited  In-text Citations</p>	<p><b>D7 Initial Post:</b>  <b>Friday 3/31 11:59pm</b></p> <p><b>D7 Peer Response:</b>  <b>Sunday 4/2 11:59pm</b></p>
<p><b>12</b></p>	<p><b><u>M 4/3: Self reflection/awareness</u></b>  <b>Preparation:</b>  Read: TBA</p>	



	<p><b>In class:</b> TBD</p> <p><b><u>W 4/3:</u></b> <b>Preparation:</b> Read:TBA</p> <p><b>In class:</b> TBD</p>	
<b>13</b>	<p><b><u>M 4/10:</u></b> <b>Preparation:</b> Read: TBA</p> <p><b>In class:</b> TBD</p> <p><b><u>W 4/12:</u></b> <b>Preparation:</b> Bring at least 1 page draft to class <b>In class:</b> Editing academic papers</p>	<p><b>1 Page Draft</b> <b>Wednesday 4/12 9:30am</b></p> <p><b>D8 Initial Post:</b> <b>Friday 4/14 11:59pm</b></p> <p><b>D8 Peer Response:</b> <b>Sunday 4/16 11:59pm</b></p>
<b>14</b>	<p><b><u>M 4/17: Peer Review</u></b> <b>Preparation:</b> Bring at least 1 page draft</p> <p><b>In class:</b> Peer Review</p> <p><b><u>W 4/19: Work Day/Conferences</u></b> <b>Preparation:</b> Bring assignment #4 and feedback from Monday's peer review</p> <p><b>In class:</b> Work Day</p>	<p><b>1.5 Page Draft</b> <b>Monday 4/10 9:30am</b></p> <p><b>Assignment 4:</b> <b>Sunday 4/23 11:59pm</b></p>

	Individual Conferences	
<b>15</b>	<p><b><u>M 4/24:</u></b>  <b>Preparation:</b>  Reading: TBA</p> <p><b>In class:</b>  Introduce Assignment 5</p> <p><b><u>W 4/26:</u></b>  <b>Preparation:</b>  Read: TBA  <b>In class:</b>  TBD</p>	<p><b>Confirm final mode for Assignment 5 with me</b>  <b>Wednesday 4/26 8am</b></p> <p><b>D9 Initial Post:</b>  <b>Friday 4/28 11:59pm</b></p> <p><b>D9 Peer Response</b>  <b>Sunday 4/30 11:59pm</b></p>
<b>16</b>	<p><b><u>M 5/1: Work Day</u></b>  <b>Preparation:</b>  Bring draft or outline of Assignment 5 plans</p> <p><b>In class:</b>  Peer Review  Work Day</p> <p><b><u>W 5/3:</u></b>  <b>Preparation:</b>  Bring questions if you have any</p> <p><b>In class:</b>  Individual Conferences  In-class Essay #3</p>	<p><b>Bring a draft or outline of Assignment 5</b>  <b>Monday 5/1 8am</b></p> <p><b>D10 Initial Post:</b>  <b>Friday 5/5 11:59pm</b></p> <p><b>D10 Peer Response</b>  <b>Sunday 5/7 11:59pm</b></p>
<b>17</b>	<p><b><u>M 5/8: Optional Work Day</u></b>  <b>Preparation:</b>  If you have not finished your assignment #5, you should be present. If you have completed it, you do not need to attend.</p> <p><b>In class:</b></p>	<p><b>Assignment 5</b>  <b>Tuesday 5/9 11:59pm</b>  <b>Final Day to Submit ALL Work</b>  <b>Tuesday 5/9 11:59pm</b></p>

	<p>If you come to class and present your Assignment 5 to me, you can earn 2 points on your lowest major assignment.</p> <p><b><u>TH 5/10: No Class</u></b> 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>	
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