ENGLISH 3330.010: Advanced Composition  
FALL 2020

MEETING DAYS/TIME: T/R 12:30-1:45  ●  ROOM: ACADEMIC BUILDING 125

Instructor

Dr. Mellisa Huffman

Phone: 325-486-6368
Email: mhuffman@angelo.edu

Virtual Office Hours
I am available to answer questions over the phone or through Blackboard Collaborate at the following:

MW: 3-4PM
TR: 10:30-11:30AM; 3-4PM

If these times do not work with your schedule, we can schedule an appointment on a day and at time convenient for both of us.

Catalogue Course Description: Advanced technique and practice in writing processes as well as in rhetorical, literary, and stylistic analysis.

Specific Course Description: This course takes a “writing about writing” approach, meaning the topics of discussion, analysis, and inquiry are derived from the field of writing studies. You will explore where your ideas about reading and writing come from as well as your writing processes and those of others; you will learn various theoretical frameworks to analyze how meaning is mediated and texts are constructed in context.

Learning Goals:
- To gain a deeper understanding of what’s going on with your own writing,
- To gain knowledge and understanding of how writing works in various contexts, and
- To gain knowledge about writing that you can take with you to help you navigate other writing situations

Required Text


We will read and discuss several selections from this text (not all of them), but I will also supplement the textbook with other relevant readings and concrete examples to illustrate textbook material and to help you complete major writing assignments. I will post supplemental readings (PDFs and web links) in Blackboard.
COVID-Related Policies and Protocol

**Face Coverings**
Angelo State University has adopted the mandatory *Facial Covering Policy* to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. In compliance with the university policy, **students in this class are required to wear a mask/facial covering before, during, and after class.**

**Wellness Screening**
I will ask you to display your daily screening badge as a prerequisite to enter the classroom, and I will also show you my screening badge.

**Social Distancing**
You are also asked to maintain safe distancing practices to the best of your ability. Academic 125 is large enough to comply with social distancing protocol, so we will not need to divide the class into cohorts.

**Seating Chart**
To assist with contact tracing, I will create a seating chart. The first day you attend class you will select your desk, and I will create the seating chart based on this arrangement. Please sit at your selected desk each class period.

**Desk Sanitation**
Before exiting the classroom, please sanitize your desktop. Cleaning supplies will be provided.

**Disability Accommodations**
Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with *Student Disability Services* and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.

**Noncompliance**
For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued noncompliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

**Technology Requirements**

**Blackboard Access**
I will rely heavily on Blackboard tools to teach this class. You can access it at [blackboard.angelo.edu](http://blackboard.angelo.edu). To log in, you'll need your Banner log-in credentials.

In addition, this is a paperless classroom, which means I will not distribute any instructional materials in printed copy.
Resource Repository
I will post the syllabus, writing assignment prompts and rubrics, daily homework instructions, in-class materials and instructions, and additional resources (videos, handouts, etc.) in our course Blackboard page.

Assignment Submissions
Moreover, you will submit all homework and writing assignment responses through Blackboard.

Class Discussion
We will supplement in-class discussion with discussion boards, blog postings, and Blackboard Collaborate chat.

Class Recordings
All class periods will be recorded through Blackboard Collaborate and uploaded within our course page, so if you missed a session, came late to one, or had to leave a session early, you can locate the video for that class period and watch it. Click on the “Live Class Sessions” link in our Blackboard course site to locate these videos.

Remote Learning
If you have my approval to take this class entirely online or are forced to take the course remotely (due to COVID exposure or illness), for optimal access to Blackboard materials and live-streaming, you will need high-speed internet and a computer.

However, you can also access Blackboard using a smartphone. The Blackboard application allows you to access the site and enables you to join and participate in remote sessions.

In order to make sure everyone is familiar with our course’s Blackboard site layout, I will provide a brief tutorial illustrating how to navigate it the first week of class.

Devices
I urge you to bring a laptop, tablet, or smartphone to access course materials during class. However, it is not required that you purchase or bring one of these devices to class.

Using your phone or other devices to listen to music during class is not allowed. Please remove your headphones and put them away before class begins.

You are unavailable to make/take phone calls during class, but if you have a personal emergency and need to take a call, please step outside the building to do so.

Microsoft Word
All typed work (writing assignments and homework) must be submitted in Microsoft Word format. You cannot upload links to Google Docs within Blackboard. As an ASU student, you have free access to Office 365, which includes MS Word. Visit the Office 365 website and log in with your ASU name and password. You can download the software onto your computer or compose and save writing within the site’s cloud-based storage.

Adobe Acrobat Reader
To download some of the reading assignments, you will need Adobe Acrobat Reader.

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

Phone: 325-942-2911 or toll free at 1-866-942-2911
Web: www.angelo.edu/services/technology/
Communication Outside of Class

Professor Contact
If I need to contact you outside of class, I will email your Angelo State email address. Get in the habit of checking your email regularly. If you need to contact me outside of class, email me at mhuffman@angelo.edu. I check email periodically between 9AM and 5PM Monday-Friday. I will not respond to email on weekends, so if you email me at 2AM on a Saturday, I will not get the message until Monday morning. When you send an email, use professional email etiquette:

- Send the email from your ASU student account;
- Include the following: an appropriate subject in the subject line, a formal greeting (Dear Dr. Huffman,) your name and the class you are enrolled in, and a clear description of the question or issue;
- Avoid using “textspeak” (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange because doing this establishes an informal tone, inappropriate for this writing situation, and it often makes your message difficult to read and understand.

Class Cancellations/Transitions
If bad weather or a personal emergency forces me to cancel class, I will inform the class through Blackboard and through webmail (your ASU email account) of the cancellation and any amendments to the course syllabus and calendar. If we experience another lockdown due to the pandemic and therefore have to transition to entirely online learning, ASU will notify all students. I too will communicate through Blackboard how instruction and student participation in this class will adapt to the entirely remote model.

Grade Determination

Your semester grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Personal Literacy History</td>
<td>20%</td>
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<tr>
<td>Rhetorical Analysis 1</td>
<td>25%</td>
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<tr>
<td>Rhetorical Analysis 2</td>
<td>30%</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Peer Review Sessions</td>
<td>10%</td>
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<tr>
<th>Letter Grade Determination</th>
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<tr>
<td>Course Grade</td>
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<td>A</td>
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<td>D</td>
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<td>F</td>
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Writing Assignment Submission

- I will post individual prompts and rubrics for major writing assignments. The prompts for all major and minor writing assignments will specify the manuscript format documents will need to be submitted in: font style/size, margins, page number placement, documentation style, etc.

- Students must submit all major writing assignments (rhetorical analysis 1, rhetorical analysis 2, and personal literacy history) to pass the course.

Professor-Student Conferences
I will require you to conference with me about two of the major writing assignments. These meetings, which will take place through Blackboard Collaborate or over the phone, give us the opportunity to have focused, one-on-one discussions 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 schedule a reminder for your conference appointment and show up on time. If you cannot make your time, notify me at least 24 hours prior to your appointment so that we can reschedule.

**Late Pass**
I understand juggling various aspects of your life throughout the semester poses a challenge. Once a semester I will give you until the next class period to submit a major writing assignment late without penalty. For example, if you have a writing assignment due on Thursday, I'll give you until Tuesday (the next class period) to submit it. You will need to inform me through email that you are using your late pass before the initial due date. I will not accept any other subsequent late assignments.

**Late Work**
I do not typically accept late work beyond the Late Pass. However, if an emergency prevents you from submitting an assignment on time, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. Please do not e-mail me assignments after the due date unless you have my approval.

**Participation**
Participation will constitute 15 percent of your final grade. I factor in the following when determining your participation grade: reading quizzes, graded in-class activities, graded homework responses, and graded Blackboard discussions/blogs.

**Peer Review**
Extensive research demonstrates that effective writers do not simply produce one draft and consider their writing complete; instead, they revise and produce multiple drafts in order to best respond to the writing situation at hand. When we read good writing, we can easily follow and understand it but do not see all the behind-the-scenes work the writer did to make the piece good. Producing multiple drafts is not the sign that you’re a poor or struggling writer—it’s what good writers do!

One method we’ll be using in this class to help you revise your writing is peer feedback, also known as peer review/editing. Your peers can often identify unclear or inaccurate information you may not be aware of and then offer strategies for better achieving your purpose and more clearly communicating this to a reader. Plus, your peers are writing the same assignment and thus may be able to offer tips for better conceptualizing and responding to the assignment prompt.

However, not all writers bring the same experiences with and knowledge of how to give and use peer feedback. Plus, you may have even had negative experiences with peer review in other classes. In this class, you and your peers will receive instruction in how to give and incorporate useful feedback, and you’ll get several opportunities to practice doing so.

Your grade for the peer review sessions will constitute 10% of your grade. All students will participate in writing workshops by way of Blackboard Discussion posts for each of the major writing assignments. We will discuss protocol and effective methods for giving and using peer feedback in class, and I will provide you with worksheets and rubrics for these activities. 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.
Student Writing in the Classroom

I often bring student writing into the classroom for discussion. I do this because you can learn writing approaches, perspectives, and experiences from your peers' writing that are hard to learn from any other source. This means that each student might have their 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.

I will also require you to respond to some homework assignments via Blackboard blog posts. Remember these posts can be read by everyone enrolled in the course. This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating. Please be aware of this as you post and respond within course blogs.

Classroom Decorum

ASU students and instructors are bound by the terms of the *Code of Student Conduct*, which is published in the *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. Showing respect also means students should avoid engaging in disruptive chatter or sleeping during class. If a student is acting disrespectfully in these ways, the first time it happens, I will call them out in class about the behavior; if the behavior persists, I will ask the student to leave and count them “absent” for the class period.

University Policies

**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. Or when one submits work previously submitted for a different course.

**Types of Plagiarism**
Plagiarism can include any of the following:
- Failing to properly 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, and
- 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, and
- 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 deliberate 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.

**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.

**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.

**Title IX At ASU**
The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee, meaning I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you wish to speak to someone about an incident in confidence, you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general, you may visit www.angelo.edu/title-ix.
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: locating an angle, writing a thesis, organizing ideas, developing paragraphs, locating grammar and punctuation errors, documenting sources, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center’s website.
Note: This schedule provides the topics, readings, due dates, and holidays throughout the semester. I reserve the right to change homework assignments, class activities, and due dates based on class needs. Such changes will be announced in advance in class and through Blackboard.

* Blackboard is abbreviated “Bb” throughout the calendar.

## Unit 1: How Meaning is Constructed in Context

<table>
<thead>
<tr>
<th>Date</th>
<th>In-class Topic</th>
<th>Homework Before Following Class</th>
<th>Writing Assignments Due</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Tuesday 8/18</td>
<td>Course focus and syllabus; ice breaker activity</td>
<td><strong>Read:</strong> “Investigating Writing: Threshold Concepts and Transfer” (pp 3-24)</td>
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<td><strong>Respond</strong> to assigned questions in Bb, bring your responses with you to class, and upload your final responses before midnight on 8/20.</td>
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<td><strong>Bring your textbook to class.</strong></td>
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<td>Thursday 8/20</td>
<td>Nature of course; preview of “rhetoric”</td>
<td><strong>Read:</strong></td>
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<td>• “Rhetoric” (pp. 366-368)</td>
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<td>• “Rhetoric: Making Sense of Human Interaction and Meaning-Making” (pp. 369-392)</td>
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<td><strong>Respond</strong> to assigned questions in Bb, bring your responses with you to class, and upload your final responses before midnight on 8/25.</td>
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<td><strong>Bring your textbook to class.</strong></td>
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<td><strong>Week 2</strong></td>
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<tr>
<td>Tuesday 8/25</td>
<td>Rhetoric</td>
<td><strong>Read:</strong> pp. 61-62 “Creating a Research Space”</td>
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<td><strong>Bring your textbook to class.</strong></td>
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<td>Date</td>
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<td>8/27</td>
<td>Thursday</td>
<td>Rhetoric; preview Grant-Davie's article</td>
<td>“Rhetorical Situations and Their Constituents” (pp. 396-411)</td>
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<td><strong>Week 3</strong></td>
<td>Tuesday</td>
<td>Rhetorical Situation</td>
<td>“Ethical Proof” (PDF in Bb)</td>
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<td>9/3</td>
<td>Thursday</td>
<td>Rhetoric—Appeals to <em>Ethos</em></td>
<td>“Reasoning in Rhetoric” (PDF in Bb)</td>
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<td><strong>Week 4</strong></td>
<td>Tuesday</td>
<td>Rhetoric—Appeals to <em>Logos</em></td>
<td>“Pathetic Proof” (PDF in Bb)</td>
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<td>9/10</td>
<td>Thursday</td>
<td>Rhetoric—Appeals to <em>Pathos</em></td>
<td><strong>Read:</strong></td>
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  - “Master List of Logical Fallacies (link in Bb)
  - Excerpts from *Picturing Texts* (PDF in Bb)
| Week 5 | Tuesday 9/15 | Rhetoric: logical fallacies; visual rhetoric; grammar and mechanics survey | **Read:** sample rhetorical analyses (PDFs in Bb)  
**Respond** to assigned questions in Bb and bring to class. Responses due before class. |
|---|---|---|---|
| Thursday 9/17 | Rhetorical Analysis 1 assignment; sample analyses | **Read:**  
- “Shitty First Drafts” (pp. 87-91)  
- “Inventing Ideas and Prewriting” (PDF in Bb)  
**Respond** to assigned questions and bring to class. Responses due before class. |
| Week 6 | Tuesday 9/22 | Writing Rhetorical Analysis 1: samples and invention strategies | **Read:** Chapter 1-4 in *Peer Feedback Guide for Students* (PDF in Blackboard)  
**Respond** to assigned questions and bring to class. Final response due by midnight. |
| Thursday 9/24 | Writing Rhetorical Analysis 1: composing processes and peer feedback session 1  
*Sign up for one-on-one conferences* | **Read:**  
- Excerpts from *Style: Lessons in Clarity and Grace*  
- Excerpts from Purdue Online Writing Lab  
**Respond** to assigned questions and bring to class. Final response due by midnight. |
| Week 7 | Tuesday 9/29 | Style, grammar/mechanics | **Write:** Complete a rough draft of RA1 and upload to Blackboard Discussion board (at least four pages in length) before 12:30PM on 10/1. |
| Thursday 10/1 | Peer feedback session 1 asynchronous through Blackboard. | **Revise/Edit** rhetorical analysis 1—it is due through Bb by midnight on 10/8. |
| Week 8 | Tuesday 10/6 | Attend your one-on-one conference with Dr. Huffman. See Bb for conference schedule. | Read | • “Communities: People Collaborate to Get Things Done with Writing” (pp. 504-506)  
• Gee’s *Social Linguistics and Literacy* excerpt (“biker bar”) PDF in Bb  
• “Learning the Language” (pp. 584-587) |
|--------|---------------|-----------------------------------------------------------------|------|---------------------------------------------------------------------|
|        | Thursday 10/8 | “Discourses”                                                      | Read | • “Reflections on the Concept of Discourse Community” (pp. 319-339)  
• “Understanding Discourse Communities” by Dan Melzer  
Respond to assigned questions and bring to class. Final response due by midnight on 10/13. |
| Week 9 | Tuesday 10/13 | “Discourse communities”                                         | Read | “Intertextuality and the Discourse Community” (pp. 416-428)  
Respond to assigned questions and bring to class. Final response due by midnight on 10/15.  
Bring your textbook to class. |
|        | Thursday 10/15 | “Discourse Communities” and “Intertextuality”; *Rhetorical Analysis 2* | Read | Sample rhetorical analysis 2’s  
Respond to assigned questions and bring to class. Final response due before 10/20’s class. |
| Week 10| Tuesday 10/20 | Sample analyses; Inventing ideas for *Rhetorical Analysis 2*  
*Sign up for one-on-one conferences* | TBA | |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Thursday 10/22</th>
<th>Writing Rhetorical Analysis 2</th>
<th>Write: Draft Rhetorical Analysis 2 and post a draft for 10/27’s class.</th>
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<tbody>
<tr>
<td>Week 11</td>
<td>Tuesday 10/27</td>
<td>Peer review session for Rhetorical Analysis 2</td>
<td>Revise/Edit Rhetorical Analysis 2—it is due through Bb by midnight on 11/3.</td>
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<td>Thursday 10/29</td>
<td>Attend your one-on-one conference with Dr. Huffman. See Bb for conference schedule.</td>
<td>Revise/Edit Rhetorical Analysis 2—it is due through Bb by midnight on 11/3.</td>
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<td>Read</td>
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<td></td>
<td>• “Literacies: How is Writing Impacted By Our Prior Experiences?” (pp. 240-243)</td>
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<td>Bring your textbook to class.</td>
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### Unit 3: Literacies: How Individuals’ Literate Pasts Influence Their Current Literacy Practices and Attitudes

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Tuesday 11/3</th>
<th>“Literacy,” preview of “Sponsors of Literacy”</th>
<th>Read</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• “Sponsors of Literacy” (pp. 244-263).</td>
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<td>• One of these: “Learning to Read” (pp. 107-114) or Bootstraps: From an Academic of Color (pp. 116-127).</td>
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<td>Respond to assigned questions and bring to class. Final response due by midnight on 11/5.</td>
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<td>Bring your textbook to class.</td>
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<td>Thursday 11/5</td>
<td>“Literacy sponsorship”; Personal Literacy History Assignment</td>
<td>Read at least 3 of the following narratives:</td>
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<td>• &quot;Mother Goose in Monterrey” (PDF in Bb)</td>
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<td>• &quot;Rebel Music” (PDF in Bb)</td>
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<td>• &quot;Se Habla Español” (PDF in Bb)</td>
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<td>• &quot;Mother Tongue” (PDF in Bb)</td>
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<td>Week 13</td>
<td>Tuesday 11/10</td>
<td>Sample literacy narratives and sponsorship Last day to drop a class or withdraw from the University for the regular 16-week fall semester</td>
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<td>Thursday 11/12</td>
<td>Selecting your topic and angle for the Personal Literacy History project</td>
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<td><strong>Read:</strong> PDFs in Bb on narrative strategies.</td>
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<td>Week 14</td>
<td>Tuesday 11/17</td>
<td>Drafting your Personal Literacy History</td>
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<td>Thursday 11/19</td>
<td>Peer review session for Personal Literacy History</td>
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<td><strong>Write:</strong> Post a more developed draft of the Personal Literacy History for 11/19’s class.</td>
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<td><strong>Revise/Edit</strong> Personal Literacy History—it is due through Bb by midnight on 11/24.</td>
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<td>Week 15</td>
<td>Tuesday 11/24</td>
<td><em>Personal Literacy History due by midnight</em></td>
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