Courses Description
There is no such thing as universally "good writing." What counts as "good writing" in one situation may be completely inappropriate and ineffective in others. So, if you want to succeed in college and beyond, you'll need to become an agile writer who can adapt your writing to a wide variety of audiences, contexts, purposes, and media. A common assumption is that once students learn to write in their English courses, they should be prepared to write effectively in all other situations. This class will challenge that assumption. We will examine and discuss forms of writing, methods of inquiry, genres, stylistic conventions, and communicative situations relevant to your major or potential major. The topics of discussion will not be about content in your chosen field but about how professionals in your field communicate to various academic and professional audiences. Questions we will set out to answer include the following:

- How do writing expectations vary across different professional and academic fields?
- How do research methods across the disciplines differ?
- Which genres do academics and professionals in the disciplines learn and use to do and share their work?
- How and where do they share this research?
- Which manuscript and documentation styles do they use?
- Which writing processes and organizational strategies do effective experienced writers employ?

Core Objectives and Course Student Learning Outcomes

Critical Thinking
Critical thinking will be demonstrated through students writing analyses and evaluative pieces. Students will learn to employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information to support a thesis. Additionally, students will learn to comprehend, analyze, synthesize, and evaluate their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication
Communication will be demonstrated through students composing a variety of genres for different contexts. Students will learn to take into consideration audience, context, purpose, conventions, and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.

Teamwork
Teamwork will be demonstrated through peer review. Student will learn to work individually and collectively toward a shared purpose or goal with the members of a team, creating and evaluating their peers’ drafts.
Personal Responsibility
Personal responsibility will be demonstrated through a series of reflective essays. Students will learn to identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions.

Upon successful completion of this course, students should be able to do the following:

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical use of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

Required Texts and Materials:

- A zip drive or storage device for course materials
- (2) two-pocket folders
- A notebook for notes/group work/in-class writing and something to write with

Computer Requirements

Access to Blackboard
I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at https://blackboard.angelo.edu. To log in, you’ll need your Ramport ID and password. In addition to participating in some online discussions via this site, I will post the syllabus, writing assignments, grading standards, and additional readings. Moreover, you will submit some reading and some writing assignments through Blackboard. In order to make sure everyone is familiar with using Blackboard tools, I will provide a brief tutorial illustrating how to use them the first day or week of class.

Microsoft Word
For all electronic submissions, you must save drafts in MS Word or an MS Word-compatible format. If you submit your draft in a different format, I will be unable to open your file and therefore cannot grade your draft.

Adobe Acrobat Reader
You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

Technical Support
If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:

Phone: 325-942-2911
Web Address: http://www.angelo.edu/services/technology/

Any course content-related questions should be directed toward me.

Attendance Policy
Students who miss more than two weeks of class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities. If you miss more than two weeks of class (four classes), you will not pass the course. In addition, if you come to class
unprepared (e.g., without a draft on a peer-review day, without your textbook, etc.) or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent.

**Tardiness Policy**
Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll or collected the attendance sign-in sheet. Three tardies will constitute one class absence. Additionally, if you step out of class for more than 5 minutes, you will be counted tardy. If you are considerably late or miss more than 1/3 of the class (25 minutes), you will be counted absent.

**Observances of Religious Holidays**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence.

**Conferences**
Two to four times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because missing a conference counts as a class absence. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

**Classroom Decorum**
ASU students and instructors are bound by the terms of the Code of Student Conduct, which is published in the Student Handbook at https://www.angelo.edu/student-handbook/.

- **Show Respect:** You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect.
- **Food and Drink:** No food or drinks are allowed in the classroom.

**Electronic Device Policy:**
In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

- **Ipods/MP3:** Using your phone or Ipods/MP3 players to listen to music during class is never allowed. Please remove your headphones and put them away before class begins.

- **Cellphones:** During class, you are not available to answer calls or send/receive text messages. You may not use your cell phone unless instructed. However, occasionally I will instruct students to locate information using their phones or record conference times in their phones. Furthermore, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.

- **Laptops:** You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Blackboard, to take class notes, and, in some cases, bring drafts for peer review.

**Analog and Digital Modes:**
Class instruction will consist of both analog modes (turning away from and turning off computer screens and participating in class discussion, listening to lecture, taking written notes, and/or engaging in group activities with peers) and digital modes (using desktop computers to access materials and engage in course-related activities). I will make it clear which modes we will be operating in within each class period.
Penalties for Violating the Electronic Device Policy: If I catch you using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. Believe me, you don’t want this. It’s very embarrassing. The second time it occurs, I will not say anything; I will just charge you with an absence.

Writing Assignment Submission
- Major writing assignments require you to submit multiple items along with the final draft in a two-pocket folder. Before you submit the final draft, I will distribute a checklist detailing the items you must include in the folder. **If any required materials are missing, your folder will be returned and you will receive a 10 point deduction for each class day the packet is incomplete.**

- Additionally, within the prompt for all major and minor writing assignments, I will specify the format you should use (font style/size, margins, page number placement, etc.). **Please staple together multiple-paged documents.**

- Once again, for online submissions, you must turn in your assignments in MS Word compatible files. Part of turning in an assignment is not just completing it—it is also submitting it in the required format. If you turn in an online assignment in a file not compatible with MS Word, it is up to my discretion to determine if I will allow you to turn in the assignment in the correct format. **It is also your responsibility to make sure the assignment has been uploaded correctly and in the correct format.**

- **YOU MAY NOT TURN IN MATERIAL THAT YOU HAVE WRITTEN FOR OTHER CLASSES** (even if you have taken this same class before).

- If you fail to submit any of the major writing assignments, **you will not pass the course.**

Late Work
I do not accept late work. If you have an emergency of some sort and were unable to submit an assignment by a due date, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. Please **do not** e-mail me assignments after the due date unless you have my approval. If you **e-mail me an assignment without my approval, I will not grade it.** However…

The "Late Pass"
I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one "late pass" per semester. This means, once a semester, I'll give you until the next class period to submit a late writing assignment (it could be either a low-stakes or major writing assignment) without penalty. For example, if you have a writing assignment due on Wednesday, I'll give you until Friday (the next class period) to submit it. Upon applying your "late pass," I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

Participation
Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: reading quizzes, graded Blackboard discussion postings, graded in-class group work, and graded homework assignments. I do not offer make-ups for daily quizzes or exercises. A student must be present to receive credit for exercises graded as quizzes.

Peer Review
This class will teach you skills for effectively offering feedback to your peers about their writing and for incorporating peer feedback in your writing. Your grade for the peer review sessions will constitute 5% of your grade. All students will participate in writing workshops for each of their papers. As with any routine,
we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

**Using Student Writing in the Classroom**
I often bring student writing or Blackboard postings into the classroom for discussion or workshops. I do this because you can learn things from your colleagues’ writing that are hard to learn from any other source. This means that each student might have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know *when you turn it in*. If you have concerns about this, please let me know.

**Class Cancellations**
In the event that I must cancel class and/or office hours, I will notify all classes through Blackboard and e-mail. Please make sure to check your Blackboard and E-mail consistently.

**Grade Determination:**
Your semester grade will be determined as follows:

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<thead>
<tr>
<th>Percentage Allocation</th>
<th>Grade Determination</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>Course Grade</td>
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<tr>
<td>Final</td>
<td>A</td>
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<tr>
<td>Sequence 1: Analysis of</td>
<td>B</td>
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<tr>
<td>Secondary Sources</td>
<td>C</td>
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<tr>
<td>Sequence 2: Annotated</td>
<td>D</td>
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<tr>
<td>Bibliography</td>
<td>F</td>
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<tr>
<td>Sequence 3: Guide to Writing</td>
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<tr>
<td>Oral Presentation</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Reflections</td>
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<tr>
<td>Peer Review</td>
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</table>

Grading standards for individual writing assignments will be distributed as separate handouts.

**Accommodation Statement**
If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

**Plagiarism Policy:**
Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.
Types of Plagiarism
Plagiarism can include any of the following:
• Failing to quote material taken from another source.
• Failing to cite material taken from another source.
• Submitting writing that was written by another person or for another class.
• Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases
If an instructor thinks a student may have plagiarized, he or she will follow these steps:
• Meet privately with the student to discuss the assignment in question and the evidence of plagiarism;
• Identify the appropriate consequence;
• File a report with the Office of Student Services;

Possible Consequences
The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:
• Adequately redo or revise the assignment in question,
• Fail the assignment in question,
• Fail the class, or
• Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

Writing Center Information
The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center’s website at http://www.angelo.edu/dept/writing_center/.

The Writing Center offers tutoring services through two methods:
• **Traditional face-to-face tutoring:** Face-to-face Writing Center sessions typically last approximately 15-20 minutes and focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are assisted on a first come-first served basis. No appointment is necessary for face-to-face tutoring.

• **E-submission of papers:** Students can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, they can e-mail papers as attachments to writingcenter@angelo.edu. A tutor will respond to their questions and comment on drafts within 48 hours.

**Location:** Porter Henderson Library, third floor, Room C305

**Fall and Spring Hours**
Monday-Thursday: 10 a.m.–5 p.m.
Wednesday evening: 6–8 p.m.
Friday: 10 a.m.–noon
Saturday: Closed
Sunday: 1–4 p.m.
Email Policy
If ever you need to reach me, the best way to contact me would be through e-mail. I check my e-mail consistently throughout the day, however, after 5PM, the prospect of me reading and responding to e-mails might lessen. I also very rarely check my e-mail on weekends, so if you must get ahold of me, please do so during the week before 5PM.

When you are composing an e-mail to me (or any of your instructors), please proceed as follows:

- Begin your e-mail with a greeting: "Hello, Ms. Gonzalez," or "Dear Ms. Gonzalez," "Good morning, Ms. Gonzalez," or "Ms. Gonzalez:"
- The first line of your e-mail must state the following:
  - Your name
  - Class
  - Purpose (make sure that you are direct and concise)
- End your e-mail by thanking your instructor for his or her time and close with "Thank you" or "Regards" or another somewhat formal, but friendly, closing. Always sign with your full name.

Other considerations:
- If you have a question regarding an assignment that would require much explaining and/or multiple correspondences, please come see me in person.
- If you know you will be absent, especially for more than one day, please let me know beforehand so that I will know that you have not been mauled by a bear, or worse, eaten.
- Please do not e-mail me an assignment after the due date (or at all) unless you have my approval.
- If you receive an e-mail from me regarding an issue related to class, or if I respond to an e-mail from you, please let me know that you have received my e-mail. Won't take much, just a simple "thank you." However, if the e-mail deals with a pressing matter (say an issue regarding excessive absences) please take the time to reply to me properly.

If you would like to learn more about e-mail etiquette, the link below might be helpful.
https://owl.english.purdue.edu/owl/resource/694/01/

Course Calendar

Notes:
The schedule below provides the topics, readings, due dates, and holidays throughout the semester. I reserve the right to make changes to the calendar based on class needs.

Bb=Blackboard
WT=Writing Today

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class Topics</th>
<th>Homework</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Tuesday 1/15</td>
<td>Read: -What is college level writing?</td>
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<td></td>
<td>-syllabus</td>
<td>-WT: “Writing and Genres”</td>
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<td>-Blackboard page</td>
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<td></td>
<td>-Icebreaker</td>
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<tr>
<td>Thursday</td>
<td>-What is college level writing?</td>
<td>Read: -“Exploring Genre: A College Writer’s Tool for</td>
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<tr>
<td>1/17</td>
<td>-discuss “Writing and Genres”</td>
<td>Understanding Writing” (PDF in Bb)</td>
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</tbody>
</table>
| Week 2 | **Tuesday 1/22** | - Discuss "Exploring Genres"  
- What is a Discourse Community  
- Introduction to Sequence 1 | Read: -WT: “Finding Sources and Collecting Evidence” (pp. 418-426) |
|---|---|---|---|
| **Thursday 1/24** | - Discuss "Finding Sources and Collecting Evidence"  
- Locating Sources: The Information Cycle and Popular vs. Scholarly Sources | Read: -WT: “Reading Critically and Thinking Analytically”  
- WT: “Citing, Quoting, Paraphrasing and Summarizing Sources” (pp. 432-443) |
| Week 3 | **Tuesday 1/29** | -discuss "Reading Critically and Thinking Analytically" and "Citing, Quoting, Paraphrasing and Summarizing Sources"  
- Locating Sources  
- CARS model | - read CARS model PDF  
- TBA |
| **Thursday 1/31** | - CARS Model discussion and activity | - TBA |
| Week 4 | **Tuesday 2/5** | - Locating Sources  
- Discussion of Mandatory Homework Assignment | - Mandatory Homework Assignment part 1 |
| **Thursday 2/7** | - Analysis vs. Summary  
- Discussion of Mandatory Homework Assignment part 2 | - Mandatory Homework Assignment part 2 |
| Week 5 | **Tuesday 2/12** | In-class writing workshop | TBA |
| **Thursday 2/14** | - Writing MWA1  
- Discussion of Peer Review | - Complete first draft of MWA1 |
<p>| Week 6 | <strong>Tuesday 2/19</strong> | Peer Review Session | Incorporate feedback received in peer review session |</p>
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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Chapter Focus</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>2/21</td>
<td>-Sequence 2 and 3</td>
<td>-Sample prompts WT: &quot;Interviewing People&quot; (pp.426-247)</td>
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<td>-What is an annotated bibliography</td>
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<td>-What do I know about communicating in my field?</td>
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<td>-Finding resources</td>
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<td>-Interviews</td>
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<td>-Discuss Reflection 1</td>
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<tr>
<td>Week 7</td>
<td>Tuesday</td>
<td>-writing to learn vs. writing to communicate</td>
<td>-Revisit WT: “Citing, Quoting, Paraphrasing and Summarizing Sources” (pp. 432-443)</td>
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<td>-Selecting a topic</td>
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<td>-Interviewing people discussion</td>
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<td>-Finding Library Resources</td>
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<td>-Plagiarism and properly attributing outside sources</td>
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<td>Thursday</td>
<td>-&quot;Doing Research&quot;</td>
<td>-Documentations readings from WT</td>
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<td>2/28</td>
<td>-organizing your research</td>
<td>-read sample scholarly articles</td>
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<td>-Finding Library Resources</td>
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<td>-Plagiarism and properly attributing outside sources</td>
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<td>Tuesday</td>
<td>-Documentation discussion</td>
<td>-finding bibliographic information homework activity</td>
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<td>3/5</td>
<td>-identifying discipline specific citation styles</td>
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<td>-discuss finding bibliographic information homework activity</td>
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<td>-Discussion of sample sources</td>
<td>-Sample Sources</td>
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<td>-Beam handout</td>
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<td>-Using sources</td>
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<td>Thursday</td>
<td>-Discussion of sample sources</td>
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<td>3/7</td>
<td>-Beam handout</td>
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<td>-Preparing for in-class workshop</td>
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<td>-Preparing for in class workshop (4 sample annotations)</td>
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<td>-Preparation for in-class workshop</td>
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<td>-Preparation for in-class workshop (4 sample annotations)</td>
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<td>Spring Break: March 11-15</td>
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<td>Week 8</td>
<td>Tuesday</td>
<td>-Discussion of sample sources</td>
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<td>3/19</td>
<td>-Beam handout</td>
<td>TBA</td>
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<td>-Using sources</td>
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<td></td>
<td>Thursday</td>
<td>-Preparing for in-class workshop</td>
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<tr>
<td></td>
<td>3/21</td>
<td>-Preparing for in-class workshop (4 sample annotations)</td>
<td>LSA due</td>
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| Week 10 | Tuesday 3/26 | - In-class Writing Workshop  
- Interview reminder |  |  |
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<tbody>
<tr>
<td>Thursday 3/28</td>
<td>Peer Review</td>
<td>Incorporate feedback from peer review</td>
<td></td>
<td>Last day to drop a class or withdraw from regular Spring semester</td>
</tr>
</tbody>
</table>
| Week 11 | Tuesday 4/2 | - Discuss Guide to Writing Prompt  
- Student sample guides |  | Annotated Bibliography due |
| Thursday 4/4 | - Discuss Sample Guides (style, content, rhetorical situation) | - Read: "WT: Organizing and Drafting" (pp. 310-20) and "Developing Paragraphs and Sections" (pp. 361-380) |  |  |
| Week 12 | Tuesday 4/9 | - Narrowing focus of guide  
- Planning your Guide  
- Creating a table of contents  
- Integrating Sources |  | TBA |
| Thursday 4/11 | - Design and format  
- Discuss Oral Presentations | Complete first draft of Guide for Peer Review on Tuesday, 4/16.  
* If you fail to come prepared for the peer review session, you will receive an absence and will have to make up the session outside of class. |  | Table of Contents due |
| Week 13 | Tuesday 4/16 | Peer Review  
- Discuss Oral Presentations |  | Implement Peer Feedback and continue working on Guide |
<p>| Thursday 4/18 | Class Cancelled for Conferences |  | - Continue working on Guide |
| Tuesday 4/23 | Class Cancelled for Conferences |  | - Continue working on Guide |</p>
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Thursday 4/25</th>
<th>Oral Presentations</th>
<th>Guide to Writing Due</th>
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<tbody>
<tr>
<td>Week 15</td>
<td>Tuesday 4/30</td>
<td>Oral Presentations</td>
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<td></td>
<td>Thursday 5/2</td>
<td>Oral Presentations *Discuss FINAL</td>
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<td>Week 16</td>
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**Tuesday, May 7**  
English 1301.240 (8 AM): 8 AM- 10 AM

**Thursday, May 9**  
English 1301.310 (12:30 PM): 10:30 AM- 12:30 PM