



Integrated Reading and Writing (IRW) (Co-Requisite for Composition 1301)

Semester: Fall 2021: 8/23/2021 – 12/10/2021, 16-week
IRW 0320.148CL: T/TH 11:00-12:20pm, LRC 247

Associate Professor Dalel Serda, MFA

Campus Email: dserda@com.edu

Communication Policy: Email me at dserda@com.edu using your COM email, please. I do not check Blackboard messages with much frequency. I only use that function to message you major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM's Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it.

Communicating with your instructor: ALL electronic communication with course instructors must be through your COM email and COM's Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Office Phone: (409) 933-8497

College of the Mainland Office:

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

Student Hours/Conference/Office Hours: LRC Suite B Rm. #240 Humanities Dept.

Monday through Thursday: 8:30am-9:30am

Tuesday: 1:20-2:20pm

Friday: 8:30-11am

*If these office hours do not work with your schedule, email or message me via Office 365 Microsoft TEAMS, and we'll arrange a different time to do a video conference. I can also answer questions quickly throughout most of the day via TEAMS. At the latest, I will answer the next morning.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the "Office 365 & Email" button next to the "Blackboard" button. "Teams" is one of the apps available through Office 365. There is no cost as a result.

Suggested Resource/Reference Texts: There is no required text for this course. All required content will be accessed either through Blackboard or through your own Internet searches as advised and prompted by me.

The handbook I require for 1301 will be relevant here also.

FREE: The OWL website (the Purdue University's Online Writing Lab): <http://owl.english.purdue.edu/>

FREE: You should also have a college level dictionary to use every time you read an article, etc. Keep a list of new terms and notes that help you understand them. I recommend free online dictionary apps.

*****Core Semester Readings:** All readings will be accessible on Blackboard. Click inside the “Content” link on the left-side menu.

Items for Class:

IMPORTANT: You definitely need a spiral notebook especially for this class. The spiral notebook should have enough room for at least 75 pages of handwriting. You can buy a few if you'd like.

- Flash drive for your own storage needs (you don't need a new one if you have one). Get into the habit of saving your work (backing it up) *many* times during a single writing session.
- Two-pocket folder or binder for your handouts and paper drafts
- Notebook for class notes, pens, pencils, etc.
- Near **DAILY access to the Internet (there are labs on campus).**
- Access to Microsoft Word or Macintosh Pages software. (Turn in all work as **.doc/.docx** files.) For a COM-sponsored free version of Microsoft Office 365, please visit this site: <http://its.com.edu/office-365/> You can also access Office 365 through the Web by going to the COM Homepage and logging in to your COM email. This will take you to Internet-based Office 365.
- **It is important to always be able to access your work electronically. Save your work on a flash drive, in OneDrive, and on your personal computer. You can also email your work to yourself.**

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 such as Amazon or half.com.

General Course Description:

IRW 0320: This course is a co-requisite class for English Composition 1301. This course integrates preparation in academic reading skills and skills with writing a variety of academic assignments. Topics include critical reading and writing skills. Students will be expected to write compositions similar to those assigned in Composition and Rhetoric: English 1301. This course carries institutional credit and may not be used to meet degree requirements. Placement: (1) TSI Essay—score 2 or 3 with TSI Writing multiple choice score of 340-349 **or** (2) TSI Reading-score of 342-350 **or** (3) Successful completion (“C” or better) of Read 0340 or ENGL 0330 prior to 8/31/2014 **or** (4) Successful completion (“C” or better of IRW 0300.

This course does not transfer.

Format for All Papers:

All written work (including rough drafts, Blackboard “Assignment” posts, and “Assessment” projects) should be typed, double-spaced, use a standard 12-point Times New Roman font, have 1-inch margins, and have page numbers with your last name preceding it on the top right corner, etc. Use Modern Language Association (MLA) style guidelines (available inside *A Pocket Style Manual* and on The OWL at Purdue Web site [<https://owl.english.purdue.edu/owl/>]). Put the word count below the date. The word count is for me and is not a part of MLA requirements. Also, include a Works Cited when I ask for it.

NOTE: I will not always read or score any work that doesn't meet the minimum requirements. All major Assessment projects will be submitted as Microsoft Word document attachments via Blackboard. All Daily Work Assignment posts should be simply copy/pasted from Word into the Discussion Board forum text boxes. This saves us, readers, time since we don't have to download then open these very short as-

signments in order to read them and reply to them. If when you copy/paste your work from Word into the Discussion Board forum threads, you lose spacing or formatting, don't worry too much; I care most that the MLA elements exist, and you attempted to get the spacing and formatting right. It is easy to determine if you did from my end. **Note: It might be necessary for you to use these keyboard keystroke combinations when copying/pasting from Word to the Blackboard text boxes: Control A to highlight your work, Control C to Copy what you've highlighted, and once you're on Blackboard, Control V to paste from MS Word to the text box on the Blackboard Discussion Forum thread you created.**

Course Requirements/Grading Formula:

Journal Entries	30%
Journal Reflection Meta-Essay (With Edited Journal Samples)	10%
Original Resource Website Project (Including Partner Evaluation)	20%
Rhetorical Analysis of Resource Website	15%
In-Class Paired Exam #1	10%
In-Class Paired Final Exam #2	15%

Total:	100%

Course Grade Determination: I will use many low-stakes assignments and a few higher-stakes reading and writing project assessments to help you understand and practice the critical thinking and analytical strategies necessary to meet the course's Student Learning Outcomes. You will receive grades along with written comments on all major assessments and grades and short comments on Blackboard post assignments *submitted on time*. Please speak to me during Virtual Office Hours on Teams if you feel this syllabus does not properly explain to you how I will evaluate you this semester.

MAJOR PROJECTS ASSESSMENTS:

For the major projects in this course, I'll provide detailed handouts well ahead of time as noted in your calendar (see below). You can access them through "Assessments" on Blackboard. Furthermore, I will provide you with marginal notes on your major projects in addition to end comments and a numerical grade. For the Daily Grade Blackboard "Assignments" in this course, I will provide a grade along with short content and mechanics comments in reply to your posted work. Always make sure to go back and read those comments so you can learn from them and use what you learn while doing assignments that follow. Should all of this fail to provide you with the kind of assistance you'd like or require, please contact me during my Virtual Office Hours and consider visiting **The Tutoring Center in TVB 1306**.

JOURNAL Entries: Writing for IRW: Leisure Writing

You will be required to journal inside and outside class with at least **one-four pages+** of handwritten pages of writing per week. I'll pick up the journal several times a semester to skim-read your writing. The intent is help you gain fluency and confidence in yourself as a reflective writer/life observer-recorder.

Refer to Martinez, Kock, and Cass from English 1301 texts to remind yourself of what leisure writing might be able to do for your writing self-efficacy.

Journaling will be largely a quantitative assignment that will make up 30% of your semester grade. This means that for this work, I'm choosing to value quantity above quality until we get to the Journal Reflection Meta-Essay.

Note: I will not read the notes you write for English 1301, but I will be skim-reading the IRW journal. Make sure you have a dedicated IRW journal with dates and general topic titles, etc. I will encourage you to write beyond the prompts I use for your writing. I want you to write in response to my journal prompts but to also develop your own journaling habits. I want to focus on unedited, leisure writing habits that become a part of your regular outside of class life. I will record the completion percentages each time I journal check.

Grading Scale:

A 90-100% = Excellent work; superior in both style and content.

B 80-89% = Good work; solid content

C 70-79% = Average work; **meets the minimum requirements**

D 60-69% = Below average work; does not meet the requirements

F 50-59% = Failing work; deficient in mechanics, style, and content; all late work will lose half credit

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.

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. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf>. *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.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

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.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Make-Up /Late Work Submission Policy:

If you submit anything late but within twenty-four hours after the assignment is due, you will automatically lose *some* credit *up to* a letter grade. If you submit your work past twenty-four hours, I will accept it for half credit in most cases, though if the work is exceptional, I might credit the work up to 70%. What this means, is always aim for high quality writing even if the work is late. The last day I'll accept any work will be Wednesday night (11:59pm) of the last week of class.

Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your Daily Grade average. This is a **participation-heavy** workshop course. The success of the course depends on the community we build; thus, your presence on Blackboard and in class is vital. I *reserve* the right to drop you after four **consecutive** missed assignments without notice from you. In sum, your active engagement is key.

IT'S BEST TO COMMUNICATE WITH ME IF YOU KNOW YOU'LL BE UNABLE TO FINISH ASSIGNMENTS.

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 October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

Student Computer Labs:

Computer access and printing will be available on the following days and times in either Innovations or the Library Lab.

Monday: 7am – 6pm

Tuesday: 7am – 6pm

Wednesday: 8am – 6pm

Thursday: 7am – 6pm

Friday: 8am – 12pm

Saturday: 9am – 1pm

A Note from The Tutoring Center: The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and job-related assignments and projects. Located in the Tutoring Center in the Technical Vocational Building, Room 1306, the center provides face-to-face and online sessions. Appointments can be made in person, by phone (409-933-8703) or by clicking on the Tutoring Center icon on the COM website, and then the hyperlink: Schedule online tutoring sessions at com.mywconline.com.

ADA Statement:

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Early Alert Program:

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

Classroom Conduct Policy:

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/student-handbook.php>. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Academic Dishonesty:

Any incident of academic policy will be dealt with in accordance with 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 is a very serious offense. **Plagiarism includes paraphrasing someone else's words without proper citation and attribution, copying directly from a website and pasting it into your paper, and 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.

Links on Avoiding Plagiarism: <https://owl.english.purdue.edu/owl/resource/589/01/>

Student Concerns/Questions Statement

If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Brian Anderson at 409.933.8186 or banderson@com.edu.

Student Learning Outcomes for COM's English department:

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

SLO #		Type of Measurement
1.	Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.	Reading assigned texts and re-search for web-site project.
2.	Comprehend and use vocabulary effectively in oral communication, reading, and writing	Pair work and class discussion
3.	Identify and analyze the audience, purpose, and message across a variety of texts.	Resource Web-site Rhetorical Analysis
4.	Describe and apply insights gained from reading and writing a variety of texts.	Resource Web-site
5.	Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.	Resource Web-site and Rhetorical Analysis
6.	Determine and use effective approaches and rhetorical strategies for given reading and writing situations.	Resource Web-site
7.	Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.	Resource Web-site
8.	Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.	Journal Reflection
9.	Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.	Writing and revising writing from journal for Journal Reflection
10.	Recognize and apply the conventions of standard English in reading and writing.	All formal work for class

General Education Core Objectives:

- 1. Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
- 2. Communication Skills:** Students will develop, interpret, and express ideas through written, oral, and visual communication.
- 3. Teamwork:** Students will consider different points of view and work effectively with others to support a shared purpose or goal.

4. Social/Personal Responsibility: Students will evaluate choices and actions of others or one's own and relate consequences to ethical decision-making.

College of the Mainland Technology Outage Policy

If College of the Mainland's technology experiences problems that impede you from submitting work on deadline, email and call me (at my office) 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.

**Course Outline/Calendar
IRW 0320 | Fall 2021 | 16-Week Calendar
(Tentative/Subject to change with notice)**

NOTE: Everything we will do in this class will help support your work in your English 1301 class and other course assignments requiring writing, reading, and research. Work through these assignments deliberately, and you will gain much from them.

Week 1, Day 1: M-F, August 23-27

In class:

Journal - Explained
Syllabus
Blackboard app
Outlook app
Teams app
Office 365 (Word, One Drive, Stream)
Read Greene in class

Homework:

Work on your English 1301 homework. **Purchase and bring your journal notebook to class.**

Week 1, Day 2: M-F, August 23-27

In class:

Discuss Greene take-aways
Journal: In class writing by hand
English 1301 Mechanics Homework
Begin reading Brandt

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 2, Day 1: M-F, August 30 - September 3

Discuss Brandt take-aways
Journal
English 1301 Mechanics Homework
Begin reading the second part of Brandt's article

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 2, Day 2: M-F, August 30 - September 3

In class:

Discuss Brandt and Project #1 take-aways
Instead of journal writing, work on English 1301 Project #1

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 3, Day 1: M-F, Sept 6 - 10

Monday class: Today is the Labor Day holiday. Work on your English 1301 homework.

Tuesday class: Continue working on Project #1 for English 1301.

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 3, Day 2: M-F, Sept 6 - 10

In class:

Journal
Revise, edit, and work on finalizing English 1301's Project 1 for submission.

Homework:

Submit English 1301 Project #1 by Friday, September 10 at 8am. Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 4, Day 1: M-F, September 13 - 17

Discuss Haas and Flower take-aways
Journal
English 1301 Mechanics Homework
Begin reading Sommers

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 4, Day 2: M-F, September 13 - 17

In class:

Discuss Sommers take-aways
Journal
English 1301 Mechanics Homework
Begin reading Kellogg and Whiteford

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 5, Day 1: M-F, September 20 - 24

Discuss Kellogg and Whiteford take-aways

Journal

English 1301 Mechanics Homework

Begin reading the second part of Kellogg and Whiteford

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 5, Day 2: M-F, September 20 - 24

In class:

Discuss Kellogg and Whiteford take-aways

Journal

English 1301 Mechanics Homework

Begin reading Martinez, Kock, and Cass

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 6, Day 1: M-F, September 27 – October 1

In class:

Discuss Martinez, Kock, and Cass take-aways

Journal

English 1301 Mechanics Homework

Begin reading Kantz

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 6, Day 2: M-F, September 27 – October 1

In class:

Discuss Kantz take-aways

Journal

English 1301 Mechanics Homework

Begin reading Flower and Hayes

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 7, Day 1: M-F, October 4 - 8

In class:

Discuss Flower and Hayes take-aways

Brainstorming journal writing

I WILL PICK UP YOUR JOURNAL DURING CLASS TODAY

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 7, Day 2: M-F, October 4 - 8

Pair Work on In-Class Exam #1

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 8, Day 1: M-F, October 11 - 15

In class:

Finish Exam #1 with a partner, grade exam as a class
Select top grammar issues for Resource Website Project
Introduce Resource Website Project

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 8, Day 2: M-F, October 11 - 15

In class:

Journal
Resource Website Project – Workday #1

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 9, Day 1: M-F, October 18 - 22

In class:

Journal
Resource Website Project – Workday #2

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 9, Day 2: M-F, October 18 - 22

In class:

Journal
Resource Website Project – Workday #3

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 10, Day 1: M-F, October 25 - 29

In class:

Journal
Resource Website Project – Workday #4

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 10, Day 2: M-F, October 25 - 29

In class:

Journal

Resource Website Project – Workday #5 – Final Day

Resource Website Project – Informal presentation of websites for class

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 11, Day 1: M-F, November 1 – 5

In class:

Journal

Resource Website Project – Informal presentation of websites for class

Introduction of Rhetorical Analysis

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 11, Day 2: M-F, November 1 – 5

In class:

Journal

Rhetorical Analysis of Resource Website Project – Writing Day #1

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 12, Day 1: M-F, November 8 – 12

In class:

Journal

Rhetorical Analysis of Resource Website Project – Writing Day #2

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 12, Day 2: M-F, November 8 – 12

In class:

Journal - **WILL PICK UP YOUR JOURNAL DURING CLASS TODAY**

Rhetorical Analysis of Resource Website Project – Writing Day #3 – **SUBMISSION DAY**

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 13, Day 1: M-F, November 15 – 19

In class:

Journal

Pair Work on In-Class Exam #2

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 13, Day 2: M-F, November 15 – 19

In class:

Journal

Finish Exam #2 with a partner, grade exam as a class

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 14, Day 1: M-F, November 22 – 26

In class:

Journal

Workday generally

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 14, Day 2: M-F, November 22 – 26

No class. Thanksgiving Holiday.

Homework:

Journal for this class. Work on your English 1301 homework. Bring your journal notebook to class.

Week 15, Day 1: M-F, November 29 – December 3

In class:

I WILL PICK UP YOUR JOURNAL DURING CLASS TODAY – Last check

Journal Reflection Essay

Please complete the Course Evaluation.

Homework: Work on your journal reflection essay and English 1301 work if necessary.

Week 15, Day 2: M-F, November 29 – December 3

Journal Reflection Essay – Submit if ready

Please complete the Course Evaluation.

Homework: Work on your journal reflection essay and English 1301 work if necessary.

Week 16, Day 1: M-F, December 6 – December 10

General final workday – Submit Journal Reflection Essay if necessary

Submit any late work for this class and/or English 1301 by Wednesday of this week
Exit conferences

Week 16, Day 2: M-F, December 6 – December 10

No class. Thank you for your hard work. I'll be in my office or available virtually on Teams if you need to speak with me.

* Grades will be available on WebAdvisor after Friday. THANK YOU for your hard work. Enjoy your break!
