ENGLISH 1301-T13 COURSE DESCRIPTION and SYLLABUS

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ENG1301-T13  
English Composition  
Fall 2018

Office Hours: Monday / Wednesday 10:00-12:00; other times by appointment

COURSE OBJECTIVES:
English 1301T is required of students who are not TSI complete or exempt in English. English 1301T emphasizes the writing process and critical reading skills. This course offers substantial practice in the production of effective prose essays as well as the comprehension and analysis of selected readings. In-class activities are supplemented with practice in a software program designed to complement the class work. Successful completion of the course achieves two goals by 1) meeting the English TSI requirement and 2) providing credit for freshman composition, English 1301.

English 1301T is a paired course. Upon successfully completing the course, students are TSI compliant and receive credit for English 1301.

DEVELOPMENTAL EDUCATION REQUIREMENTS:
State Mandated Placement
A student’s placement in English 1301T is based on State of Texas requirements. Unless a student is exempt from meeting TSI (Texas State Initiative) standards, state law requires that student to participate in a developmental activity determined by the Department of English and Modern Languages if the student scores less than the minimum standard on the reading or writing sections of the TSI assessment. The State has set the following passing standards in reading and writing.

English Cut-Scores on Approved TSI Assessment
Reading: 351 or greater  
Writing: Essay Score of 5 OR a combination of Essay Score of 4 with Multiple Choice of 363 or greater

A student required by state or university regulations to participate in a developmental education program must be continuously enrolled until the program is successfully completed. In other words, students CANNOT drop a developmental course.

Student Outcomes: Upon successful completion of the English 1301T course, students should

• Take notes routinely;
• Understand the nature of the writing process and use all of its phases in writing;
• Understand the principles of audience expectations and adapt language, structure, and detail to the needs of specific readers;
• Understand the basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand the writer’s purpose and follow the progression of ideas;
• Generate sufficient and appropriate detail to convince readers of the validity of a thesis;
• Be sensitive and attentive to language, applying principles of style and tone to enhance the appeal of essays;
• Write prose largely free of errors in grammar, diction, usage, and mechanics;
• Demonstrate an improved ability to read and understand a text (essay prompt, article, essay);
• Demonstrate an improved ability to identify and paraphrase a thesis, main points, and major details from a reading; and
• Demonstrate an improved ability to use electronic environments for drafting, reviewing, revising, and editing texts.

ASU Core Curriculum Objectives for English 1301T and Related Course Assessments

Students in English 1301T will practice the following core curriculum learning objectives in critical thinking, communication, teamwork, and personal responsibility. Students will then demonstrate their capabilities in these objectives by writing a variety of essays.

Critical thinking will be demonstrated in an analytical essay.
• Students will gather, analyze, evaluate, and synthesize information relevant to a question or issue by employing problem-solving strategies that generate positions and arguments and by examining the basic principles of information-gathering to support a thesis.
• Students will then develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions by analyzing and evaluating their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication will be demonstrated in an informative essay.
• Students will develop, interpret, and express ideas through effective written communication by taking into consideration audience, purpose, circumstances relevant to written communication, by using relevant and appropriate content for the specific rhetorical situation in order to express their purpose(s) effectively.

Teamwork will be demonstrated in a peer editing exercise.
• Students will consider different viewpoints as a member of a team by working toward a shared purpose or goal with members of their team and by creating and evaluating their peers’ drafts, presentations, and arguments.
• Students will work effectively with others to support and accomplish a shared goal by devoting efforts to team task, interacting with others, contributing to the team, and resolving and synthesizing divergent viewpoints within a group.

Personal responsibility will be demonstrated in a final essay and portfolio.
• Students will demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision making by identifying their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making and by recognizing possible consequences of their decisions.
REQUIRED SOFTWARE AND MATERIALS:

- Cengage Aplia online software
  NOTE: ACCESS TO THE ONLINE SOFTWARE WILL BE PURCHASED ONLINE IN CLASS.
- One 2-inch three-ring binder for portfolio
- Five 3-ring dividers
- One 3-hole punch (optional, but useful)
- Package of highlighters with at least four colors
- *ONE USB drive to be used EXCLUSIVELY for ENG1301T files (You are encouraged to save in multiple locations)
  It is recommended that students label the USB with their name, class and section, and instructor’s name.
*NOTE: Do not save any non-English 1301T files on this drive at any time throughout the semester.

ATTENDANCE:
Excessive absences, (more than FIVE absences FOR ANY REASON) will cause a student to become ineligible to receive a passing grade in the class. This includes excused and unexcused absences.

- Students are expected to attend all classes, conferences, and required Writing Center activities unless prevented from doing so by illness, bona fide emergencies, or circumstances beyond their control.
- Should a serious illness, emergency, or other crisis occur, it is the student’s responsibility to contact Office of Student Affairs immediately so that professors may be informed. It is also the student’s responsibility to stay in touch with instructors in order to keep up with the work.
- If a student misses class for any reason, it is that student’s responsibility to check with a classmate AND check Blackboard for the class assignment and handouts for that day.
- If a student is absent, it is the student’s responsibility to make up the work missed BEFORE the next class meeting.
- If a student is aware of an absence that will occur, it is that student’s responsibility to contact the professors in advance and to complete assigned work by an agreed-upon deadline.

The following circumstances may also result in an absence:
- Being unprepared for class activities. Because this is a student-centered class that relies heavily on collaborative learning, adequate preparation is essential. Should a student attend class unprepared, that student will not be able to participate in activities planned for that day and will be counted absent. **Do not neglect to complete homework assignments. ALWAYS take completed homework assignments to class each day.**
- Removal from class for inappropriate classroom behavior, including, but not limited to, cell phone use or texting.
- Being excessively late or missing any portion of class/lab time (fifteen or more minutes) will result in an absence.
OTHER POLICIES:

Daily Assignments Sheets:
- Daily assignments sheets, which list assignments covered in class as well as homework assignments, are posted in Blackboard and remain there all semester. A student who is absent should access the Daily Assignment Sheet for the day of the absence before contacting another student or the instructor.

Written Work:
- All written assignments are written and saved on a USB drive, the student P drive, and/or Google docs in Microsoft Word and must be able to be opened on a university computer.
- Be sure to follow the instructor’s specific directions when submitting assignments as stated on the Packet Order Checklist and Blackboard.
- Assignments must be completed in the order in which they are assigned. Even late major assignments must be turned in prior to completing the next major assignment.
- ASU has computer labs in two areas on campus where students may work on out-of-class assignments for 130IT. Access to Blackboard is also available in all campus computer labs and to anyone who has a personal computer that is Internet capable. Computer labs can be found in the following areas:
  - Library Learning Commons
  - Math/Computer Science Lab—Room 111, MCS Building

Operating hours are posted in each lab and are also available online at: http://www.angelo.edu/services/technology/labs/computer_access.php

To use the computer labs on campus and to access the computer programs used in class, students must have a University computer access account. Students are usually issued an ASU email and a computer access account when they register. Students who do not have an account must take their ASU Student ID or receipt for classes of the current semester to the Math/Computer Science Lab. All students must have their computer access account by the second day of class.

- Only major writing assignments may be turned in late or made up. Daily coursework and quizzes completed during class time cannot be turned in late or made up. However, if a student is absent during a peer editing workshop, the peer editing must be made up outside of class on the student’s own time before the next class meeting. All instructions regarding peer editing must be followed.

- No final writing assignment (paragraph, summary, and essay) will be accepted for full credit without the required prewriting exercises, drafts, and peer editing activities. Ten percent of the final grade will be deducted from any writing assignment grade for which an incomplete packet is submitted.

- Ten percent will be deducted from the grade of any writing assignment that is submitted after the due date and time. After one week, the late writing assignment will receive a grade of zero.

- ANY student work may be used as a model for classroom instruction.
Aplia Software Assignments:
- For most Aplia work that is assigned as lab work and/or homework, students are given a week to complete the assignments.
- For this reason, NO DEADLINE EXTENSIONS for Aplia assignments are given.
- Aplia assignments will be due by Sunday nights, at 11:45 PM.
- If any technical difficulties are encountered, it is the responsibility of the student to contact Cengage for assistance. The Cengage contact information will be provided to students at the beginning of the semester.
- Students are STRONGLY encouraged to begin Aplia assignments the day they are given, rather than waiting until the last hour of the final day before they are due.

Computer Classroom:
The Department of English and Modern Languages has established the following rules for the computer classroom:

- **Food, drinks, and tobacco products are prohibited.** Please leave all food and drink outside the room.
- Be aware that “a person commits an offense if he intentionally or knowingly displays or distributes an obscene photograph, drawing, or similar visual representation or other obscene material and is reckless about whether a person is present who will be offended or alarmed by the display or distribution” (Penal Code: Title 9, Ch. 43, Subch. B, Sec.22).
- Authorized software and websites can be found on the Start/Programs menu, on the desktop, and/or on the approved website used for the class. Use of unauthorized software and/or websites is prohibited.
- Exit all programs and log off before leaving class.
- Retrieve USBs from the computer.

THE WRITING CENTER:
Writers always benefit from other writers’ opinions. For example, professional writers depend on their editors for constructive criticism. In 1301T, students will rely on the instructors, their peers, and the tutors in the Writing Center, an academic support service available to all students at ASU. The tutors provide assistance at any stage of the writing process; however, tutors DO NOT complete a student’s work, and they DO NOT proofread a student’s work. Tutors teach students how to effectively revise their own writing. Students should plan to visit the Center frequently throughout the writing process for each of their out-of-class writing assignments. Instructors may also require students to visit the Center. In this case, the final copy of a written assignment will not be accepted for full credit unless the student has completed the required work in the Center.

The Center is located on the third floor of the Porter Henderson Library in Room 305C. Hours during long semesters are as follows:
- 10:00 - 5:00  Monday – Thursday
- 10:00 - 12:00  Friday
- 6:00 - 8:00  Wednesday evening
- 1:00 - 4:00  Sunday afternoon
GRADES:
A student’s semester grade will be determined using the following percentages:

- Email Assignment(s) = 2%
- 3 Essays (17% each) = 51%
- 3 Summaries (7% each) = 21%
- Quizzes and Classwork = 6%
  (Aplia work will constitute multiple quiz grades.)
- *Exit Exam (with passing portfolio)= 20%

Total = 100%

*NOTE: Students are required to meet passing standards on an Exit Exam Portfolio in order to be eligible to write the Exit Exam. Requirements for a passing Exit Exam Portfolio, or in other words, what you need to meet to take your Exit exam and move on, are: meeting the attendance requirements, a score of 70 or above on ONE summary, a score of 70 or above on TWO essays, an average of 70 or above on Aplia.

Grading Scale:
- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 60 – 69 D
- 59 and Below F

ASU ACADEMIC HONOR CODE:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

In English 1301T, the ASU Academic Honor Code applies to ALL work assigned in the class. Reading activities and essays, for example, are individual assignments to be completed by each student, not as collaborative activities with friends, classmates, parents, etc. A student who plagiarizes or who assists such plagiarism may receive an F in the course. “Plagiarism” is when a student uses anyone else’s rephrased ideas or exact words as his or her own. Nothing should be submitted that is not a student’s OWN original work.

When academic dishonesty occurs, instructors will communicate with the student concerning the penalty and the student’s right of appeal. Students can refer to the Academic Honor Code for complete details.

BEHAVIOR:
Appropriate classroom decorum is required at all times. Inappropriate behavior will warrant removal from class and an absence recorded for attendance on that day. Remember: Absences are strictly limited for the semester.

DISABILITIES:
Persons with disabilities that may warrant academic accommodations must contact the Student Affairs Office, Suite 112 in the Houston Harte University Center, in order to request such accommodations prior to any being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.
EMAIL ETIQUETTE:
When questions about course assignments occur outside of a professor’s office hours or the scheduled class sessions, students are encouraged to email the professors for assistance. Because professors receive many emails each day, it is important that a student’s email messages attend to some basic conventions of electronic communication. For example, emails should contain a helpful subject line. They should begin with a salutation, such as “Dear Mr. Powell” or “Hi, Mr. Powell.” They should end with the student’s full name along with the name and section number of the course. Finally, students should attempt to use properly punctuated and complete sentences in their emails. Messages don’t have to be perfectly edited, but instructor will not respond to carelessly written messages littered with typographical errors.

Final Drafts: A First-Year Student Writing Anthology

Editorial Policy
The anthology features exceptional prose pieces written in response to English 1301/T prompts that fall into the following categories:

- Writing for self-expression: personal/reflective pieces,
- Writing in the academy: pieces written for academic audiences, or
- Writing in the world: pieces written for public audiences.

Each year, English 1301/T instructors nominate the strongest student submissions within their fall sections for inclusion in Final Drafts. As the name suggests, drafts should be polished and already very close to publication-ready at the time of submission. In making their recommendations, instructors should consider how much revision/editing a draft would need for it to meet publication standards and if the student would be willing and available to work under the instructor’s editorial guidance. From this instructor-filtered submission pool, an editorial board then selects exceptional pieces for final publication in the following spring semester.

ELECTRONIC DEVICES:
As a courtesy to classmates and instructor, students must turn off all electronic devices during class. Do NOT use ear buds or headphones in class unless specifically allowed to do so for work on a specific project determined by the instructor.
English 1301T Course Syllabus
Fall 2018

****THE COURSE SCHEDULE IS ALWAYS SUBJECT TO CHANGE BASED ON CLASS NEEDS.****

Note: Unless otherwise indicated, all assignments are due at beginning of class. Because this is a student-centered class that relies heavily on collaborative learning, your adequate preparation for each class day is essential.

• If you are not prepared for class, you may be required to leave and charged with an absence. If you are required to leave, you are expected to catch up on your work for that day as well as be prepared for class the next day.
• Look ahead at reading assignments. Start them early if you need extra reading time. Read assignments carefully for full comprehension. If your mind wanders, stop and start again. It will help you understand and remember what you have read if you take notes.
• Unscheduled quizzes may be given on any information in reading assignments or on information discussed in class.
• Exercises and practices will be assigned and are required to be completed. You need to purchase access to Aplia, which includes online supplemental instruction and assignments you are required to use.
• Aplia assignments will be ongoing throughout the semester.

Detailed lesson plans/agendas for each class day will be provided.

IMPORTANT NOTE: COURSE POLICIES ON PLAGIARISM AND ATTENDANCE ARE STRICTLY ENFORCED. PLAGIARISM, INTENTIONAL OR BECAUSE OF CARELESSNESS, MAY RESULT IN FAILURE IN THE COURSE. ATTENDANCE CAN AFFECT GRADES.

Week 1: August 27-31

Policies and Procedures
• Signing in
• Printing Class Assignments
• Course Description and Syllabus
• Overview of Course Description and Syllabus
• Signature on Academic Performance Agreement
• Importance of Angelo.edu e-mail address
• APLIA registration 2nd class period
• Checking access to Blackboard

Writing
• Diagnostic essay

Grammar
• Basic punctuation and capitalization review

Reading
• Email assignment instructions

Aplia
• Aplia Diagnostic Pretest
• Introduction to Using Aplia assignments PS
• Author’s Use of Language – Improving Reading and Writing (Level 2) PS
• Author’s Use of Language – Improving Reading and Thinking (Level 3) PS
• Author’s Use of Language – Purpose and Bias (Level 3) PS
• Author’s Use of Language – Reading Visual Aids PS

Week 2: September 3-7

Policies and Procedures
• Review attendance policies, especially regarding lab time and absences
• Files and file names
• Portfolio Requirements (Review of basic information in CD)
• Quiz over CD
• Writing Center Tutor introductions – lab

Writing
• Email assignment DUE
• Notetaking instruction
• MLA Formatting notes and template creation

Grammar
• Review of basic punctuation and capitalization

Reading
• Class Reading #1
• Introduction to critical reading
• Demonstration of text annotation
• Critical reading practice
• Introduction to article for critical reading for Summary 1

Aplia
• Main Ideas and Supporting Details: Main Idea (Level 2) PS
• Main Ideas and Supporting Details: Implied Main Ideas (Level 2) PS
• Main Idea and Supporting Details: Main Ideas (Level 3) PS
• Main Idea and Supporting Details – Implied Main Ideas (Level 3) PS
• Main Ideas ISP
• Supporting Details ISP

Week 3: September 10-14

Policies and Procedures
• Review
  Missed class work and grades
  Late work
• Peer editing stages and expectations
• Introduction to Summary Packets

Writing
• Summary writing – notes
• Practice summary
• Class analysis of Practice Summary
• Summary 1
Writing of Draft 1 of Summary 1
Peer global editing of Summary 1 Draft 1
Revision to create Draft 2 Summary 1
Peer local editing of Summary 1 Draft 2
Revision to create Draft 3 Summary 1
Peer global and local editing of Draft 3
Summary 1 Final Draft

Grammar
• Sentence components terminology
• Non-specific “you”
• Third person in summary writing
• X words and formal language
• Author tags

Reading
• Assessment of critical reading of Summary 1 article

Aplia
• The Verb PS
• The Subject PS
• Foundations of Writing – Basic Sentence Structure PS
• Development and Support – Quoting, Paraphrasing, and Summarizing PS
• Quoting, Paraphrasing, and Summarizing ISP

Week 4: September 17-21

Policies and Procedures
• Review of peer editing stages and expectations
• Review of Summary Packets

Writing
• SUMMARY 1 PACKET AND BLACKBOARD SUBMISSION DUE

Grammar
• Compound sentences
  Comma plus FANBOYS
  Semicolon plus logical connective plus comma
  Semicolon
  Colon

Reading
• Summary 2 Article for critical reading

Aplia
• Main Idea and Supporting Details – Critical Reading (Level 3) PS
• Main Ideas and Supporting Details – Supporting Details, Mapping, and Outlining (Level 2) PS
• Sentence Structure – Conjunctions and Sentence Structure PS
• Sentence Structure – Comma Usage PS
Week 5: September 24-28

Policies and Procedures
• Review Peer editing requirements
• Review Summary Packet requirements

Writing
• Summary 2
  Writing of Draft 1 of Summary 2
  Peer global editing of Summary 2 Draft 1
  Revision to create Draft 2 of Summary 2
  Peer local editing of Summary 2 Draft 2
  SUMMARY 2 FINAL DRAFT AND BLACKBOARD SUBMISSION DUE
• Summary 3 (2nd class day of this week or 1st of next)
  Critical reading of article for Summary 3
  Summary 3 Draft 1
  Self-global editing
  Self-local editing
  Summary 3 Final Draft
  Blackboard Submission
  Summary 3 Packet
  SUMMARY 3 PACKET AND BLACKBOARD SUBMISSION DUE AT THE END OF CLASS

Grammar
• Sentence boundaries

Reading
• Summary 3 Article for critical reading

Aplia
• Sentence Structure – Common Sentence Errors PS
• Fragments/Run-Ons ISP
• Context Clues ISP

Week 6: October 1-5

Policies and Procedures
• Individual writing conference requirements

Writing
• Introduction to illustration (expository) essay - notes
• Essay 1—Prompt
  Guided exploring
  Narrowing topic – narrowed and specific
  Audience Analysis
  Thesis
• Developing body paragraphs
  Structure
  Analysis of models
  Showing rather than telling in examples
• Essay 1 Thesis and Body Paragraphs
  Graphic organizers
Essay 1 Draft 1: thesis and three or more body paragraphs [required for individual conferences]

Grammar
• Cumulative quiz on sentence components, fragments, compound sentences, run-ons, comma splices

Reading
• Critical Reading Article for Essay 1
• Assessment of critical reading of article for Essay 1

Aplia
• Purpose and Focus – The Writing Process PS
• Sentence Structure – Punctuation PS
• Punctuation ISP

Week 7: October 8-12 – Instructor Conferences

Writing
• Essay 1
  Essay 1 Draft 1 required instructor conferences regarding global concerns in thesis and body paragraphs
  Draft 2 with revised thesis and body paragraphs (homework after conference)

Aplia
• Purpose and Focus – Writing Situations and Strategies PS
• Purpose and Focus – Thesis Statements and Topic Sentences PS
• Thesis Statements ISP
• Development and Support: Supporting Ideas PS
• Organization and Structure: Coherence and Organization PS

Week 8: October 15-19

Policies and Procedures
• Peer editing procedures and expectations

Writing
• ESSAY 1 DRAFT 2 DUE
• Essay 1
  Peer global editing Essay 1 Draft 2
  Introduction, conclusion, and title – notes
  Revision to create Essay 1 Draft 3 (all paragraphs)
  Peer global editing Essay 1 Draft 3 (all paragraphs)
  Revision to create Essay 1 Draft 4

Grammar
• Grammar topics based on student writing

Aplia
• Sentence Variety and Style – Academic Style PS
• Sentence Variety and Style: Basic Style PS
• Purpose and Focus – Logic and Critical Thinking PS
• Sentence Variety and Style – Capitalization PS
Week 9: October 22-26

Policies and Procedures
• Discussion of Essay Packet
• Review of late work policy

Writing
• Essay 1
  Peer local editing Essay 1 Draft 4
  Editing to create Essay 1 Final Draft
  Creation of Essay 1 Packet and Blackboard submission
  ESSAY 1 PACKET AND BLACKBOARD SUBMISSION DUE

Grammar
• Grammar topics based on student writing

Reading
• Article for critical reading for Essay 2

Aplia
• Agreement – Subject-Verb Agreement PS
• Subject-Verb Agreement ISP
• Agreement – Consistency PS
• Parallelism ISP
• Foundations of Writing – Prepositions PS

Week 10: October 29-November 2

Policies and Procedures
• Review of no withdrawal policy

Writing
• Essay 2
  Review of illustration essay and introduction to Essay 2 Prompt
  Exploring
  Audience Analysis
  Review of thesis and body paragraph structure
  Graphic organizers
  Essay 2 Draft 1 (thesis + body paragraphs)

Grammar
• Grammar topics based on student writing

Reading
• Assessment of critical reading of article for Essay 2

Aplia
• Sentence Logic – Modifier Use PS
• Modifier Use ISP
• Author’s Use of Language – Transitions (Level 2)
• Author’s Use of Language – Transitions (Level 3)
• Recognizing Transitional Words, Phrases, and Sentences ISP
• Foundations of Writing – Verbals PS
Week 11: November 5-9
Policies and Procedures
• Required Writing Center visit
Writing
• Essay 2
  Peer global editing Essay 2 Draft 1 (thesis + body paragraphs)
  Review of introduction, conclusion, and title
  Creation of Essay 2 Draft 2 (all paragraphs with title)
  Required Writing Center visit
  Revision to create Essay 2 Draft 3
Grammar
• Grammar topics based on student writing
Aplia
• Agreement—Pronouns PS
• Pronoun Use ISP
• Perfect Tenses PS
• Progressive Tenses PS

Week 12: November 12-16
Policies and Procedures
• Looking Ahead: Final exam date and plan
• Portfolio Requirements
Writing
• Essay 2
  Peer global editing Essay 2 Draft 3 (created after WC visit)
  Revision to create Essay 2 Draft 4
  Peer local editing of Draft 4
  Editing to create Essay 2 Final Draft
  Blackboard submission
  Essay 2 Packet
Grammar
• Grammar topics based on student writing
Aplia
• Sentence Logic – Word Usage PS
• Foundations of Writing – Advanced Usage PS
• Sentence Structure – Possession PS

Week 13: November 19-23 (Thanksgiving Week)
(Thanksgiving Holiday Wednesday – Friday)
Policies and Procedures
• Timed writing tips, policies, and procedures
• Preview Aplia post-test date and plan
• Preview final exam date and plan
Writing
• ESSAY 2 PACKET AND BLACKBOARD SUBMISSION DUE
• Preparation for In-class Timed Writing

Grammar
• Grammar topics based on student writing

Reading
• Article for critical reading for Essay 3

Aplia
• Sentence Logic – Sound-Alikes and Look-Alikes PS
• Sound-Alikes and Look-Alikes ISP
• Recognizing Tone ISP

Week 14: November 26-30

Policies and Procedures
• Review of Exit Exam requirements and schedule
• Review of Portfolio Requirements

Writing
• Essay 3 – In-class Timed Writing
  Essay 3 Draft 1
  Self global editing Essay 3
  Self local editing Essay 3
  Essay 3 Final Draft
  Essay 3 Packet
  Blackboard submission
  ESSAY 3 PACKET AND BLACKBOARD SUBMISSION DUE AT THE END OF THE CLASS PERIOD

Aplia
• Diagnostic Assessment Post-Test

Week 15: December 3-7 [Dead Week]

Policies and Procedures
• Review Exit Exam requirements and schedule, including portfolio

Writing
• Portfolio assessment for Exit Exam
• Preparation for Exit Exam summary
• Preparation for Exit Exam essay
  Exploring
  Graphic organizers
  Models

Grammar
• Review based on student needs

Reading
• Practice critical reading for Exit Exam
Week 16: December 10-14 [Finals Week]

EXIT EXAM for Eligible Students:
1301.T13: Monday, December 10, at 8 AM (Exam in classroom)