Teacher: Ms. Lisa L. Fountain
ENG 131-009 Time: MWF 12-1
Classroom: Ferguson 182

Office: FERG 178    Office phone: TBD
Office hours: MW – 3-5, F 3-4
Email: fountainll@jacks.sfasu.edu

COURSE DESCRIPTION

Study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments address rhetorical analysis and evaluation and critical responses to close readings of texts. Required of all students who do not qualify for English 133H. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

We will view and analyze the film, *13th*, a documentary released in 2016 that explores our nation’s criminal justice system and its relation to racial discrimination in our country. For the purposes of this class, the movie is an excellent example of the many types of rhetorical tools available and how the tools of rhetoric were used to influence our country in the past and how rhetorical tools are used to influence us today. We will focus on reading and writing practices that help as we analyze and write about the documentary, skills that are important both inside and outside of college.

**English Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in the course.

**English 131 Learning Outcomes**

At the completion of this course, students will be able to:
• Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
• Participate in productive class and group discussion and examination of texts, to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
• Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
• Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
• Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
• Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).

REQUIRED TEXTS


COURSE REQUIREMENTS

1. **Personal Response to 13th**  
**100 Points**
This essay should describe your response to _13th_ be it through logic, reason or personal experience. It is meant to teach you how to write in an academic setting in the appropriate academic format. The essay will be limited to the content in the first 20 minutes of the film. This essay should be 500-700 words.

2. **Critical Reading Response to 13th**  
**150 Points**
A critical reading response asks you to dissect a text, explain it in your own words, and point out the strengths and weaknesses of that text. You will choose an issue from the first half of _13th_ and write a critical reading response, including both summary of the text and critiques of it. This essay should be 900-1000 words.

3. **Rhetorical Analysis of 13th**  
**150 Points**
Building what you have learned about writing and your understanding of the film _13th_, this 1200-1600 word essay asks you to analyze the film constructs its argument, focusing particularly on purpose, audience, the rhetorical appeals, and evidence.
4. Arguing a Position based on *13th* 200 Points
For this essay, you will choose an issue raised by *13th* and either add to the argument by confirming its claims or refute the argument by denying its claims, including information from your own experiences and up to two approved scholarly sources to make your argument. This essay should be 1800-2000 words and must be turned in to me.

5. Presentation - Final Exam 150 Points
For your Final Exam, we will meet in the classroom and each of you will provide a 3-5 minute presentation to me and to the class.

6. Daily Assignments 125 Points
Daily assignments are found in *MindTap*, the Cengage software that compliments the book, *Becoming Rhetorical*. In the “Week View” for each week, you will see a list of assignments due that week. You can click on the name of the assignment, take it online in *MindTap*, and it will automatically be submitted for a grade. In addition, assignments are found in *Becoming Rhetorical* and these assignments are itemized on the written syllabus calendar.

7. Class Participation 125 Points
This section is designed to help you boost your grade by simply showing up and participating in class. Satisfying this requirement means attending class, bringing your textbook and all required materials, bringing your laptop or phone or some device capable of connecting to the internet, answering questions when prompted, asking questions and contributing to class discussion. Each day I will begin class by taking attendance and asking everyone whether they brought the appropriate materials to class.

8. Grading Standard
A 800-1000 points
B 600-800 points
C 400-600 points
D 200-400 points
F 0-200 points

COURSE POLICIES

**Attendance:** Students are allowed two excused absences. Valid excuses are limited to health emergencies, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must complete all major assignments on time in order to pass the course.

**Course Citizenship:** Eating, sleeping, or reading other materials during class are not acceptable. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity. Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for
that matter, across multiple meetings), the student in question will be asked to leave the class with an absence for the day.

**Assignment Submission:** All written work will be submitted to me. Assignments are due by class time on their due date. I will return your work to you in class.

**Academic Integrity:** Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp) and [http://www.sfasu.edu/policies/academic-appeals-by-students.pdf](http://www.sfasu.edu/policies/academic-appeals-by-students.pdf).

**Conferences and Communication:** If you wish to meet with me during the semester, please avail yourself of my office hours or set up an appointment with me. Email is also an easy way to receive an answer to a quick question.

**Course Evaluations:** Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about the effectiveness of this class and my teaching, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

**Discrimination/Sexual Harassment:** At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.

**The Academic Assistance and Resource Center:** The AARC offer free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to [http://library.sfasu.edu/aarc/](http://library.sfasu.edu/aarc/), visit them on the first floor of the Steen Library, or call them at 936-468-4108.

**Withheld Grades Policy (A-54):** At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot
complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Accommodations: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservice

Late Assignments: Major Essays Only: I understand that life happens and sometimes things that are beyond our control get in the way. For this reason, I will accept one late assignment with no penalty: to use it, write “Oops!” clearly at the top of the completed assignment and turn it in within one week of the assigned due date (and before the last day of class). However, this “Oops!” will only be allowed on major assignments (major essays). Other than this one “Oops!”, I will not accept late assignments.

Ignored Assignments: Any assignments not done, or “ignored,” for whatever reason are put in this category. If any of the Major Projects are ignored assignments, it constitutes an automatic F.

COURSE SCHEDULE – TENTATIVE COURSE SCHEDULE – VERY TENTATIVE

*** This schedule is tentative. I reserve the right to change its contents and will post changes to D2L. The “Readings and Assignments” column lists what you should read or work on before that day’s class. ***
**Week One**
**January 15-January 19**

15- Monday  
No Class – MLK Day

17- Wednesday  
**In Class Discussion**  
Cengage Training  
Watch the film, 13th

**Homework**  
Read *Becoming Rhetorical* (BR), pages 2-15 – Intro/Chap 1  
**Assignment** – Understanding the Rhetorical Situation  
**Graded Assignment** – The Rhetorical Situation

19- Friday  
**In Class Discussion**  
Cengage Training  
Watch the film, 13th

**Homework**  
Read Chapter 2 (BR), pages 26-47 – Expanded Rhetorical Situation  
**Graded Assignment** – Essay Structure  
**Quick Review** – Organizing your Essay  
**Assignment** – Organizing your Essay

**Week Two**
**January 22-January 26**

22- Monday  
**In Class Discussion**  
Finish watching the film, 13th

**Homework**  
Read Chapter 13 (BR), pages 290-312 – Writing in Academic Genres  
**Graded Assignment** – Understanding the Writing Process

24- Wednesday  
**In Class Discussion**  
Discuss the Rhetorical Triangle (Intro-Chapter 2)  
Discuss the Writing Process (Chapter 13)  
Hand out Writing Prompt for Essay 1  
Watch 20-minute clip from 13th (ends with Nixon)

**Homework**  
**Assignment** – Composing a Thesis Statement
In Class Discussion
Continue Discussing Rhetorical Triangle
Continue Discussing the Writing Process
Brainstorm Ideas for Essay 1
Create Thesis Statement for Essay 1

Homework
Video Activity – Organizing Your Ideas
Video Activity – When and How to Paraphrase
Video Activity – When and How to Summarize

Week Three November 29-February 2

In Class Discussion
Brainstorm Ideas for Essay 1
Finalize Thesis Statement for Essay 1
Create Outline for Essay 1

Homework
Quick Review – Writing Introductions and Conclusions
Assignment – Writing Introductions and Conclusions
Quick Review – Varying Sentence Structure
Assignment – Varying Sentence Structure
Quick Review – Making Subjects and Verbs Agree
Assignment – Making Subjects and Verbs Agree

In Class Discussion
Writing Day – Meet in Writing Lab

Homework
Write Essay 1

In Class Discussion
Writing Day – Meet in Writing Lab

Homework
Write Essay 1
5- Monday

**FINAL – ESSAY 1 – DUE AT BEGINNING OF CLASS**

*In Class Discussion*
Reflect on process and problems in writing Essay 1
Feedback session on Weeks 1-3

*Homework*
Read Chapter 5 (BR) pages 100-109 – Analyzing Multimodal Rhetoric
“Questions to Ask” – Effects of Text with Other Modalities – page 103 – be prepared to answer and discuss the questions in class
“Questions to Ask” – Analyzing the Visual Modality of Videos – page 106 – be prepared to answer and discuss the questions in class
Quick Review – Reading Critically
Quick Review – Understanding Writing Assignments

7- Wednesday

*In Class Discussion*
Review “Questions to Ask” – pages 103 and 106
Hand Out Writing Prompt 2
Discuss the 4 parts of Prompt 2
  - Dissecting
  - Explaining
  - Finding Strengths
  - Finding Weaknesses
Watch 20-25 minute clip of 13th (Begin with Reagan)

*Homework*
Read Chapter 8 – Explaining – pages 186-188
Read “For Discussion” – page 188 – bring news articles to class for discussion.
Quick Review – Thinking Critically
Graded Assignment – Thinking Critically

9- Friday

*In Class Discussion*
Review and Discuss “For Discussion” from page 188 – bring news articles to class for discussion

*Homework*
Review Chapter 8 (BR) pages 189-195 – Explaining as a Rhetorical Activity
Read “For Discussion” pages 190-195 – complete assignment and be prepared to answer the three questions at the end of the assignment.

**Week Five  February 12 – February 16**

**12- Monday  In Class Discussion**
Review and Discuss “For Discussion” pages 190-195
Discuss Answers to 3 questions on page 195

**Homework**
Read Chapter 8 (BR) pages 195-203 – Elements of Explanation
Graded Assignment – Composing Explanations – page 203-204 – Write and Explanation of Something New to the Audience – write a 300-word explanation and bring to class for discussion
Graded Activity – Paraphrasing, Summarizing and Quoting

**14- Wednesday  In Class Discussion**
Turn in your 300-word explanation
Discuss questions and issues discovered in composing the explanation

**Homework**
Quick Review – Writing Unified Paragraphs
Assignment – Writing Unified Paragraphs
Quick Review – Writing Coherent Paragraphs
Assignment – Writing Coherent Paragraphs

**16- Friday  In Class Discussion**
Review Writing Prompt for Essay 2
Re-Watch 20-25 minute clip of 13th (Reagan)
Brainstorm Ideas for Essay 2
Draft a thesis statement for Essay 2

**Homework**
Graded Activity – Conjunctions and Sentence Structure
Quick Review – Revising Sentence Fragments
Assignment – Revising Sentence Fragments
Quick Review – Revising Run-on Sentences and Comma Splices
Assignment – Revising Run-on Sentences and Comma Splices

**Week Six  February 19 – February 23**
19- Monday  
*In Class Discussion*
Finalize Thesis Statement for Essay 2  
Begin Outline for Essay 2  

**Homework**  
Graded Activity – When to Use Commas  
Graded Activity – Colons and Semicolons  

21- Wednesday  
*In Class Discussion*
Finalize Thesis Statement for Essay 2  
Finalize Outline for Essay 2  

**Homework**  
Graded Activity – Basic Style  
Graded Activity – Word Use  

23- Friday  
*In Class Discussion*
Writing Day – Meet in Writing Lab  

**Homework**  
Write Essay 2  
Graded Activity – Sentence Variety  

---  

**Week Seven**  
**February 26 – March 2**  

26- Monday  
*In Class Discussion*
Writing Day – Meet in Writing Lab  

**Homework**  
Write Essay 2  

28- Wednesday  
*In Class Discussion*
Writing Day – Meet in Writing Lab  

**Homework**  
Write Essay 2  

2- Friday  
**FINAL ESSAY 2 DUE AT BEGINNING OF CLASS**
In Class Discussion
Reflect on process and problems in writing Essay 2

Homework
Read Chapter 3a (BR) – pages 50-55 – Thinking Rhetorically
“Why You Should Think Twice Before Shaming Anyone on Social Media,” Laura Hudson – (BR) pages 55-57

Week Eight March 5 – March 9

5- Monday
In Class Discussion
Handout Writing Prompt for Essay 3
Analyze how 13th constructs its argument
Essay should address 4 elements:
    Purpose of argument in 13th
    Who is the audience for 13th?
    What rhetorical appeals are used in 13th?
    What evidence is used to support arguments?
Watch 3rd clip of 13th
Discuss Chapter 3a (BR) – pages 50-55 – Thinking Rhetorically

Homework
Chapter 3b (BR) – Writing Summaries
Assignment – (BR) “For Discussion” page 60

7- Wednesday
In Class Discussion
Perform assignment from “For Discussion” page 60

Homework
Read Chapter 3c (BR) – page 60 – Rhetorical Situation in Text
Read Chapter 3d (BR) page 61 – Rhetorical Analysis of Written Text
Assignment – Complete “Questions to Ask” (BR) – page 62 – as it relates to 13th
Assignment – Read “An Annotated Analysis Essay” (BR) page 63

9- Friday
In Class Discussion
Discuss “Questions to Ask” (BR) – page 62 – as it relates to 13th
Discuss Annotated Essay (BR) – page 63

Homework
Read Chapter 4 (BR) – pages 67-90 – Analyzing Visual Rhetoric
Assignment – “Questions to Ask” (BR) – page 70
“Questions to Ask” (BR) – page 71
“Questions to Ask” (BR) – page 73
“Questions to Ask” (BR) – page 87

Week Nine March 12 – March 16

SPRING BREAK

Week Ten March 19 – March 23

19- Monday In Class Discussion
Review Writing Prompt for Essay 3
Re-watch clip of 13th
Questions to Ask – Analyzing Images (BR) page 70 as they apply to 13th
Questions to Ask – Analyzing the Creator of Image – (BR) page 71 as they apply to 13th

Homework
Read Chapter 4 (BR) – pages 90-91 – 4b – Thinking Rhetorically about the Placement, Circulation, and Distributions of Images
Read Chapter 4 (BR) – pages 91-99 – 4c- The Rhetorical Work of Images in Texts
Assignment – Questions to Ask – Analyzing Rhetorical Technologies of Image (BR) page 73 as it relates to 13th
Assignment – Questions to Ask – Analyzing the Human Actors in an Image (BR) page 87 as it relates to 13th

21- Wednesday In Class Discussion
Questions to Ask – Analyzing Rhetorical Technologies of Image (BR) page 73 as it relates to 13th
Questions to Ask – Analyzing the Human Actors in an Image (BR) page 87 as it relates to 13th

Homework
Assignment – Questions to Ask – (BR) page 90 -Analyzing and Image’s Objects and Settings
Assignment – Examples – (BR) – page 92 – Analyzing Images Used as Illustrations
**23- Friday**  
*In Class Discussion*  
Questions to Ask – (BR) page 90 -Analyzing and Image’s Objects and Settings  
Examples – (BR) – page 92 – Analyzing Images Used as Illustrations

**Homework**  
Create your topic for essay 3  
Work on thesis statement for essay 3

---

**Week Eleven**  
**March 26 – March 30**

**26- Monday**  
*In Class Discussion*  
Brainstorm ideas for Essay 3  
Create Thesis Statement for Essay 3

**Homework**  
Continue working on Thesis Statement for Essay 3  
Assignment – MindTap – Tools for Research – Questia Writing Center – 9 Step Writing Guide – Step 5 – Create an Outline  
Begin outline for Essay 3

**28- Wednesday**  
*In Class Discussion*  
Finalize Thesis Statement for Essay 3  
Continue working on outline for Essay 3

**Homework**  
Finalize outline for Essay 3

**30- Friday**  
*In Class Discussion*  
Writing Day – Meet in Writing Lab

**Homework**  
Write Essay 3

---

**Week Twelve**  
**April 2 – April 6**
2- Monday  In Class Discussion
Writing Day – Meet in Writing Lab

Homework
Write Essay 3

4- Wednesday  In Class Discussion
Writing Day – Meet in Writing Lab

Homework
Write Essay 3

6- Friday  In Class Discussion
Writing Day – Meet in Writing Lab

Homework
Write Essay 3

Week Thirteen  April 9 – April 13
9- Monday  In Class Discussion
FINAL ESSAY 3 IS DUE BY BEGINNING OF CLASS
Reflect and Discuss Process and Problems with Essay 3

Homework
Read Chapter 6 (BR) – pages 122-126 – Event Based Problems
Assignment – “Questions to Ask” (BR) – pages 124-125

11- Wednesday  In Class Discussion
Handout Writing Prompt 4
   Add to the argument
   Refute the argument
   Find two scholarly sources through research that support your position
Watch final clip of 13th
Discuss Chapter 6 and “Questions to Ask” – pages 124-125

Homework
Read Chapter 6 (BR) – pages 126-128 – Everyday Problems
Assignment – “For Discussion” (BR) – page 128 – be prepared to brainstorm how an everyday problem becomes an event based problem
13- Friday  

*In Class Discussion*
Discuss how everyday problems become event based problems

*Homework*
Read Chapter 6 (BR) – pages 128-135 Tasks for Defining Rhetorical Problems

Assignment: “For Discussion” (BR) – page 133 – be familiar with the Table 6.1 on pages 127-128 and be prepared to choose a rhetorical problem from that table, identify the stakeholders and explain what is at stake for them in the issue.

**Week Fourteen**  
**April 16 – April 20**

16- Monday  

*In Class Discussion*
Choose a rhetorical problem from Table 6.1 and identify the stakeholders and explain what is at stake for them in the issue

*Homework*
Read Chapter 6 (BR) pages 135-140 – Articulating Rhetorical Problems through Writing

Assignment – “For Discussion” (BR) page 140 – After reading the essay by Pippa Biddle on pages 137-138, answer the questions and be prepared to discuss them in class

18- Wednesday  

*In Class Discussion*
Discuss answers to questions posed in “For Discussion” (BR) page 140 based on essay by Pippa Biddle on pages 137-138

*Homework*
Read Chapter 7 (BR) pages 146-161 – Responding to Rhetorical Problems with Arguments

Assignment – “For Discussion” – page148 – find a thread of conversation on social media where the discussion devolved into name calling.

20- Friday  

*In Class Discussion*
Discuss instances of discussions on social media that turned negative and identify how and why the discussion turned into argument

*Homework*
Assignment – “For Discussion” page 150-151 – find an online article from *The New York Times* or *Washington Post* and read the comments that follow the article. Find at least 3 different perspectives in the conversation thread discussing the article.

**Week Fifteen**  
**April 23 – April 27**

**23- Monday**  
**In Class Discussion**  
Discuss conversation threads regarding your article and the different perspectives expressed in the comments.

**Homework**  
“Questions to Ask” (BR) page 151 – review the Four Stasis Questions and be prepared to discuss how they apply to the examples that follow the assignment including Table 7.2

**25- Wednesday**  
**In Class Discussion**  
The Four Stasis Questions – Page 151 – discuss examples using table 7.2

**Homework**  
Read Chapter 7 (BR) – pages 155-159 – Identifying Your Position  
“Questions to Ask” (BR) page 156 – Understanding the Intended Audience  
“How to Identify and Evaluate Counterarguments or Differing Positions” (BR) pages 157-158

**27- Friday**  
**In Class Discussion**  
Discuss “Questions to Ask” – (BR) page 156  
Discuss “How to . . .” – (BR) pages 157-158

**Homework**  
Read Chapter 7 (BR)- pages 159-161 – Structuring Your Argument  
Read and be prepared to discuss the examples following “Claim,” “Reasons,” and “Evidence.”

**Week Sixteen**  
**April 30 – May 4**

**30- Monday**  
**In Class Discussion**  
Discuss examples following “Claim,” “Reasons,” and “Evidence.”
**Homework**
Read Chapter 12 (BR)- pages 260-289 Research: Composing with Multiple Sources  
Graded Activity – Conducting Research in Databases  
Graded Activity – Evaluating and Using Sources  
Assignment – Be prepared to discuss examples following 12a – Formulating Initial Research Question (page 262)

2- Wednesday  
**In Class Discussion**  
Discuss Chapter 12a – Formulating Initial Research Question (BR) page 262

4- Friday  
**Homework**  
Assignment – Be prepared to discuss page 264 – Identifying Initial Sources to Help You Clarify Your Own Position  
Assignment – Citing Your Source  
Assignment – Using MLA Format

**Week Seventeen**  
**May 7 – May 11**

7- Monday  
**In Class Discussion**  
Discuss Chapter 12b – Identifying Initial Sources to Help You Clarify Your Own Position

**Homework**  
Assignment – Read Chapter 12 pages 277-281 – MLA Style  
Graded Activity – Citing Sources MLA Format  
Graded Activity – Formatting Quotations

9- Wednesday  
**In Class Discussion**  
Discuss Chapter 12 pages 277-281 – MLA Style  
Revisit Writing Prompt 4  
Re-watch Clip

**Homework**  
Brainstorm Ideas for Essay 4  
Create Thesis Statement for Essay 4

11- Friday  
**In Class Discussion**  
Finalize Idea for Essay 4  
Finalize Thesis for Essay 4
**Homework**
Prepare Outline for Essay 4

**Week Eighteen**  
**May 14 – May 18**

14- Monday  
**In Class Discussion**  
Writing Day – Meet in Writing Lab

**Homework**  
Write Essay 4

16- Wednesday  
**In Class Discussion**  
Writing Day – Meet in Writing Lab

**Homework**  
Write Essay 4

18- Friday  
**In Class Discussion**  
Writing Day – Meet in Writing Lab

**Homework**  
Write Essay 4

**Week Nineteen**  
**May 21 – May 25**

21- Monday  
**In Class Discussion**  
Writing Day – Meet in Writing Lab

**Homework**  
Write Essay 4

23- Wednesday  
**In Class Discussion**  
FINAL ESSAY 4 IS DUE AT BEGINNING OF CLASS  
Reflect on problems with process and problems with Essay 4

25- Friday  
Flex Day

**Week Twenty**  
**May 28th – Finals Week**