

## English 1A – College Composition Course #2707

---

**Instructor:** Ms. Gaia Veenis

**Class Time:** asynchronous (optional check-in Monday & Wednesday 1:00 p.m. - 3:30 p.m.)

**Classroom:** online via Canvas

**Office Location:** online via TechConnect Zoom in Canvas

**Office Hours:** Mon/Wed 12:00 p.m. – 1:00 p.m. via TechConnect Zoom in Canvas (or by appointment)

**Email:** [gveenis@santarosa.edu](mailto:gveenis@santarosa.edu)

### Required Texts and Materials

- *Collected Essays* by James Baldwin (ISBN# 9781883011529)
- *The Norton Sampler – Short Essays for Composition (9<sup>th</sup> Edition)* ed. by Thomas Cooley (Ebook) ISBN#9780393674514
- Stories, poems, articles, videos, presentations and other texts accessed via Canvas
- Computer/laptop with access to the Internet
- Notebook and pens/pencils for taking notes and completing independent writing activities
- USB zip drive or other document storage tool to save all digital work through the semester
- Access to Google Docs or word processing software such as Microsoft Word (must be able to save documents as .doc, .docx, or .pdf)

**\*\*\*this syllabus is subject to change with notice from the instructor\*\*\***

## Course Description

English 1A is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. The course emphasizes critical reading and discussion of primarily non-fiction, college-level texts with an emphasis on expository and argumentative prose.

**Prerequisites/Corequisites:** Completion of English 309, English 100, ESL 100 or appropriate placement based on AB 705 mandates

**Transfer Credit:** CSU and UC

**Grading:** Grade Only

**Repeatability:** Two Repeats if Grade was D, F, NC, or NP

## Course Format:

This course is split into five units. Four of these units end with a formal writing assignment, which will range in length from three to six pages. One of these units will end with a midterm essay examination. You will also complete short activities, discussions, quizzes, ungraded writing assignments, and graded homework assignments. Most importantly, you will save the original copies of all formal writing assignments and homework that you complete throughout the semester to compile in a portfolio along with a revised version of one formal assignment and

three edited/revised homework journals. The formal writing assignments will increase in difficulty over the semester, but you will have many opportunities to brainstorm, work on multiple drafts, get help from your peers, and do informal writing to prepare. Rest assured that you will have the space to grow as writers, readers, and thinkers in this virtual/remote classroom.

The unique influences and experiences that we each bring to the classroom will also be a central focus of this course. We each process, interpret, and communicate information differently depending on the preconceived ideas and prior knowledge (also known as schema) that we carry with us based on our personal experiences, beliefs, identity, and other factors. Cultural factors such as race, class, religion, ethnicity, nationality, gender, sexual orientation, and ability also affect how we interpret the world around us. All these things make us the unique people we are and influence how we read, interpret, and write about texts. Throughout this semester I will ask you to critically examine your life experiences, including those with literacy and learning, and how those experiences have shaped the way you interact with the world. This kind of thoughtful reflection can drastically improve the tools we each have in our critical thinking toolboxes.

## **Student Learning Outcomes**

Upon completion, students will be able to:

1. Demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse.
2. Demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction.
3. Write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts.
4. Locate, evaluate, analyze, and synthesize outside source materials and integrate them into writing assignments using MLA style.
5. Engage in inquiry and analysis of texts to determine how meaning is constructed and how it relates to the reader.

## **Course Objectives**

Upon successful completion of this course, students will be able to do the following:

### *Critical Reading, Thinking, and Inquiry*

1. Demonstrate close reading strategies in order to comprehend primarily non-fiction texts through techniques such as identifying format, genre, purpose, and audience.
2. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
3. Demonstrate, in writing and discussion, the conclusions of textual analysis, including an understanding of a text's coherence and structure.
4. Summarize a text's thesis and major supporting points.
5. Evaluate a variety of ideas and perspectives through course readings, discussions, and writing assignments.

6. Engage in deep analysis of ideas, issues, and themes that surface in course readings and assignments.
7. Understand the role and value of their own critical reading, writing, and inquiry practices.
8. Critically read, analyze, and evaluate a variety of primarily non-fiction texts to make inferences and identify biases and assumptions, to construct meaning from text and make connections to the world around them.

### *Writing*

1. Per IGETC standards, students will write, revise, and edit predominantly academic essays totaling 6,000 to 8,000 words.
2. Organize and develop essays and paragraphs logically and coherently with relevant and sufficient support, demonstrating effective use of rhetorical strategies.
3. Revise essays, paragraphs, and sentences for coherence and development.
4. Write timed/in-class essay(s) exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
5. Demonstrate the capacity to employ academic writing conventions without any disruptive errors of punctuation, grammar, and spelling to achieve one's desired rhetorical purpose.

### *Information Literacy and Research*

1. Demonstrate facility with research techniques, including use of library and online tools.
2. Evaluate ideas and arguments that address a variety of social and cultural topics from different points of view.
3. Recognize the difference between primary and secondary sources.
4. Synthesize ideas from outside source materials to draw evidence-based conclusions.
5. Integrate outside source material into writing assignments using MLA format for essays and Works Cited.
6. Understand the ethical implications of source attribution to avoid plagiarism.

## **Class Meetings**

All lessons and activities for this course will be offered asynchronously, which means students can access these materials at any time. I will also be online between the hours of 1:00 and 3:30 p.m. on Mondays and Wednesdays for anyone who would like to check in with me and the rest of the group, and available during my posted office hours for one-to-one meetings.

Each week I will post short videos with announcements, lectures, information about writing assignments, and instructions for discussions, quizzes, peer reviews, and other reading/writing activities. Videos will typically be posted to Canvas by 12:00 (noon) on Mondays and Wednesdays. **You must log in on the dates that homework and assignments are due in order to submit your work and participate in required group discussions, peer reviews, quizzes, and other essential class activities.** Be prepared to spend 4-5 hours on class activities each week in addition to the homework and formal writing assignments laid out in the syllabus.

## Course Web Site

Students will use the Canvas course web site for assignment instructions, submitting assignments, viewing classmate's work, sharing resources, and viewing grades.

## Required Software

You will need the following software for this course:

- [Adobe Reader](#)
- [Open Office](#) (or the Microsoft Office Suite)

## Important Dates

- **Day Class Begins:** 8/31/2020
- **Day Class Ends:** 12/11/2020
- **Last Day to Add without instructor's approval:** 9/2/2020
- **Last Day to Add with instructor's approval:** 9/21/2020
- **Last Day to Drop without a 'W' symbol:** 9/21/2020
- **Last Day to Drop with a 'W' symbol:** 11/17/2020

## Dropping the Class

If you decide to discontinue this course, it is your responsibility to officially drop. If you drop before 10% of the course length has passed, you can still qualify for a refund. If you drop before 20% of the course length has passed, you can avoid a W symbol on your permanent academic record. If you drop before 60% of the course length has passed, you will at least avoid a grade of D or F on your permanent academic record. You may also be dropped by the instructor after several consecutive, unexplained absences, so always keep in touch if you plan on remaining in the course.

## Instructor Announcements and Q&A Forum

In addition to my weekly videos, I will also post announcements on the “Instructor Announcements” page in Canvas throughout the semester. Canvas notifies students according to their preferred Notification Preferences as soon as the instructor creates an Announcement, so make sure you select a preferred notification method (i.e. email address) that you will be able to check regularly. A “Q&A Forum” is also on Canvas to ask your classmates or instructor for assistance.

## Attendance

Students who fail to log in by the end of the second day of the semester will be dropped from this course. Students will also be dropped after their fifth (5th) missed class/homework deadline. It is strongly advised that if you need to miss more than one class/homework deadline in a row, that you contact me to avoid being dropped from the class. We can most likely work something out.

## Late Policy

All assignments are due no later than 11:59 p.m. (PST) on the due date. That means that if an essay is due on Friday, you cannot turn it in at 12:01 a.m. on Saturday without a penalty. A late submission will receive a 5% penalty for each day it is late. Submissions more than one week late are not accepted and will not be graded without prior arrangement.

## Exams

There will be one online midterm exam that must be completed within a 3-hour window on the scheduled date. The exam will consist of two essay questions on material from the textbooks, class lectures, and supplemental materials. If you do not complete this midterm on the scheduled date without prior arrangement, a zero will be recorded as your score. It is your responsibility to take the online exams by the due date.

## Grading Policy

Visit the “Grades” in Canvas to keep track of your grades. I grade students' work approximately once per week and post grades and comments on the online Canvas gradebook. Grades will be assigned as follows:

<b>A</b>	<b>90%- 99%</b>	<b>900 points or more</b>
<b>B</b>	<b>80%- 89%</b>	<b>800 to 899 points</b>
<b>C</b>	<b>70%- 79%</b>	<b>700 to 799 points</b>

A grade of "C" is required to pass this course. You need at least 70% of the total class points, and to complete the midterm exam and final portfolio, to pass this class. Any grade below a "D" will result in an Incomplete or “F” for this course. There is no Pass/No-Pass option for English 1A.

Your grade will be based on the following:

**Written Assignments: 45%** (Includes four formal written assignments.)

**Final Portfolio Project: 25%** (Includes original copies of all four formal writing assignments, a heavily revised version of one of these formal writing assignment, three revised/edited journal assignments reflecting your best work, and a two-page reflective cover letter discussing how you

developed as a writer throughout the course as evidenced by the work in the portfolio. Guiding principles are choice, variety, and reflection. Must attend a final conference and take instructor's comments into consideration when making revisions in order to receive full credit for the final portfolio.)

**Homework Assignments: 10%** (Includes informal homework assignments such as dialectic journal entries and rough drafts.)

**Midterm Exam: 10%** (A timed examination requiring students to write two three-paragraph essay responses.)

**Class Participation: 10%** (Includes group discussions, peer review sessions, quizzes, and other required class activities.)

### **1,000-Points Breakdown**

- Formal Writing Assignments – 75-150 points possible for each assignment (450 total)
- Final Portfolio – 250 points possible
- Informal Homework Assignments – 100 points possible
- Midterm Exam – 100 points possible
- Class Participation – 100 points possible

### **Major Writing Assignments**

**Personal Narrative** – An autobiographical essay that tells the story of an experience you've had with learning and/or literacy. Three pages.

**Definition Essay** – An academic essay that defines, describes, contextualizes, compares, and contrasts one of the terms or concepts we explore in our discussions of James Baldwin's *Collected Essays*. Four pages.

**Argumentative Essay** – An essay requiring you to learn about and take a position on a theme or topic that was explored in James Baldwin's *Collected Essays* (with instructor approval). Five pages.

**Research Paper** – This final research paper will focus on one text from class, as well as a variety of research from other sources, and will compare and contrast the opportunities available for people in your community compared to the author of your chosen main text. You will thoughtfully explain your topic and use facts, figures, examples, quotes, and expert testimonials to support your conclusion. Six pages.

**Essay Format:** All formal writing assignments must be typed, saved as a .doc/.docx or .pdf file, and submitted via Canvas no later than midnight on the due date to avoid late penalties. Each final draft must be completed in the following format:

- MLA style and formatting
- Times New Roman or similar, 12-point font, double-spaced
- Standard one-inch margins and 10-point spacing between paragraphs
- Your name, the date, and the course/section number in the upper-right-hand corner

- Title in bold letters in the center of the top of the page before the essay begins

### **“Homework” Entries**

Throughout the semester you will be asked to complete short written assignments as “homework”, which you will submit online and save in a dedicated file folder to be easily accessed later on. Think of this file folder as a journal and each homework assignment as an entry in your English 1A journal. Unlike free-writing activities, which are ungraded, these journal entries will be graded on a scale of 1-5 with five points for stellar work turned in on time, 3-4 points for average work, 2-3 points for below average work, and zero points for no work. These homework entries may include (but are not limited to) the following:

- Double entry journal entries summarizing and responding to assigned readings
- Rough drafts and plans/outlines to prepare for formal writing assignments
- Sentence-level exercises for grammar, spelling, punctuation, tone, and style

### **Midterm Examination (Rhetorical Analysis)**

The timed midterm examination will require you to study an essay or speech, then describe and evaluate how the author uses rhetorical strategies to persuade their readers or listeners to think a certain way or take a certain action. You will choose two essay questions from a list of several different options and write a three-paragraph essay of at least two pages (double spaced) in response to each question.

### **“In-Class” Writing**

We may engage in a variety of ungraded writing activities during any given “class” session throughout the semester, which will count towards the participation portion of your grade. While you may be at home the entire time, it’s important to distinguish “in-class” activities from “homework” activities. Many of these “in-class” writing activities will involve free-writing, which provide excellent practice to boost your critical thinking and composing skills without the constraints and pressures of formal writing assignments. We will use “in-class” writing to reflect on our reading, writing, and learning processes; brainstorm for assignments; respond to course content; prepare for and react to discussions; practice correct grammar and sentence structure; and perform other valuable tasks.

## **Standards of Conduct**

Students who register in SRJC classes are required to abide by the SRJC Student Conduct Standards. Violation of the Standards is basis for referral to the Vice President of Student Services or dismissal from class or from the College. See the [Student Code of Conduct page](#).

Collaborating on or copying of tests or homework in whole or in part will be considered an act of academic dishonesty and result in a grade of 0 for that test or assignment. I encourage students to share information and ideas, but not their work. See these links on Plagiarism:

[SRJC Writing Center Lessons on avoiding plagiarism](#)

[SRJC's policy on Academic Integrity](#)

### **A Special Note on Plagiarism**

Although most students have likely heard about plagiarism during their years of schooling, it is still prevalent in higher education. Plagiarism is passing off someone else's words or ideas as your own, and it has serious consequences ranging from failing an assignment to being expelled from a course. Whether you pass off an entire essay that you didn't write as your own, or just include a brief passage written by someone else without acknowledging the source, it constitutes plagiarism. We are here to learn and grow. We are not here to copy and paste. I have seen several examples of student plagiarism during my teaching career, and it doesn't take long to get to know each of my students' unique style of writing, so don't try to fool me! You're not doing yourself any favors in the long-term or the short-term if you do.

You can use **Grammarly's plagiarism checker** (<https://www.grammarly.com/plagiarism-checker>) to make sure you haven't accidentally plagiarized in an essay. Grammarly can also be used to check your written work for grammar, spelling, and punctuation errors, and other writing issues.

**Purdue University's Online Writing Lab** also has all the information and guidance you need (free of charge) to properly cite sources and format your papers in MLA style: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

## **Personal Conduct**

Please respect your fellow students and your instructor. This course will require all students to share drafts of written work during peer review sessions and to share thoughts, ideas, questions, concerns, and opinions during class discussions. These activities will only work if everyone is respectful of one another and our different points of view. However, there are some points of view (such as those involving racism, sexism, homophobia, ageism, ableism, and other types of bigotry) that should not be tolerated in any situation. It is not possible to engage in constructive, critical, thought-provoking discussion when hateful points of view or disrespectful language are given equal space.

## **Netiquette**

*Netiquette* refers to using common courtesy in online communication. All members of the class are expected to follow netiquette in all course communications. Use these guidelines:

- Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
- Forward emails only with a writer's permission.
- Be considerate of others' feelings and use language carefully.
- Cite all quotations, references, and sources (otherwise, it is plagiarism).
- Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons like :) for a smiley face to let others know you are being humorous.
- Use complete sentences and standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.
- Text speak, such as "ur" for "your" or "ru" for "are you" etc., is only acceptable when texting.

## Special Needs

Students with disabilities who believe they need accommodations in this class are encouraged to contact Disability Resources (527-4278) as soon as possible to better ensure such accommodations are implemented in a timely fashion. If you do not inform me or the college of your special needs within the first 2 (two) weeks of the course, we may not be able to accommodate you later on, so visit <https://drd.santarosa.edu/> for more information as soon as possible.

## Writing Help for SRJC Students

Santa Rosa Junior College offers several resources on campus that provide assistance with student writing and coursework, including the English Writing Center, the College Skills/Tutorial Department, and the SRJC Library.

Live drop-in tutoring is available at the Tutorial Center during the following days/times this Fall 2020 term:

- Monday – Thursday 8:00 AM – 7:00 PM
- Friday 8:00 AM – 4:00 PM

Students can access SRJC Tutorial Centers through their cubby by choosing SRJC Tutoring in the Quick Links section on the right side. SRJC Tutorial Centers can also be accessed online via <https://college-skills.santarosa.edu/srjc-tutorial-centers> or through Canvas via the navigation bar on the left of this screen. Drop-In Live Tutoring will connect you with a tutor, Virtual Front Desk will connect you with tutorial center staff available for questions during regular hours of operations, and NetTutor offers academic assistance outside of SRJC Tutorial Center hours 24/7.

# Weekly Schedule of Homework & Writing Assignments

## Unit One: Writing to Tell Your Story

Formal Writing Assignment: Personal Narrative

### Homework:

<p><b>Week 1</b>  <u>The week of Monday, August 31</u>  <i>Focus on Your Literacy &amp; Learning Skills</i></p> <p><b>*September 2 = Last day to add without a code</b>  <b>*September 9 = Last day to drop for a refund</b></p>	<ul style="list-style-type: none"> <li>• Post Flipgrid videos, re-read syllabus, and purchase required texts by Wednesday (9/2)</li> <li>• Read Chapter 2 of <i>The Norton Sampler</i> and write a brief summary/response for <u>each</u> of the chapter's five main sections by next Wednesday (9/9)</li> </ul>
<p><b>Week 2</b>  <u>The week of Monday, September 7</u>  <i>Focus on Annotating</i></p>	<ul style="list-style-type: none"> <li>• <b>No class activities on Monday, September 7 for Labor Day</b></li> <li>• Read/annotate "Everybody's Protest Novel" and "The Harlem Ghetto" in <i>Collected Essays</i>; complete double-entry journal summarizing and responding to <u>each</u> essay by Monday (9/14)</li> </ul>
<p><b>Week 3</b>  <u>The week of Monday, September 14</u>  <i>Focus on Narration</i></p>	<ul style="list-style-type: none"> <li>• Read the main text in Chapter 6 of <i>Norton Sampler</i> <u>and</u> your assigned essay at the end of the chapter; write a summary and response of the essay and be ready to post and respond by Wednesday (9/16)</li> <li>• <b>Rough Draft of Essay #1 due Friday, September 18 for Peer Review</b></li> </ul>
<p><b>Week 4</b>  <u>The week of Monday, September 21</u>  <i>Focus on Developing a Thesis &amp; Main Ideas</i></p> <p><b>*September 21 = Last day to register with an add code or drop without a "W" symbol</b></p>	<ul style="list-style-type: none"> <li>• Read "Notes of a Native Son", "A Question of Identity", and "Equal in Paris" in <i>Collected Essays</i> and complete a double-entry journal summarizing and responding to <u>each</u> essay by Wednesday (9/23)</li> <li>• <b>Essay #1 Due Friday, September 25</b></li> <li>• Read the main text in Chapter 11 of <i>Norton Sampler</i> and choose one essay to summarize and respond to by Monday (9/28)</li> </ul>

## Unit Two: Writing to Define and Describe

Formal Writing Assignment: Definition Essay

**Homework:**

<p><b>Week 5</b>  <u>The week of Monday, September 28</u>  <i>Focus on Definition</i></p>	<ul style="list-style-type: none"> <li>• Read “Stranger in the Village”, “The Discovery of What It Means to Be an American”, and “Fifth Avenue Uptown: A Letter from Harlem” in <i>Collected Essays</i> to complete a double-entry journal summarizing and responding to <u>each</u> essay by Wednesday (9/30)</li> <li>• <u>Choose your topic for Essay #2</u> by Friday (10/2) and read “A Fly in the Buttermilk” and “Nobody Knows My Name: A Letter From the South” in <i>Collected Essays</i> to complete a double-entry journal summarizing and responding to <u>each</u> essay by Monday (10/5)</li> </ul>
<p><b>Week 6</b>  <u>The week of Monday, October 5</u>  <i>Focus on Description</i></p>	<ul style="list-style-type: none"> <li>• Complete rough draft of Essay #2 by Wednesday (10/7) for Peer Review Workshop</li> <li>• <b>Rough draft of Essay #2 due Wednesday, October 7 for Peer Review</b></li> <li>• Read the main text in Chapter 7 of <i>Norton Sampler</i> and choose one essay to summarize and respond to by Monday (10/12)</li> </ul>
<p><b>Week 7</b>  <u>The week of Monday, October 12</u>  <i>Focus on Examples</i></p>	<ul style="list-style-type: none"> <li>• <b>Essay #2 Due Wednesday, October 14</b></li> <li>• Read “My Dungeon Shook: Letter to my Nephew on the One Hundredth Anniversary of the Emancipation” and “Down at the Cross: Letter from a Region of My Mind” in <i>Collected Essays</i> to complete a double-entry journal summarizing and responding to <u>each</u> essay by Monday (10/19)</li> </ul>

**Unit Three: The Art of Rhetoric**

## Midterm Exam: Rhetorical Analysis Essay Questions

**Homework:**

<p><b>Week 8</b>  <u>The week of Monday, October 19</u>  <i>Focus on Rhetorical Strategies &amp; Devices</i></p>	<ul style="list-style-type: none"> <li>• Read remaining essays and speeches from Chapter 14 of <i>Norton Sampler</i> and choose one to focus on for the exam. Write a brief explanation of why you chose this essay by Wednesday (10/21).</li> <li>• Complete a double-entry journal on the essay or speech of your choice by Friday (10/23).</li> <li>• Study for midterm exam.</li> </ul>
<p><b>Week 9</b>  <u>The week of Monday, October 26</u>  <i>Focus on Organization &amp; Structure</i></p>	<ul style="list-style-type: none"> <li>• Study for midterm exam.</li> <li>• <b>Midterm Exam Wednesday, October 28</b></li> <li>• Read/skim and annotate “No Name in the Street” in <i>Collected Essays</i> and complete double-entry journal by Monday (11/2)</li> </ul>

## **Unit Four: Writing That Takes a Side & Persuades**

Formal Writing Assignment: Argumentative Essay

### **Homework:**

<b>Week 10</b> <i><u>The week of Monday, November 2</u></i> <i>Focus on Argument in Writing</i>	<ul style="list-style-type: none"><li>• Read the main text in Chapter 13 of <i>Norton Sampler</i> and choose one essay that has ideas you disagree with. Write a one-page argument <u>respectfully</u> disagreeing with the author by Wednesday (11/4)</li><li>• Read Chapter 8 (the whole thing) in <i>Norton Sampler</i> and complete a double-entry journal responding to guided questions on 'Mother Tongue' by Amy Tan by Monday (11/9)</li><li>• <b>Topic proposal for Essay #3 due Monday (11/9)</b></li></ul>
<b>Week 11</b> <i><u>The week of Monday, November 9</u></i> <i>Focus on Analysis &amp; Illustration</i>	<ul style="list-style-type: none"><li>• <b>No class activities on Wednesday, November 11 for Veterans Day</b></li><li>• Complete rough draft of Essay #3 by Monday (11/16) for Peer Review Workshop</li></ul>
<b>Week 12</b> <i><u>The week of Monday, November 16</u></i> <i>Focus on Opinions vs. Facts in Writing</i>	<ul style="list-style-type: none"><li>• <b>Rough draft of Essay #3 due Monday, November 16 for Peer Review</b></li><li>• Read Chapter 10 (the whole thing) of <i>Norton Sampler</i> and choose one essay to summarize and respond to by Wednesday (11/18)</li></ul>

## **Unit Five: Writing about Your Own Research**

Formal Writing Assignment: Research Paper

### **Homework:**

<b>Week 13</b> <i><u>The week of Monday, November 23</u></i> <i>Focus on Library and Internet Research</i>	<ul style="list-style-type: none"><li>• <b>Essay #3 Due Monday 11/23</b></li><li>• Topic proposal for Essay #4 due Wednesday (11/25)</li><li>• Outline of thesis statement, topic sentences, and main research for Essay #4 due Monday (11/30)</li></ul>
<b>Week 14</b> <i><u>The week of Monday, November 30</u></i> <i>Focus on Field Research and Revision vs. Editing</i>	<ul style="list-style-type: none"><li>• <b>Rough draft of Essay #4 due Wednesday, December 2 for Peer Review</b></li></ul>
<b>Finals Week</b> <i><u>The week of Monday, December 7</u></i>	<ul style="list-style-type: none"><li>• <b>Essay #4 due* during your <u>required</u> final conference on Wednesday (12/9)</b></li><li>• <b>Final Portfolios due* Friday (12/11) if you would like feedback</b></li></ul> <p>*You may also choose to turn in your portfolio and final essay any time before midnight on 12/18 if you are willing to forego my feedback completely and accept your final grades as-is.</p>