



## ENG 110: COMPOSITION (3 CREDITS)

Bethany Lutheran College, 2014-15

### COURSE/INSTRUCTOR INFORMATION

<b>Course Site:</b>	HH 135
<b>Meeting Time &amp; Day:</b>	MWF 9:00 – 9:50 a.m.
<b>Instructor:</b>	J. Angie Johnson
<b>Office:</b>	HH 121
<b>Online Office Hours:</b>	MW 11:30 – 3:30 p.m. or by appointment (no Fridays)
<b>Best Mode of Contact:</b>	<a href="mailto:angie.johnson@blc.edu">angie.johnson@blc.edu</a>

### COURSE OVERVIEW

Through a variety of writing assignments and activities, successful students of ENGL 110 will learn to generate ideas, experiment with ways to express them, and craft their thinking on paper into effective, reader-based prose, which will therefore develop students into more confident and facile writers for college and beyond. In this way, the course supports Bethany Lutheran College's mission by offering students "a challenging student-centered approach to education that fosters spiritual development, intellectual and creative growth, self-understanding, and responsible citizenship" as well as encouraging them "to make the most of their God-given talents."

### COURSE GOALS & OUTCOMES

**The goal of English 101 is to provide students with:**

- strategies for working in new writing situations;
- opportunities to apply these strategies in specific writing situations;
- information about and experience writing for academic writing situations;
- occasions to reflect on the development of their writing knowledge and skills.

**By the end of the course, students will be able to:**

- (a) draw upon strategies for idea generation, drafting, revision, design, and editing;
- (b) analyze and produce texts guided by basic rhetorical concepts;
- (c) practice critical reading skills, including the ability to identify genre conventions and evaluate the claims, evidence, and reasoning in a text;
- (d) demonstrate effective research processes, including the ability to gather academic and non-academic sources and assess their quality and suitability for the writing situation;
- (e) integrate sources in their writing to achieve specific aims, making appropriate use of summary, paraphrase, quotation, and citation conventions;
- (f) explain their writing choices, using concrete examples to support their claims;
- (g) employ syntax and usage appropriate to academic disciplines and the professional world.

### **REQUIRED COURSE MATERIALS & MEMBERSHIP(S)**

- [\*Everyone's an Author\*](#) by Andrea Lunsford et. all
- [\*Rules for Writers\*](#) by Diana Hacker, Seventh Edition
- Highlighters (orange, pink, yellow, and green); pencils/pens; spiral notebook (paper); three-ring binder
- FREE Backup File System Membership through Dropbox (<http://db.tt/aNg3lIUd> - please use this link)
- Microsoft Word (.doc or .docx files only)
- Computer & Internet Access, Headphones

### **HOMEWORK LOAD**

How much homework can you expect? You can expect two hours of homework per one hour of class time, which averages between six and eight hours per week. The same goes for me. ☺

Homework begins tonight. We'll take a look at the Homework Schedule in a moment; however, if you do not have the Required Course Materials (above) please get to the bookstore promptly, or ask someone in class if you can photocopy the readings. Thank you.

### **COURSE SCHEDULE (SUBJECT TO CHANGE)**

Week 1.....	Course Introduction
Weeks 2-3.....	Unit 1: Academic Paragraph Development
Weeks 4-6.....	Unit 2: Analyzing a Text
Weeks 7-9.....	Unit 3: Research, Proposal & Annotated Bib
Weeks 10-15.....	Unit 4: Arguing a Position
Weeks 13-15.....	Student Conferences
Weeks 16-17.....	Unit 5: Assembling a Portfolio & Portfolio Statement

### **GRADING BREAKDOWN**

Participation	20 pts. or 20% of final grade
Exercise Journal	10 pts. or 10% of final grade
Unit 1: Academic Paragraph Development	10 pts. or 10% of final grade
Unit 2: Analyzing a Text	15 pts. or 15% of final grade
Unit 3: Research, Proposal & Annotated Bib	15 pts. or 15% of final grade
Unit 4: Arguing a Position	25 pts. or 25% of final grade
Unit 5: Assembling a Portfolio & Portfolio Statement	<u>05 pts. or 05% of final grade</u>
	100 pts. or 100% of final grade

Note: Percentage values are approximations. Percentages may be adjusted over the course of the semester.

### **Grading Scale:**

98-100 A+	77-79 C+
93-97 A	73-76 C
90-92 A-	70-72 C-
87-89 B+	60-69 D
83-86 B	59 and below F
80-82 B-	

**ATTENDANCE & LATE WORK**

Attendance is *not* graded (sort of). However, attendance *is* taken. **Students who miss six or more class meetings will automatically fail the course.**

Participation is graded. Participation includes (but is not limited to) completing homework assignments, pop quizzes, research, taking an active role in peer-driven activities and in-class discussions, and submitting multiple drafts of written assignments. Participation is worth twenty points or 20% of each student's final grade. We meet forty times. Each class period is worth one half point or 0.5% of each student's final grade. If a student misses one class he or she will be docked one half point or -0.5% of his or her final grade; if a student misses two classes he or she will be docked one full point or -1% of his or her final grade; and so on.

Showing up to class is not enough to earn a daily participation point. Showing up to class and sitting in a remote location to stream movies on an iPad (or Tweeting, texting, etc.) will cause a student to lose his or her participation point(s). In other words, a student will get docked minus one half point or -0.5% of his or her final grade if he or she neglects to "participate" on any given day. A student will also lose his or her participation credit if he or she misses class. Students cannot "participate" if they are not here.

**The Exception:** In order to represent the college, a student who misses class to attend an approved activity will *not* lose his or her participation point(s). For example, a student athlete who attends an away game will not lose credit; a musician who attends a choir tour will not lose credit. These activities are sanctioned by administration and are brought to the attention of faculty via email. Go Vikings!

**HOMEWORK, LATE WORK & LATE WORK COUPON**

Homework is always due on the day it is recorded in the Homework Schedule (below). If a student misses class on the day an essay is due... the essay is due. In other words, students are expected to turn in coursework on time even if they are absent from class.

If a student does not upload his or her homework on time (i.e. second draft of an essay) the student will not receive "participation" credit for the day... even if he or she attends class and "participates." A student cannot fully "participate" if he or she does not complete his or her homework.

Common Reasons for Missing Assignments	Resolutions
The Internet / MyBLC was down...	Save work to a flash-drive and print before class; go somewhere where you <i>can</i> access the Internet (coffee shop, library, etc.); call IT Services to seek help.
My computer wasn't working / my computer crashed / I lost all my work!	Go to a computer lab, ask a friend for computer support, crack open a notebook and fetch a pencil; learn to use the FREE Backup File System Membership through Dropbox ( <a href="http://db.tt/aNg3IIUd">http://db.tt/aNg3IIUd</a> - please use this link).
Family emergency / personal problems got in the way...	Hardships happen. However, in the "real world" your employer still expects completed reports, so I am sorry –

Common Reasons for Missing Assignments	Resolutions
	get work done on time. Sometimes, we have to pick and choose our battles – including lower grades. I have had to do it, and it was not the end of the world.

**Exceptions:**

- There will be times when I ask students to rewrite assignments. In this case, students who fall behind because of specific teacher instruction will not be held accountable for “late work.”
- Every student will receive one “Late Pass Coupon” for homework. Please fill out the below form and hand it in to the instructor.



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## Late Pass Coupon

Good for ONE Late Homework Submission – No Questions Asked

**Student Name:** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

**Original Assignment Due Date:** \_\_\_\_\_

**Proposed Submission Date**

**When you will turn in late work:** \_\_\_\_\_

**Note:** Late work not submitted by the  
“Proposed Submission Date” will turn into an automatic 0 / F.

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<sup>1</sup> Photo courtesy of [Melville House](#) Publications, 29 July 2014.

### ACADEMIC INTEGRITY POLICY

In *Rules for Writing*, author Diana Hacker asserts that research “is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of these sources. If you don’t you are guilty of plagiarism, a serious academic offense.” She also lists three different acts of plagiarism a writer can commit: “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words.” The only information you do not need to cite in academic work is “common knowledge,” or information readers can find easily in general sources because many people know it already (110).

In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Writers certainly may use another person’s words and ideas, but if these words or ideas are copied word for word they must have “quotation marks” and be cited immediately—before the end of the sentence – like this (Johnson 4). If words are paraphrased or summarized, cite the source by the paragraph’s end. We’ll talk more about this in-class.

*NOTE: If a student is found to have plagiarized, the instructor reserves the right to fail the student for the assignment and/or course.*

### E-MAIL COMMUNICATION

I only respond to e-mails that adhere to the following format:

Hello Angie,

No abbreviations or “text”-speak, please. Use punctuation. For the love of all things holy, please capitalize the personal pronoun “I” and include clear communication concerning requests.

Sincerely,  
Your Lovely Name

This e-mail format is expected in the professional world. E-mail that does not adhere to the above format will receive the following response: “Try again. ☺”

Think of sending an e-mail as an opportunity to practice sentence and paragraph development. Thank you!

### FINAL NOTES

**Feedback on Writing Assignments:** Now that you’re in college, it is my job to guide you to seek critical feedback on your own. Why? If you haven’t experienced this already, professors in other disciplines will assign writing, give it a due date, read it, and assign it a grade. *Many professors will not provide critical feedback.* Prior to turning in written assignments, however, the academy expects you to draft and seek critical feedback *on your own*.

With that said, you will be encouraged to seek critical feedback from myself and the following resources throughout the semester:

1. Peer Reviews (peers include classmates, roommates, family, friends, etc.)
2. Writing Center

**Global Feedback on Writing Assignments:** Global feedback is a concentration on what a writer is trying to say (i.e. structure and organization), rather than on how a writer is trying to say it (i.e. grammar and mechanics). **Global feedback is what I will provide in second drafts.** Why? The first reason is explained above (Feedback on Writing Assignments); you need to learn to seek critical feedback on your own. Another reason why I focus on global feedback is because, for most writers, composition occurs in these stages:

- Brainstorm/freewrite
- Write a “[poopy] first draft” (Anne Lamott), and then write subsequent drafts
- Proofread and edit (**which is always the last step**)

Due to the complexity of the writing process, it makes little sense for writers to simultaneously worry about what they want to say AND how they want to say it. It is too overwhelming. Why spend hours revising paragraphs that need to be cut?

The final reason why I limit myself to global feedback: when I provide bountiful feedback (either line edits or a list of *everything* wrong with student writing), students draft/revise/edit based *only* on what I say. **This defeats the purpose of writing.** The purpose of writing is for authors to critically consider and explore their ideas, not mine.

Feedback Breakdown:

- **First drafts** = no feedback. You will simply receive credit for submitting completed work on time.
- **Second drafts** = global feedback from myself and peers. I will point out a few important issues within second drafts. I will not (and cannot) point out everything.
- **Final drafts** = grading. Using the Unit’s Rubric, I will read your final draft, leave minimal comments, and grade your work at the end. Before turning in a final draft, however, I encourage you to seek additional feedback (i.e. the Writing Center). At this point, please focus on grammar and mechanics.

**The Sting:** There may be occasions when feedback stings, especially when it comes from me. I know and I apologize beforehand. Please do not mistake my written feedback for the type of person I think you are. In other words, **what I say does not reflect how I feel about you as an individual.** My written feedback is not meant to invoke frustration, so please let me know if that is how you wind up feeling. It is not my intention!

**Favors:** In the past students have asked me to read essays and creative works written for other courses. As much as I would *love* to read everything you write, I do not have time. Thanks for keeping this in mind.

**Mistakes:** I do not want to be alone, so please make mistakes with pride. In order to sift through ideas in early written drafts I expect you to misspell, compose sentence fragments, and ignore subject / verb agreement. **Worry about grammar in final drafts.** Without mistakes there cannot be growth – not in this field. MLB player Barry Bonds didn’t learn to hit a ball without first striking out; LeBron James didn’t learn to dribble a basketball without first travelling; Stacy Lewis didn’t learn to drive a golf ball without first marring the turf. The same goes for the craft of writing.

Consider this class a safe haven in which to strike out, travel, and mar the page... so long as you continue to put forth effort and have fun!

**The Mistake Log / Extra Credit:** To prove that I embrace making mistakes, and that we are here to help one another, I have created a Mistake Log: MyBLC > Blog. Let's look it over together.

**Final Word:** Relax.

## Exercise Journal Assignment Sheet

### Introduction

One of the course requirements is to keep an exercise journal. This will help students think about and consider different writing elements and “rules” such as grammar (i.e. parallelism), mechanics (i.e. APA formatting), and punctuation (i.e. commas).

### Materials Needed

- Spiral notebook
- Pen/pencil
- *Rules for Writers* by Diana Hacker, 7<sup>th</sup> edition

### Instructions

- Each “Journal Exercise Day” (below) counts as one point or 1% of your final grade. There are ten “Journal Exercise Day” requirements. This means journal exercises are worth ten points or 10% of your final grade.
- Follow the Homework Schedule to learn when Journal Exercises are due.
- To receive credit **exercises must be handwritten**, including **whole** sentences and/or passages. **Complete both alphabetic and numeric exercises.** Students are responsible for checking available answers in the back of the book and for making corrections (alphabetic exercises); however, not all answers appear in the back of the book (numeric exercises). We will check numeric exercises together in-class.
- Some days are harder than others. Tip: work ahead.

### The Exercises

- Journal Exercise Day #1
  - Read Section 32: The Comma, pgs. 292-308
  - Complete Exercises 32-1, 32-3, 32-5, and 32-7
- Journal Exercise Day #2
  - Read Section 33: Unnecessary Commas, pgs. 308-315
  - Complete Exercises 33-1 and 33-2
- Journal Exercise Day #3
  - Read Section 34 The Semicolon, pgs. 314-318, and Section 35 The Colon, pgs. 319-321
  - Complete Exercises 34-1, 34-2, and 35-1
- Journal Exercise Day #4
  - Read Section 36: The Apostrophe, pgs. 321-325
  - Complete Exercises 36-1 and 36-2
- Journal Exercise Day #5
  - Read Section 37 Quotation Marks, pgs. 326-332
  - Complete Exercises 37-1 and 37-2 (yes... write it out)
- Journal Exercise Day #6
  - Read Section 38 End Punctuation, pgs. 333 – 335, and Section 39 Other Punctuation Marks, pgs. 335-340
  - Complete Exercises 38-1 and 39-1
- Journal Exercise Day #7
  - Read Section 41 Numbers, pgs. 345-347, and Section 42 Italics, pgs. 347-350
  - Complete Exercises 41-1 and 42-1



## Course Syllabus & Homework Schedule 9

- Journal Exercise Day #8
  - Read Section 12 Repair Misplaced and Dangling Modifiers, pgs. 127-134
  - Complete Exercises 12-1 and 12-2
- Journal Exercise Day #9
  - Read Section 19 Repair Sentence Fragments, pgs. 180-188
  - Complete Exercises 19-1 and 19-2
- Journal Exercise Day #10
  - Read Section 20 Revise Run-On Sentences, pgs. 188-195, and Section 21 Make Subjects and Verbs Agree, pgs. 196-207
  - Complete Exercises 20-1, 20-2, 21-1, and 21-2

## HOMEWORK SCHEDULE

### COURSE INTRODUCTION & UNIT 1 ACADEMIC PARAGRAPH DEVELOPMENT

	Date	In-Class Emphasis *This column is for Angie and will frequently change*	Homework Due BEFORE Class *This column is for students*
1	Aug. 27	Attendance Log  Course Introduction  Diagnostic Writing Homework: <a href="http://bcs.bedfordstmartins.com/rewriting2e/default.asp#526483_892926">http://bcs.bedfordstmartins.com/rewriting2e/default.asp#526483_892926</a> .	
	Aug. 29	Attendance Log  Did everyone upload their diagnostic essays?  Activity: Academic Writing vs. Popular / Creative Writing	<b>Writing:</b> Diagnostic Writing Exercise – please upload
2	Sept. 1	NO CLASS – LABOR DAY	NO CLASS – LABOR DAY
	Sept. 3	Turn In Journals  Warm-Up  Introduction to Unit 1: Academic Paragraph Development  What is an Academic Paragraph?  Activity: Recognizing Academic Paragraphs	<b>Journal Exercise Day #1</b>  <b>Reading</b> (uploaded as .pdf – please print): “Getting Your Ideas Down: Evaluating Your Learning Style” – yes, please complete the activities; however, you do <u>not</u> need to complete “teamwork” activities. Also, when you get to the section called “Recognizing Brainstorming Methods” please choose ONE brainstorming activity to complete (the one that theoretically suits your learning style and brain function), either Activity 9, 10, 11, or 12. Not all of them. You will turn these in at the end of class.
	Sept. 5	Continue Wednesday Activities  In-Class Writing Time	
3	Sept. 8	Turn In Journals  Warm-Up  Activity: <b>Summarizing</b> Academic Paragraph Development & The Writing Process  Activity: <b>Defining</b> Your Writing Process  Note: students are on their own for the third academic paragraph outline ( <b>Describing</b> )	<b>Journal Exercise Day #2</b>  <b><i>Everyone’s An Author</i></b> Read: “Writing Processes” pgs. 24-28
	Sept. 10	Warm-Up (MLA Formatting / How to Insert Page Breaks)  In-Class Writing Time (2 <sup>nd</sup> Drafts)	<b>Writing</b> Unit 1 First Draft Due
	Sept. 12	Warm-Up  Unity: Intro. to Peer Reviews and How to Use Them  Peer Reviews  In-Class Revision Time	<b>Writing</b> Unit 1 Second Draft Due. Note: I will provide feedback on your writing by Saturday midnight. Thanks! ☺  <b>Reading (uploaded as .pdf)</b> Print and read “Revising for Unity” – no, you do <u>not</u> need to complete the activities; yes, you will need to have this on your desk today.

## UNIT 2 HOMEWORK SCHEDULE

### ANALYZING A TEXT

	Date	In-Class Emphasis <i>*This column is for Angie and will frequently change*</i>	Homework Due BEFORE Class <i>*This column is for students*</i>
4	Sept. 15	A note about filling out the rubric/marketing final draft  Introduction to Unit 2: Analyzing a Text  The Rhetorical Situations	<b>Writing:</b> Upload Unit 1 Assignment (final draft)  <i>Everyone's an Author:</i> Pgs. 3-18 of your text (Purpose-Media/Design, and so on)
	Sept. 17	Quiz (Show me your notes if you plan to use them!)  Essay Kick-Start: Rhetorical Situations & Appeals Group Activity and Presentations (by chosen commercial)	<i>Everyone's An Author:</i> Ch. 8 Analyzing Texts  <b>Note:</b> I'm only writing this once, so pay attention. All of my quizzes (based on text readings) are open-notes. I only allow handwritten or typed notes. If you type your notes, print them before class. Do NOT take photo images of the textbook and either print them or use your phone during the quiz – you'll find yourself booted from class indefinitely. There's nothing I dislike more than students who cheat themselves out of an education. Thank you.
	Sept. 19	<b>Quiet Lecture:</b> MLA Formatting	<b>*Please bring your headphones</b>
5	Sept. 22	Collect Journals  How to Divide Academic Paragraphs into Parts	<b>Journal Exercise Day #3</b>  <b>Writing:</b> upload Unit 2 writing assignment, 1.5 pages minimum
	Sept. 24	Activity: Peer Review this Paper (a critique of past student writing)	
	Sept. 26	<b>Quiet Lecture:</b> Peer Reviews	<b>Writing:</b> upload Unit 2 writing assignment (second draft) – have a <u>completed</u> draft ready for peer reviews. Do <b>NOT</b> come to class unprepared.  <b>NOTE:</b> If you miss class this day it is your responsibility to get someone's feedback on your paper. Ask a roommate, go to the Writing Center, or beg your parents. I will not accept your final draft without these materials. Thank you.
6	Sept. 29	In-class activity: Audience Consideration	<b>Journal Exercise Day #4</b>
	Oct. 1	How to Revise Written Work – Tricks of the Trade  In-Class Revising Time	
	Oct. 3	NO CLASS / Personal Development	NO CLASS / Personal Development

### UNIT 3 HOMEWORK SCHEDULE

#### RESEARCH, ANNOTATED BIBLIOGRAPHY & TOPIC PROPOSAL

	Date	In-Class Emphasis <i>*This column is for Angie and will frequently change*</i>	Homework Due BEFORE Class <i>*This column is for students*</i>
7	Oct. 6	Introduction to Unit 3: Research, Annotated Bibliography & Topic Proposal  What is an argument? – The Basics  Possible Topics	<b>Writing:</b> Upload Unit 2 Assignment (final draft)
	Oct. 8	Open “notes” quiz  Credible Sources vs. Non-Credible Sources  Round Table “Possible Topics”  Reading Strategies & The Importance of Critical Reading: <a href="http://bcs.bedfordstmartins.com/rewriting2e/default.asp#526483_892924">http://bcs.bedfordstmartins.com/rewriting2e/default.asp#526483_892924</a>	<b>Writing:</b> Possible Topics Form – upload  <u><i>Everyone’s An Author</i></u> <ul style="list-style-type: none"> <li>- Ch. 19 Writing a Project Proposal pgs. 372-373</li> <li>- Ch. 20 Annotating a Bibliography</li> <li>- Ch. 16 Finding Sources, Considering Research Methods, pgs. 337-357 (do not read Surveys and Questionnaires)</li> </ul>
	Oct. 10	Library Day	
8	Oct. 13	Journal Exercises  How to Prepare for the Mid-Term Exam  Quiz? - How to Evaluate Sources & Analyze Arguments	<b>Journal Exercise Day #5</b>  <u><i>Everyone’s An Author</i></u> <ul style="list-style-type: none"> <li>- Ch. 18 Evaluating Sources</li> <li>- Ch. 13 Analyzing Arguments</li> </ul>
	Oct. 15	Mid-Term Exam  Reminder: Research Binders are due on Monday	Prepare for Mid-Term Exam
	Oct. 17	NO CLASS / Mid-Term Break	NO CLASS / Mid-Term Break
9	Oct. 20	Journal Exercises  Research Binder Check-Off and Collection  In-Class Writing Time	<b>Journal Exercise Day #6</b>  <b>Unit 3 Materials Due:</b> <ul style="list-style-type: none"> <li>- Research Binders Due</li> <li>- Upload 1<sup>st</sup> draft of annotated bib and topic proposal</li> </ul>
	Oct. 22	Peer Reviews	<b>Unit 3 Materials Due:</b> <ul style="list-style-type: none"> <li>- upload 2<sup>nd</sup> draft of annotated bib and topic proposal for peer review</li> </ul>
	Oct. 24	Peer Reviews Cont.  In-Class Drafting Time	

### UNIT 4 HOMEWORK SCHEDULE ARGUING A POSITION

	Date	In-Class Emphasis *This column is for Angie*	Homework Due BEFORE Class *This column is for students*
10	Oct. 27	Introduction to Unit 4: Arguing a Position	<b>Writing:</b> Upload Unit 3 Assignment (final draft annotated bib & topic proposal)
	Oct. 29	NO CLASS / Advising Day	NO CLASS / Advising Day
	Oct. 31	NO CLASS / Personal Development	NO CLASS / Personal Development
11	Nov. 3	Journals  Warm-Up / Quiz  What's in an outline? / Analyzing Example Argumentative Essays	<b>Journal Exercise Day #7</b>  <u><i>Everyone's An Author</i></u> Read: Ch. 7 Arguing a Position, pgs. 61-88
	Nov. 5	Warm-Up  The Great Candy Debate	<u><i>Everyone's An Author</i></u> Read: Ch. 14 Strategies for Arguing
	Nov. 7	The Great Candy Debate cont.  In-Class Writing Time	<b>Writing:</b> Upload first draft of Unit 4 Essay (a minimum of two complete pages)
12	Nov. 10	Rhetorical Appeals & Logical Fallacies	
	Nov. 12	Logical Fallacies Cont.	
	Nov. 14	How to Prepare for Your Student Conference  Activity: How to Expand Generic Academic Paragraphs	<b>Writing:</b> Upload 2 <sup>nd</sup> draft of Unit 4 Essay (as good as you can write it); peer reviews begin next week.
13	Nov. 17	Journal Exercise Honor System  Peer Reviews  Student Conferences	<b>Journal Exercise Day #8 – due at the END of class (you may work on it during class)</b>  Prepare for your conference.
	Nov. 19	Peer Reviews  Student Conferences	Prepare for your conference.
	Nov. 21	Peer Reviews  Student Conferences	Prepare for your conference.
14	Nov. 24	Journal Exercise Honor System  Student Conferences	<b>Journal Exercise Day #9 – due at the END of class (you may work on it during class)</b>  Prepare for your conference.
	Nov. 26	NO CLASS / Personal	NO CLASS / Personal
	Nov. 28	NO CLASS / Thanksgiving Break	NO CLASS / Thanksgiving Break
15	Dec. 1	Journal Exercise Honor System  Student Conferences	<b>Journal Exercise Day #10 – due at the END of class (you may work on it during class)</b>  Prepare for your conference.
	Dec. 3	Student Conferences	Prepare for your conference.
	Dec. 5	Student Conferences	Prepare for your conference.

**UNIT 5 HOMEWORK SCHEDULE**  
**ASSEMBLING A PORTFOLIO & PORTFOLIO STATEMENT**

	Date	In-Class Emphasis *This column is for Angie*	Homework Due BEFORE Class *This column is for students*
16	Dec. 8	Introduction to Unit 5: Assembling a Portfolio & Portfolio Statement  Reflecting on Your Writing: Portfolio Statement Reverse Outlines of Examples  Collecting Your Work	<b>Writing:</b> Upload Unit 4 Writing Assignment (final draft)  <i><u>Everyone's An Author</u></i> Read: Ch. 32 Assembling a Portfolio
	Dec. 10	Cont. from Monday	<b>Writing:</b> Upload Unit 5 Writing Assignment (first draft)
	Dec. 12	How to Take the Final Exam Online  Peer Reviews / Portfolio Statements Only	<b>Writing:</b> Upload Unit 5 Writing Assignment (2 <sup>nd</sup> draft)  Remember: I am not providing critical feedback for this unit. Instead, please rely upon peers and your best judgment. Visit the writing center if you feel you need additional help. Thank you.
17	Dec. 17	NO "PHYSICAL" CLASS  FINALS: Wednesday, December 17 from 8:00-10:00 a.m.	NO "PHYSICAL" CLASS  <b>Writing:</b> Upload Unit 5 Materials (final draft)  <b>Final Exam Online:</b> Complete the exam by 10:00 a.m.  CONGRATULATIONS – YOU MADE IT! ☺