English 131 Composition and Rhetoric
English 131-755 Fall 2019 Syllabus

Meeting Times: MWF 9-9:50
Location: Zoom/Woden ISD
Instructor: Annaliese Chaudhuri (Mrs. C)
Office Location: N/A
Email: chaudhurad1@sfasu.edu (mySFA email), chaudhurad1@d2l.sfasu.edu (D2L email)
Office Hours: T/TH 10:00-12:30 by email through D2L or mySFA

Required Materials:
Inquizitive for writers

Writing materials (pen/pencil and paper or laptops/computers) should be kept on hand at all times for taking notes and for in-class writing. Although we won’t necessarily write every day, you should come to class every day expecting to write.

Various handouts/readings will be posted (possibly printed out for you) on D2L at certain times during the semester. Do not lose anything that is printed out for you.

Recommended Materials:
A flash drive or access to an online drive (such as Google Drive) for making backups. The only thing worse than having a nearly-complete essay lost to a crashed computer is having your professor say you should have backed it up.

Course Description:
ENG 131 “Rhetoric and Composition” (3 credits; fully online) meets online for fifteen weeks during the semester as well as during finals week. 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. Finals week is typically spent completing final edits of one or more of the essays. These activities average nine hours of work each week.

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

This is a writing-intensive course. There are a number of major written assignments through which you will produce a minimum of 15 pages of final-draft-quality writing.

**Student Learning Outcomes for ENG 131:**
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, in order 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).

**English Program Learning Outcomes**
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

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**COURSE POLICIES**
Ms. Wiggins will be helping me facilitate this course, and whenever she sees you she will be in charge of making sure that you are doing work that I have assigned to you to have ready for future class days or with helping you stay on track during our own class time. The time she is taking to work with us on this course is invaluable to me and she is to be given every respect and courtesy. Reports of misbehavior or lack of cooperation while Ms. Wiggins is in charge on a day that I am not present will result in disciplinary action.
On the days when I do see you, Ms. Wiggins will also be present. If she asks you to do something, you need to listen to her. Refusing to cooperate with either Ms. Wiggins or myself on any class day will result in being given an absence for that class day.

**Attendance is mandatory.**

- If you receive seven (7) absences, you will fail the class.
- Keeping up with your attendance is your responsibility.
- Coming to class late or leaving class early will result in an absence except in the case of Dr./medical appointments of any kind, family emergencies, illness, or an event or service sponsored or required by the high school. If you have an excuse that doesn’t meet these criteria but you feel should be excused, you may email me about it.

If you are sleeping in class, you are absent.
If you are being disruptive (this includes unnecessary technology use) in class, you are absent.
Do not pack up until you are instructed to do so.
No headphones/earbuds unless I say.
Check your e-mail and our D2L course page every day if not every other day.

**Attending class does not equate to class participation.** You’ll notice that there isn’t a grading category labeled “participation” or “attendance” for this class, but there are grading categories for quizzes and class discussions. This means that a student could physically attend every class day, but if they choose not to study or read for upcoming quizzes or not to engage in class discussions when they are being graded, they would earn a much lower grade in the course or possibly fail the course.

There will be assigned reading and questions to help you feel more prepared for what you might want to choose to contribute during class discussion. Taking notes on your readings, highlighting, etc. can help you a lot with making sure that you can contribute. Asking questions that pertain to discussion is also an appropriate way to be part of class discussion.

**Classroom Decorum:** In order to improve our critical reading and thinking skills, we will engage in open, free discussions. Despite the overall similarities in age, University classes tend to be composed of people of differing backgrounds with differing perspectives. In other words, we can all learn from our peers. To this end, you must come to class prepared to discuss and debate the readings. All participants in discussions are expected to remain courteous and respectful, regardless of the diversity of our opinions. Although I do not expect disciplinary problems at the college level, persistent behavioral disruptions will result in the student in question being asked to leave and receiving an absence for the day. The goal of these discussions is not to “win” an argument but to open everyone’s minds to multiple possibilities.

**E-mails** will be composed professionally. Anyone sending unprofessional e-mails will be invited to resubmit. If you send me an email with just an attachment without a request as to what you want done with it, I will not respond to that email.
**Food and drink:** Eating or drinking in class is fine as long as you are quiet/not a disruption.

**Late work/revision policies**

- Late work can only be accepted with an **excuse such as a death in the family, an illness/dr. appointment, or an unforeseen university/high school approved event.** Excuses must be dated and emailed. If you are making up work due to any of the aforementioned types of absences, these assignments are should be completed in a week’s time or will lose points.

- If you know you are going to be absent ahead of time, you should turn in your assignments ahead of time. This is especially important if the absence doesn’t meet the criteria for an “approved excuse” mentioned previously.

- Homework/discussion work or daily work (such as quizzes) cannot be turned in late or made up regardless of what your approved excuse is or if it’s an issue of an unexcused absence. Basically if you’re not in class to take a quiz or participate in a verbal discussion, that grade is dropped from your average for that grading category. You will not send me any makeup work or take a quiz at a different time. Only essays can be turned in late, but for unexcused absences, ten points per day will be deducted from an essay that was not submitted the day and time it was due.

- Students may revise their first OR second essay (but not the third or fourth essays). Essay 1 revisions or Essay 2 revisions are due Monday, December 9th. I will use whichever grade is higher as the final grade on an essay revision. For example, if a student revises their first essay and scores a 60% initially and then scores an 80% on their revision, I will use the higher grade. Conversely, if a student scored 60% initially, but scored a 30% on their revision, the higher of the two grades would still be used. Essays that are turned in late cannot be revised (unless in the case of an excused absence).

**Plagiarism:** If you use ideas or words that are not your own, you **must** give full and proper credit. The use of “essay rewriter” or paraphrasing software is **expressly forbidden**.

If you plagiarize, you will almost certainly get caught. If you get caught, you will earn a zero for the assignment, and you will fail the course. It doesn’t matter if it’s a homework assignment or a major paper. It doesn’t matter if you plagiarized a few lines or the whole paper. Cheating on quizzes also is a form of academic dishonesty. **Your misconduct will be reported and documented to the university and will result in disciplinary action and could result in expulsion from the university.**

To avoid emergencies, you should save your work in multiple places; I highly recommend using online storage such as Google Drive, which is a free service, to back up your files. Alternately, you may acquire a flash drive and make frequent backups. **Computer failure is not an excuse for missing due dates.**

**Page counts** must be met. Page counts **do not include the Works Cited page. Ten points per page will be deducted** for incomplete assignments (If I ask for 2 full pages of writing, I do not mean turn in 1 ½ pages of writing).
Works Cited: Every assignment that uses information from an outside source will include a Works Cited page, properly formatted. If you do not know how to properly format a Works Cited page with proper spacing and indents, ask me or consult the Purdue Owl online. Essays which do not include a Works Cited page will not receive more than half the total grade possible. Not having a works cited page is a form of plagiarism and you could risk failing the class.

Grading Breakdown

Discussion (verbal discussion, discussion boards or chat rooms, workshop, peer review, any daily activities or homework) 8%

Quizzes 7%

Professional Personal Narrative 20%

Literary Rhetorical Analysis Essay 20%

Synthesis Essay 20%

Persuasive Essay 25%

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</td>
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<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
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<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of three or more papers for instructor and peer feedback, which may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.</td>
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<tr>
<td>D</td>
<td>Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of one or two papers, which may sometimes or always be incomplete; inattentive during class; rare contributions during group activities. [Performance may be marked by other flaws: consistent tardiness; disruptive; etc.]</td>
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F | Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not bringing course readings to class or not making up missed material); never volunteers, or doesn’t respond when prompted; never or very infrequently submits drafts for instructor and peer feedback, which are always incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.

Grading Standard:
A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.

Academic Integrity (A-9.1)
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
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/4.1-student-academic-dishonesty.pdf

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.

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/.

Tentative Class Plan English 131—Fall 2019

-Week 1: August 26-30

Mon. Aug. 26 - Review of the syllabus
Homework: Read over the syllabus on your own (pay particular attention to late work policies, plagiarism policies, and quiz and discussion grade policies), review the schedule for the semester listed on the syllabus (pay attention to essay due dates), begin the Week 1 Essay 1 module on research and begin your Essay 1 research.

Tues. Aug. 27 - Finish reading through the Week 1 Essay 1 module on research, continue your Essay 1 research, Read Chapter 29 (pgs. 331-338 in Norton Field Guide to Writing Readings and Handbook)
Homework: Continue your Essay 1 Research, finish any reading you haven't taken care of yet

Wed. Aug. 28 - Walkthrough of the other brainstorming techniques for drafting and researching from the Norton Field Guide
Homework: Continue your Essay 1 research and/or drafting

Thurs. Aug. 29 - Continue your Essay 1 research and/or drafting
Homework: You should have selected an application to apply for and should be ready to begin drafting your Essay 1

Fri. Aug. 30 - Class discussion of research issues, walkthrough of drafting Essay 1, explanation of workshop practices
Homework: You should begin drafting your Essay 1 and have at least one full page of writing written by Wednesday. Read the following essays posted in this week on D2L for workshop on Wednesday: An Essay in Three Drafts from Zoe Shewer, Monica Wunderlicht’s “My Technologically Challenged Life,” and Jamie Gullen’s “The Danish Way of Life.” When you are reading these essays, think about what the student would need to do in order to tailor their essay to our professional personal narrative essay assignment instead of leaving their essay as is.

-Week 2: September 2-6

Mon. Sept. 2 - Labor day
Homework: Continue drafting Essay 1 (have one full page written by weds.) and finish the assigned reading and your responses to the reading from the weekend

Tues. Sept. 3 - Continue drafting Essay 1 (have one full page written by weds.) and finish the assigned reading and your responses to the reading from the weekend
Homework: Continue drafting Essay 1 (have one full page written by weds.) and finish the assigned reading and your responses to the reading from the weekend
Wed. Sept. 4 - Workshop student essays assigned for homework last week together (what do they need to do to their essays to make them work for this assignment, what writing techniques are they using that you would want to use in your own essay/writing?) Discuss any issues you had in the process of writing your first full page of your Essay 1.
Homework: Read Shannon Nichol's "Proficiency," Melissa Hicks' "The High Price of Butter," and Jeff Gremmel's "the Clinic." Respond to each of the essays by talking about how each writer could structure their thesis for their essay to fit our assignment. You can use the scholarship, grant, or internship application that you researched for yourself to provide you with a template of what kinds of things you think the students could be appealing to in their revised essay. We will workshop these mock thesis statements on Friday in class. You should type up your response onto a google doc or type it up into an email to yourself, or handwrite your response, so that you have it on hand during class. I may ask you to post it onto a discussion board on Friday.
Thurs. Sept. 5 - Continue drafting your Essay 1, continue working on the assigned reading and responses.
Homework: Continue drafting your Essay 1, continue working on the assigned reading and responses.
Fri. Sept. 6 - Workshop thesis statements from the readings. Discuss any current issues you are having with your drafting.
Homework: Peer review on Monday, you should have two full pages of writing ready to share with your peer reviewer(s). You'll submit your draft to dropbox by Sunday night.

-Week 3: September 9-13

Mon. Sept. 9 - Peer review in class. You and your partner should email each other your peer reviews and copy me on the email. You have to have a draft that is 2 full pages submitted to dropbox before class, be physically in class, and write the peer review of your partner, and email me the peer review in order to earn credit for peer review. You may not makeup peer reviews. 
Homework: Continue drafting your Essay 1 if necessary or begin the revision process of your finished Essay 2 draft
Tues. Sept. 10 - Continue revising/editing your essay 1 or adding to your draft as needed
Homework: Continue revising/editing your essay 1 or adding to your draft as needed
Wed. Sept. 11 - Review types of revision strategies to use as you polish your Essay 1 draft
Homework: Continue revising/editing your essay 1 or adding to your draft as needed
Thurs. Sept. 12 - Continue revising/editing your essay 1 or adding to your draft as needed
Homework: Continue revising/editing your essay 1 or adding to your draft as needed
Fri. Sept. 13 - Review types of editing strategies for polishing your Essay 1 draft
Homework: Continue revising/editing your essay 1 or adding to your draft as needed, final draft due on Monday to dropbox

-Week 4: September 16-20

Mon. Sept. 16 - Essay 1 is due on dropbox today in the evening. Class time will cover Essay 2, the literary rhetorical analysis essay
Homework: Read the student sample essays "Metaphor and Society in Shelley's 'Sonnet'" and "Shades of Character" and write a response explaining the strengths and weaknesses of each essay in terms of writing but also in terms of how the essay would meet the requirements of the
assignment. Also, read and respond to the mock essay source examples (1 poem, short story, and creative nonfiction essay). You are responsible for going through all the other source options for poetry, fictional short-story, and creative nonfiction essay on your own and selecting one to write your essay 2 over.

Tues. Sept. 17 - Finish your responses to the student essays and the poetry and have your responses ready for class on Wednesday.

Homework: Finish your responses to the student essays and the poetry and have your responses ready for class on Wednesday.

Wed. Sept. 18 - Discuss the student sample essays and the mock essay source options. Create outlines and thesis drafts for a mock essay for each source type.

Homework: You need to have decided on what source I have provided that you want to write your essay 2 over by Friday.

Thurs. Sept. 19 - Read/decide on what source you will use to write your essay 2 on, begin outlining/thesis drafting your essay 2

Homework: Read/decide on what source you will use to write your essay 2 on, begin outlining/thesis drafting your essay 2

Fri. Sept. 20 - As part of discussion for today you need to talk about which source you will be writing your essay 2 on (you can switch to something else that I've provided later for essay 2 later in your process if you need to or feel stuck on the source you originally chose and don't want to write about it anymore if you want to). Review the outlines we created for the mock essays and start fleshing out each outline.

Homework: Finish your essay 2 outline over the weekend and your first draft of your thesis over the weekend, be ready to talk about any writing issues you are having on Monday.

-Week 5: September 23-27

Mon. Sept. 23 - Workshop thesis statements
Homework: continue writing your essay 2

Tues. Sept. 24 - continue writing your essay 2
Homework: continue writing your essay 2

Wed. Sept. 25 - Workshop thesis statements
Homework: continue writing your essay 2

Thurs. Sept. 26 - You need to have a 1 1/2 pages written for the peer review in order to participate on Friday.

Homework: Finish your first 1 1/2 pages for peer review on Friday

Fri. Sept. 27 - Peer review in class
Homework: Continue writing your essay 2

-Week 6: September 30 - October 4

Mon. Sept. 30 - Review revision techniques for essay 2
Homework: continue writing your essay 2

Tues. Oct. 1 - continue writing your essay 2
Homework: continue writing your essay 2

Wed. Oct. 2 - Review editing techniques for this essay 2
Homework: continue writing your essay 2
Thurs. Oct. 3 - You need to have 3 full pages in order to participate in peer review on Friday
Homework: finish writing your essay 2
Fri. Oct. 4 - Last essay 2 peer review
Homework: finish revising and editing essay 2 due on Monday night

-**Week 7: October 7-11**

Mon. Oct. 7 - Essay 2 due tonight on dropbox. Go over the essay 3 assignment and source options
Homework: Read the sample essay for this essay type posted on D2L. Read the sources and begin deciding which scholarly article and non-scholarly secondary article you want to synthesize. Discuss the following sources on Wednesday:
Tues. Oct. 8 - Read the sources for this essay, decide which ones (one scholarly and one non-scholarly article) you want to use, begin outlining your essay 3/drafting your thesis statement
Homework: Read the sources for this essay, decide which ones (one scholarly and one non-scholarly article) you want to use, begin outlining your essay 3/drafting your thesis statement
Wed. Oct. 9 - Discuss the source reading assigned for homework
Homework: Discuss the following sources on Friday:
Thurs. Oct. 10 - Read the sources for this essay, decide which ones (one scholarly and one non-scholarly article) you want to use, begin outlining your essay 3/drafting your thesis statement
Homework: Read the sources for this essay, decide which ones (one scholarly and one non-scholarly article) you want to use, begin outlining your essay 3/drafting your thesis statement
Fri. Oct. 11 - Discuss the source reading assigned for homework
Homework: Read the sources for this essay, decide which ones (one scholarly and one non-scholarly article) you want to use, begin outlining your essay 3/drafting your thesis statement

-**Week 8: October 14-18**

Mon. Oct. 14 - Discuss the assigned sources for today in class.
Homework: be ready to workshop your essay 3 thesis statement draft in class on wed.
Tues. Oct. 15 - continue writing your essay 3 thesis statement/drafting
Homework: continue writing your essay 3 thesis statement/drafting
Wed. Oct. 16 - workshop thesis statements in class
Homework: continue writing your essay 3 thesis statement/drafting
Thurs. Oct. 17 - continue writing your essay 3 thesis statement/drafting
Homework: continue writing your essay 3 thesis statement/drafting
Fri. Oct. 18 - workshop thesis statements in class
Homework: Peer review the first 2 pages of your essay 3 in class on Monday

-**Week 9: October 21-25**

Mon. Oct. 21 - Peer review your first 2 pages of your essay in class.
Homework: continue writing your essay 3
Tues. Oct. 22 - continue writing your essay 3
Homework: continue writing your essay 3
Wed. Oct. 23 - review revision strategies for this essay
Homework: continue writing your essay 3
Thurs. Oct. 24 - continue writing your essay 3
Homework: continue writing your essay 3
Fri. Oct. 25 - Peer review your first 3 pages of your essay in class
Homework: continue writing your essay 3

-Week 10: October 28-November 1
Mon. Oct. 28 - review editing strategies
Homework: continue writing essay 3
Tues. Oct. 29 - continue writing essay 3
Homework: continue writing essay 3
Wed. Oct. 30 - review MLA format
Homework: continue writing essay 3
Thurs. Oct. 31 - finish writing essay 3
Homework: finish writing essay 3
Fri. Nov. 1 - Peer review your 4 page essay 3 draft
Homework: Essay 3 due on Monday

Week 11: November 4-8
Mon. Nov. 4 - Essay 3 due tonight on dropbox. Cover the essay 4 assignment and start going over how to research the source requirements
Homework: begin conducting your essay 4 research and deciding on a topic
Tues. Nov. 5 - Research your essay 4 and decide on a topic
Homework: Research your essay 4 and decide on a topic
Wed. Nov. 6 - Discuss researching the sources for essay 4, selecting a topic
Homework: Research your essay 4 and decide on a topic
Thurs. Nov. 7 - Research your essay 4 and decide on a topic
Homework: Research your essay 4 and decide on a topic
Fri. Nov. 8 - Discuss research and selecting a topic
Homework: You should have selected your topic for essay 4 by Monday

-Week 12: November 11-15
Mon. Nov. 11 - You should have your essay 4 topic selected by today. Review thesis statements for this essay
Homework: continue researching and writing essay 4
Tues. Nov. 12 - continue researching and writing essay 4
Homework: continue researching and writing essay 4
Wed. Nov. 13 - workshop thesis statements
Homework: continue researching and writing essay 4
Thurs. Nov. 14 - continue researching and writing essay 4
Homework: continue researching and writing essay 4
Fri. Nov. 15 - workshop thesis statements
Homework: continue researching and writing essay 4

-Week 13: November 18-22
Mon. Nov. 18 - discuss counterargument  
Homework: continue writing your essay 4  
Tues. Nov. 19 - continue writing your essay 4  
Homework: continue writing your essay 4  
Wed. Nov. 20 - discuss counterargument  
Homework: continue writing your essay 4  
Thurs. Nov. 21 - continue writing your essay 4  
Homework: continue writing your essay 4  
Fri. Nov. 22 - Peer review the first 3 pages of your essay 4  
Homework: continue writing your essay 4

-Week 14: November 25-29

• THANKSGIVING BREAK

-Week 15: December 2-6

Mon. Dec. 2 - review revising techniques  
Homework: continue writing essay 4  
Tues. Dec. 3 - continue writing essay 4  
Homework: continue writing essay 4  
Wed. Dec. 4 - review editing techniques  
Homework: continue writing essay 4  
Thurs. Dec. 5 - continue writing essay 4  
Homework: finish writing essay 4 and finish any revisions to essay 1 or 2 if you are turning a revision of one of those essays tomorrow.  
Fri. Dec. 6 - Essay 1 or essay 2 revisions due today. Peer review your 6 pages of essay 4

-Week 16: December 9-13 (finals week)
Mon. Dec. 9 - Essay 4 due tonight, last day of class