English 131.493
Rhetoric and Composition
Dual Credit at Chireno High School

Semester: Fall 2019  Instructor: Mrs. Kirstie Linstrom-Fandry
Course Number/Section: ENG -131.493  E-mail: kirstie.linstrom@chirenoisd.org

Required Texts:
*Lumberjacks Write* (provided by instructor)
Materials on D2L; these must be printed and brought to class

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.

Course Justification:
“Rhetoric and Composition” (3 credits) meets three times each week in fifty-minute segments or twice each week in seventy-five-minute segments for fifteen weeks, and meets during finals week according to the final exam schedule. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of four essays with a total page count of at least fifteen pages of finished writing. Emphasis is placed on writing processes, including multiple drafts and short assignments that require generating, revising and editing writing. Final exams typically include presentations of student writing. These activities average six hours of work outside of classroom hours.

General Education Core Curriculum Objectives:
As part of the communication component area, in any given semester one or more of the following Core Curriculum Objectives for English 131 may be assessed:
1. **Critical Thinking**: creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. **Communication**: effective development, interpretation, and expression of ideas through written, oral, and visual communication.
3. **Teamwork**: the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility**: the ability to connect choices, actions, and consequences to ethical decision-making.

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
Upon successful completion of English 131, the student should have:

1. Ability to show appropriate acquisition of CORE objective 1 skills. Students in compositions courses make application of these skills in the writing of personal, expository, and persuasive essays, which require students to make inquiries into and explorations of topics in creative, innovative, or analytical ways. Students are expected to complete readings, to engage in course and group discussions, and to analyze, interpret and synthesize their findings resultant from these critical engagements into well-developed essays. Written assignments will evidence the students’ command of these considerations: effective engagement of audience (pathos), logical development of ideas (logos), and effective use of examples, expertise, or insight (ethos).

2. Ability to show appropriate acquisition of CORE objective 2 skills. These skills include effective development, interpretation and expression of ideas through written, oral and visual communication. Following instruction about group interaction, students will engage in oral communication through class discussions and group work (orally in face-to-face courses, electronically in online courses). Students will have occasion to respond to visual medium, as found in assigned readings, lectures, power-point presentations, or other media dependent upon course materials. Students learn processes for writing that help them to form coherent, well-developed, well-organized and unified discussions through a variety of writing methodologies, including personal, expository, and persuasive methodologies. Students will write at least four essays in composition courses, and rubrics will assess such concerns as development and exploration, mechanical clarity, and interpretation or expression of ideas.

3. Ability to show appropriate acquisition of CORE objective 3 skills. These skills include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. Following instruction about peer review processes and small group work, students will perform peer mentorship on essay assignments and work together on group projects, which may include collaborative writing occasions, group presentations, or panel discussions. As peer review is the common teamwork experience, students will be required to share potentially diverse ideas with one another, to address those views in appropriate ways, and to help one another to finalize essays for submission.

4. Ability to show appropriate acquisition of CORE objective 4 skills. These skills include the ability to connect choices, actions and consequences to ethical decision-making. Students will have opportunity to examine numerous readings, including essays written by classmates, to examine the credibility and value of those readings, and to understand how expository methodologies bear responsibility and consequence.

General Education Core Curriculum:
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assignments:
Each assignment is due at the beginning of class. You must turn in a hard copy during the first 10 minutes of class AND you must submit a copy online to Dropbox. If you fail to submit the
online copy, 10 points will be deducted each day it is late (meaning each day the university meets for classes). There will be a separate Dropbox for each assignment on D2L. If you do not know how to submit an assignment online, please ask me or a peer. Not knowing how to submit to Dropbox WILL NOT serve as an acceptable excuse for not turning in an assignment.

**Diagnostic Essay:**
This essay will assess students' strengths and weaknesses in writing. It will be **2 pages** in length. More details and requirements will be made available as the due date approaches.
***This grade is not based on how well you do; it is a participation grade ONLY.***

**Personal Narrative:**
This essay will be over an event that has positively or negatively impacted the student's life. The goal of this paper is to engage the audience. This essay will be **3-4 pages** in length. More details and requirements will be made available as the due date approaches.

**Compare and Contrast:**
In this essay, students will compare and/or contrast two different topics approved by the instructor. This essay will be **3-4 pages** in length. More details and requirements will be made available as the due date approaches.

**Collaborative Essay:**
Students will form groups and choose one song (that is approved by the instructor) and rhetorically analyze it. The students will be required to work TOGETHER in their groups to complete an essay **2 pages** in length. More details and requirements will be made available as the due date approaches.

**Presentation:**
This presentation will be in conjunction with the collaborative essay. The students are required to do a **7-10 minute** presentation over their collaborative essay. More details and requirements will be made available as the due date approaches.

**Rhetorical Analysis:**
In this essay, the student will choose two different advertisements (that are approved by the instructor) and rhetorically analyze them using comparison/contrast. The students will investigate what these advertisements communicate and how they communicate with a particular audience. The overall goal is to analyze how each advertisement uses various rhetorical strategies to convince an audience to purchase a product or adopt an idea. This essay will be **3-4 pages** in length. This essay will be the only essay the students are REQUIRED to submit to the AARC via the online writing lab. More details and requirements will be made available as the due date approaches.

**Proposal:**
In this essay, students will discuss a problem and propose a solution. This essay will be **5-6 pages** in length and require **4 sources**. More details and requirements will be made available as the due date approaches.
Peer Review:
Peer Review is a very important component of this class. There will be THREE peer review days that are MANDATORY. These will be over the Personal Narrative, the Compare and Contrast Essay, and the Proposal. Peer comments and suggestions will be due with the final draft of each assignment. There will be 10 points deducted from the final assignment if the student fails to participate in peer review; fails to turn in peer review comments; or fails to utilize peer comments in the final paper.

Conferences:
Students will be held accountable for one conference with the instructor. If the student misses their conference time, they will be counted as absent for BOTH days scheduled for conferencing as well as receive a 10 point deduction from their final paper. More details and requirements will be made available as the dates approach.

Quizzes:
Students will have quizzes over readings and class discussions. Each quiz is worth 10 points. There will be 11 quizzes throughout the course; the lowest grade will be dropped.

Participation:
Participation is worth 50 points of the overall grade. To receive the full 50 points, students must be participating in classroom discussions at least once a week. However, if it is obvious the student did not complete the homework or assignment being discussed, they will NOT receive participation points for that week. Trust me, I can tell!

Final Exam:
Using critical skills for engaging material that he/she has developed over the course of the semester, the student will write a timed essay during the Final Exam.

Revised Essay:
The students will be allowed one revision of a major essay (excluding the Rhetorical Analysis) in order to bring that grade up by 5 points. More details and requirements will be made available as the dates approach.

Grading:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Diagnostic Essay</td>
<td>50</td>
</tr>
<tr>
<td>Personal Narrative</td>
<td>100</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>150</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
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<tr>
<td>Collaborative Essay</td>
<td>75</td>
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<tr>
<td>The Rhetorical Analysis</td>
<td>150</td>
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<tr>
<td>The Proposal</td>
<td>200</td>
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<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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</tbody>
</table>
Final Grade
900-1000 A
800-899 B
700-799 C
600-699 D
0-599 F

***All assignments should adhere to MLA guidelines: one inch margins all around, appropriate headers, double-spaced, written in Times New Roman 12 point font, with Works Cited attached to the back of the paper. Each assignment must also meet the minimum page and source requirement. Failing to meet these guidelines will result in a significant negative impact on the assignment's grade; if the student’s essay is not completed by the due date without a just reason, the student will NOT pass the essay.

According to university policy, your final grade for the course will consist of a letter grade only (no plus or minus). Here is a general description of what is meant by each letter grade:

A - Student meets and exceeds the expectations for the assignment. Their writing demonstrates an understanding of all the key concepts needed to effectively complete the piece of writing. The paper has few, if any, grammatical and syntactical errors. I think “I’d like to use this as an example next semester.”

B - The student meets the expectations for the assignment. Their writing demonstrates an understanding of most of the key concepts needed to effectively complete the piece of writing. The student has a few (2-3 repeated) grammatical errors and other problems. I think “Very good job. If you revise, you can get an A.”

C - The student meets the expectations for the assignment. Their writing demonstrates an average understanding of most of the key concepts; however, there may be one or two that they have a problem with. The paper has several (4-8 repeated) grammatical errors. I think “The student missed some points, but the paper is acceptable.”

D - The student does not meet at least one expectation for the assignment. Their writing demonstrates little understanding of key concepts, and they may ignore parts of the assignment entirely. The paper has quite a few (8-15 repeated) grammatical errors. I think “What went wrong? This student should revise the paper.”

F - The student does not meet most of the expectations for the assignment. Their writing demonstrates no understanding of key concepts taught in class. They are missing pages or have plagiarized. Their writing is almost incomprehensible because of many (15+ repeated) grammatical errors. I think “Has this student been in class? If they continue this, they will fail the course.”

NOTE: If your grade is borderline, class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness can lower your final grade.

I am happy to discuss the evaluation of your work at least 24 hours after I have returned it to you. I will not discuss it until then. Please do not ask me to discuss your grade immediately after I hand the assignment back.
***Please be aware that I give A(s) to students who master the coursework. I will not give them:
a) for hard work (everyone should work hard); b) so you won’t be put on probation or lose your scholarship; c) because I “like” you (I’m not in a position to like you personally); d) simply because you ask; or e) so you will graduate. I only change grades in the event of a mathematical miscalculation. Do NOT email me or come to me at the end of the semester asking for a higher grade; I will not respond.

Attendance:
ADULTS MAKE ARRANGEMENTS. Successful students attend regularly, arrive on time, and stay for the duration of class. Please schedule all other appointments without being late or leaving early. Entering the classroom late is disrupting; three tardies is considered one absence. If you are more than 15 minutes late, you will be counted absent. Sleeping in class is unacceptable; you will be counted absent if you sleep in class.
- I will allow 6 excused and/or unexcused absences.
- I will have your participation grade dropped by 10 points per absence starting with the 7th.
- Students with more than 10 absences (excused or unexcused) who fail to drop the course will receive an F for the semester.
- The absences that count as excused will be documented family emergencies, university sanctioned events, and extreme medical issues (i.e. hospitalization).
- All excused absences must have proper documentation (i.e. a doctor’s excuse, documentation from coach on SFA letterhead, etc.).
- Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.
- In class assignments and activities cannot be made up unless you have a documented, excused absence.
- An excused absence does not also excuse the homework that is due for that day. You are responsible for all the work that is due for the class missed and the next.
- In case of an excused absence, homework needs to be turned in on the next day you are in class.
- You will know in advance when an essay or major assignment is due. Just because you are absent on that day, does NOT mean your essay can be turned in the next day. If you are absent, you must submit an online version of that assignment unless there is a family emergency (i.e. hospitalization or death of an immediate family member) or extreme medical issues (i.e. hospitalization); in these cases, you will need documentation. If you are going to miss a day for an extra-curricular event, your essay should be submitted early or on time, not late. Extra-curricular activities are a privilege. As high school students, you had to opportunity to choose college level courses; you must learn how to balance those courses with your other classes, extra-curricular activities, and social life.

I understand that you all have a life outside of school and sometimes you cannot attend class. Therefore, if/when you miss class, it is your responsibility to get the notes from your fellow classmates. Please DO NOT come by my office asking me to deliver a personal lecture, and please DO NOT email me asking what you missed or if you missed anything important; all of the material we will go over is important. This syllabus contains a course schedule that tells you
which notes you need to get from a classmate. I strongly recommend that you get contact information from at least two of your classmates.

Late Assignments:
I DO NOT accept late assignments. Major grades missed due to legitimate circumstances beyond a student’s control may be made up if arrangements are MADE IN ADVANCE AND NOT AFTER THE FACT. The university excuses students for serious personal illness requiring hospitalization and family emergencies such as a death in the immediate family. Students are responsible for providing satisfactory documentation in such situations. Extensions for major papers will be left to my discretion, but students must see me 3 days prior to the assignment due date and present me with a valid reason for me to consider an extension.

Withheld Grades - Semester Grades Policy (A-54):
Ordinarily, 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.

Academic Integrity:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:
If you are caught cheating or plagiarizing in my class, you will AUTOMATICALLY FAIL the course and I will report you to the Dean of your college.

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) the falsification or invention of any information, including citations, on an assigned exercise; 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 are (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 an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Acceptable Student Behavior:
A recent policy from the Provost’s Office states, “Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the
instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate /inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.”

Individual Policies:

- Cell phones, head phones or ear buds, iPods or MP3 players, laptops, or any type of tablet is not allowed in the classroom unless your textbook is an electronic text. If I see or hear these items, you will be counted absent. If you need to take a phone call for an emergency, you may step out of the classroom, but do not disrespect your classmates by answering the phone in class.
- Unless you have my permission, do not invite your peers into this course. This class will function as a college class, not a high school class.
- It is disrespectful to talk when I or your fellow classmates are speaking. Please raise your hand if you have something to say; DO NOT talk over someone.
- Pay attention! If you are sleeping, daydreaming, or doing homework for another class, I will not ask you to leave, but you will be counted absent for the day. You are not wasting my time, you are wasting your own time.
- If you wish to contact me, you may send me an email. You MUST put ENG 131 and your section number in the subject line. I do not accept assignments via email unless I specifically give you permission to do so. Please construct your emails professionally. I will not respond to emails that are written in “text message” format.
- Disrespectful behavior will not be tolerated in this class. Being in a dual credit course is a privilege. If you cannot behave maturely, you will be dropped from the course.

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 for Policy E-46.

Students with Disabilities:
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 the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
AARC:
Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Drop-in tutoring is offered as well. You can also make an appt. by calling 468-4108.
Tentative Course Schedule:
*TENTATIVE means this schedule is subject to change.

**Unit One: Personal Narrative**

**WEEK ONE:** August 14-16 (CO 2, 4)

W-Course, syllabus, instructor, and student introductions

**Homework:** Study Syllabus

R-Diagnostic essay Introduction

**Quiz:** Syllabus

F-Grammar Review #1

**Homework:** Study Grammar

**WEEK TWO:** August 19-23 (CO 1, 2, 4)

M-Work on diagnostic essay

**Homework:** Study Grammar

T-Finish Diagnostic Essay

**Homework:** Study Grammar

W-Discuss Personal Narrative Essay

**Due:** Diagnostic Essay

**Homework:** Study Grammar

R-Finish Personal Narrative Discussion

**Homework:** Read "Student Example Personal Narrative #1" and "Student Example Personal Narrative #2" AND Study Grammar

F-Grammar Review #2

**Quiz:** "Student Example Personal Narrative #1" and "Student Example Personal Narrative #2" AND Study Grammar

**WEEK THREE:** August 26-30 (CO 1, 2, 3, 4)

M-Elements of Rhetoric

**Homework:** Study Elements of Rhetoric AND Study Grammar

T-Writing Day/Discuss MLA

**Quiz:** Elements of Rhetoric

**Homework:** Read Sample Narratives, Jean Brandt’s “Calling Home” and Annie Dillard’s “An American Childhood” (D2L), AND Study Grammar

W-Discuss Sample Narratives

**Quiz:** Sample Narratives

**Homework:** Study MLA and Grammar

R-Introduce Peer Review

**Quiz:** MLA

**Homework:** Work on Personal Narrative Rough Draft AND Study Grammar

F-Grammar Review #3

**Homework:** Finish Personal Narrative Rough Draft and Study Grammar
WEEK FOUR: September 2-6 (CO 1, 2, 3, 4)

M-NO SCHOOL
  **Homework:** Finish Personal Narrative Rough Draft (This must be complete by the beginning of class tomorrow in order to receive credit for peer review and your rough draft)
T-Peer Review Day
  **Homework:** Study Grammar
W-Peer Review Day 2
  **Homework:** Study Grammar
R-Work on Peer Comments
  **Homework:** Study Grammar
F-Grammar Review #4
  **Homework:** Work on Final Draft of Personal Narrative AND Study Grammar

WEEK FIVE: September 9-13 (CO 1, 2, 4)

M-Review Plagiarism
  **Homework:** Work on Final Draft of Personal Narrative AND Study Grammar
T-FINAL Writing Day
  **Homework:** Finish Personal Narrative Final Draft
W-Grammar Review #5
  **Due:** Personal Narrative Final Draft
  **Homework:** Study Grammar
R-Go Over Grammar Units
  **Homework:** Study Grammar
F- Grammar Test #1

  **Unit Two: Compare and Contrast**

WEEK SIX: September 16-20 (CO 1, 2, 4)

M-Introduce Compare and Contrast Essay Assignment
T-Choosing a Topic
W-Venn Diagramming
R-Compare and Contrast Essay Structures
F-Planning Day
  **Homework:** Read Sample Compare and Contrast Essays (D2L)

WEEK SEVEN: September 23-27 (CO 1, 2, 3, 4)

M-Discuss Sample Compare and Contrast Essays
  **Quiz:** Sample Compare and Contrast Essays
T- *Buffy the Vampire Slayer* (Season 2, Episode 6)
W- *Supernatural* 1 (Season 4, Episode 5)
R-Comparing Buffy and Supernatural  
**Homework:** Finish TV Comparison  
F-Writing Day

**WEEK EIGHT:** September 30-October 4 (CO 1, 2, 3, 4)

M-Writing Day  
**Homework:** Finish at least one page of Compare and Contrast Essay Rough Draft  
T-Writing Day  
**Homework:** Finish at least two pages of Compare and Contrast Essay Rough Draft (This must be complete by the beginning of class tomorrow in order to receive credit for peer review and your rough draft)  
W-Peer Review  
R-Peer Review Day 2  
F-Work on Peer Comments  
**Homework:** Finish making edits to Rough Draft

**WEEK NINE:** October 7-11 (CO 1, 2, 4)

M-FINAL Writing Day  
**Homework:** Finish Compare and Contrast Final Draft  
T-Introduce Rhetorical Analysis  
**Due:** Compare and Contrast Final Draft  
**Homework:** Study “What is Rhetorical Analysis”  
W-Rhetorical Analysis Essay Assignment  
**Quiz:** “What is Rhetorical Analysis?”  
R-NO SCHOOL  
F-NO SCHOOL

**Unit Three: Rhetorical Analysis**

**WEEK TEN:** October 4-18 (CO 1, 2, 3, 4)

M-NO SCHOOL  
T-Introduction to Ethos, Logos, and Pathos  
W-Finish Ethos, Pathos, and Logos  
**Homework:** Study Ethos, Pathos, and Logos  
R-Group Presentation Assignment  
**Quiz:** Study, Pathos, and Logos  
F-Logical Fallacies  
**Homework:** Study Logical Fallacies

**WEEK ELEVEN:** October 21-25 (CO 1, 2, 3, 4)

M-The Rhetorical Triangle  
**Quiz:** Logical Fallacies  
**Homework:** Study Rhetorical Triangle
T-Work on Group Presentation
   Quiz: Rhetorical Triangle
   Homework: Group Presentation
W-Work on Group Presentation
   Homework: Finish Group Presentation
R- Presentation Day
   Homework: Work on Rhetorical Analysis Essay
F-Writing Day/Work on Rhetorical Analysis Essay
   Homework: Finish at least two pages of Rhetorical Analysis Essay (This must be complete by the beginning of class tomorrow in order to receive credit for peer review and your rough draft)

WEEK TWELVE: October 28-November 1 (CO 1, 2, 3, 4)

M-Peer Review Day
T-Peer Review Day 2
W-Work on Peer Comments
R-Writing Day
F-Writing Day
   Homework: Finish Rhetorical Analysis Final Draft

Unit Four: Proposal

WEEK THIRTEEN: November 4-8 (CO 1, 2, 4)

M-Introduction to Proposal
   Due: Rhetorical Analysis Final Draft
T-The Proposal: Problem and Solution Essay
   Homework: Read Sample Proposal Essay
W-Discuss Sample Proposal Essays
   Quiz: Sample Proposal Essays
R-Conducting Research
F-Evaluating Sources
   Homework: Complete Outline for Proposal

WEEK FOURTEEN: November 11-15 (CO 1, 2, 4)

M-Go Over Outlines
T-Research Day
W-Research Day
   Homework: Finish Finding Sources for Essay
R-Writing Day
   Homework: Work on Proposal Rough Draft
F-Writing Day

**Homework:** Finish at least three pages of Proposal Rough Draft (This must be complete by the beginning of class tomorrow in order to receive credit for peer review and your rough draft)

**WEEK FIFTEEN:** November 18-22 (CO 1, 2, 3, 4)

M-Peer Review
T-Peer Review Day 2
W-Work on Peer Comments
R-Writing Day/One-on-One Meetings

**Homework:** Work on Proposal Final Draft

F-Writing Day/One-on-One Meetings (EARLY RELEASE)

**Homework:** Finish Proposal Final Draft

**WEEK SIXTEEN:** November 25-29

**THANKSGIVING BREAK**

**WEEK SEVENTEEN:** December 2-6 (CO 1, 2, 4)

M-Discuss Final Exam

**Homework:** Finish Proposal Draft

T-Study for Final

**Due:** Proposal Final Draft Due

W-Study for Final
R-Study for Final
F- FINAL EXAM

**WEEK EIGHTEEN:** December 9-13 (CO 1, 4)

M-Final Essay Discussion

T-Finish ALL Edits (NO WORK WILL BE ACCEPTED AFTER THIS DAY)

W-Study Hall
R-Study Hall
F-Study Hall

**WEEK NINETEEN:** December 16-20 (CO 1, 4)

M-Study Hall
T-Study Hall
W-Study Hall
R-Study Hall
F-Early Release