“Who Is My Instructor? When/How Can I Contact Her?”

Hello! My name is Anna Grace Arreola (AH-reh-oh-LA). You can call me “Mrs. Arreola” or “Mrs. A.” Either one is just fine.

- **Office phone:** (325) 486 6148 / **Cell phone:** (325) 899 2312
- **Email:** anna.arreola@angelo.edu and aarreola4@angelo.edu
- **Office hours:** Mondays and Thursdays 2:30 – 4:00 p.m. These are the hours I’ll be near my phone and computer if you need to reach me more quickly. If these change, I’ll tell you.
- **Google Hangout** (by appointment, during office hours only)

Email is the best way to reach me, but you’re welcome to call. If you leave a voicemail, I’ll call you back.

Please respect business hours when you call; do not call on weekends or after 5 p.m. on weekdays. (If you do and leave a voicemail, that’s fine, but don’t expect a reply until the next weekday.) Do not text my cell phone.

You can email me **anytime**, and you can anticipate a **response within 24-48 hours.**

When you email me, use **basic professional email courtesy:** write a title in the subject line and then include a greeting, body, and sign off with your name and class section.

“Who Is My Instructor? When/How Can I Contact Her?”

Hello! My name is Anna Grace Arreola (AH-reh-oh-LA). You can call me “Mrs. Arreola” or “Mrs. A.” Either one is just fine.

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You can email me **anytime**, and you can anticipate a **response within 24-48 hours.**

When you email me, use **basic professional email courtesy:** write a title in the subject line and then include a greeting, body, and sign off with your name and class section.

“What Will I Learn in This Course?”

From the ASU catalogue: “Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings.” **Prerequisites: Successful completion of 1301T and/or TSI requirements met.**

**Upon successful completion of this course you should**

- Understand the nature of the writing process and use all of its phases;
- Understand the principles of audience analysis 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 your purpose and follow your progression of ideas;
- Generate sufficient and appropriate detail to convince readers of the validity of your 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.

In an effort to help you achieve the learning outcomes above, you’ll have lessons, readings, and class assignments that will help you

- Develop skills in expressing yourself in writing
- Gain factual knowledge about academic and some creative writing (the terminology of writing)
- Learn fundamental principles, generalizations, and theories (the writing process, writing as thinking).

At the end of the semester, I’ll ask you to complete an IDEA survey in which you will indicate your sense of how you have progressed in these three objective areas.

“What Supplies / Textbooks Will I Need?”

Since this course is completely online, your supply list will include

- **a strong, stable internet connection,**
- **access to RamPort and our Blackboard course,**  
  (“I'm having technical trouble getting into RamPort / Blackboard.” Call ASU's IT department at 325 942 2911.)
- **access to a word processing program** like Google Docs or Microsoft Word,
- **a reliable method (or two!) to save what you write,** such as a flash drive, Dropbox, Google Docs file saving, etc.
- and a print or online copy of **this textbook:**


Do NOT buy an older edition or newer edition. **Buy this edition.** Copy and paste the ISBN number when you search for this textbook to make sure you get the correct edition.

(“I need financial help buying my textbook.” You can apply for a short term book loan. Go to RamPort, click on “Financial Aid and Billing,” and look for the application for the short term book loan.)

- Optionally, you may wish to have **physical paper, pens, pencils, and highlighters** handy for assignments. Often it’s quite helpful to write on paper before transferring your thoughts to a screen.
“How Will My Grade Be Determined?”

There are no absences in this course, so your grade is determined by the completion, quality, and timely submission of your assignments.

15% Daily assignments (Anything that isn’t in one of the other categories: quizzes, blog entries, working drafts, etc.)
10% Required Writing Center online conference
20% Essay 1
20% Essay 2
25% Essay 3
10% Final Reflection Essay

MINIMUM REQUIREMENTS: You must complete and submit the final drafts of all three major essays by 11/19/20 (even if they are so late they have a grade of zero) or you will automatically become ineligible to pass the course.

“How I Know About Changes to the Syllabus/Schedule?”

I reserve the right to make changes to any part of the syllabus and schedule as needed. You will always be notified of any changes via email and/or Blackboard. Check your email and Blackboard announcements at least once daily.

“What Are the Course Expectations / Policies for . . . Completing Assignments?”

- **SCHEDULE OF ASSIGNMENTS:** A rough outline of the semester’s assignments can be found at the end of this syllabus document. However, that rough schedule is subject to change. To see what is due each week, you need to go by whatever is in the weekly folders in our Blackboard course. Those folders will be more up to date and more specific, and they are what you must use to complete your assignments.

- **TEXTBOOK:** Much of your participation in this class will involve your textbook. You need to order your textbook immediately since I do not extend deadlines for not having your textbook. See page 1 of the syllabus for the title and ISBN of our class textbook. If you need financial assistance with your textbooks and wish to learn more about a short term book loan, please visit RamPort, find “Financial Aid and Billing,” and click on the links for the short term book loan application.

- **DEADLINES:** You should be working on your assignments at least a little each day, whether or not something is due that day. Your actual assignment deadlines, though, will fall on Wednesdays and Saturdays each week. Please consider your personal schedule and make adjustments in order to meet these weekly deadlines.

- **MINIMUM REQUIREMENTS:** You must complete and submit the final drafts of all three major essays by 11/19/20 (even if they are so late they have a grade of zero) or you will automatically become ineligible to pass the course.

- **WRITING CENTER:** There is a physical Writing Center on ASU’s campus, but visiting in person is not the only way you can use the Writing Center as an ASU student. The Writing Center also has online services. Visit their website at https://www.angelo.edu/dept/writing_center/ for more information. I encourage you to make the Writing Center an integral part of your writing process for this course (and in the future, beyond this course!).

- **EXTRA CREDIT:** I do not give individual students extra credit assignments, so don’t ask for them. I will sometimes give extra credit opportunities to the entire class.

“Preparing for your assignments is important.”

- **PREPARATION:** Succeeding in an online class will require you to be self-disciplined, organized, and proactive. That means you’ll need to develop habits that ensure your success (getting enough sleep, carving out time in your daily schedule to work on and submit assignments, checking email/Blackboard daily, saving and filing your documents in a way you can easily find them later, and taking initiative when you have questions: you don’t sit back and stay confused, but rather you seek out the answers you need from a variety of trustworthy sources until you find those answers).

- **CHECKING BLACKBOARD ANNOUNCEMENTS:** Check Blackboard announcements every single day, at least once.

- **CHECKING YOUR EMAIL:** All email communication must come via your Angelo.edu email. (In other words, do not use Hotmail, Yahoo, etc. to email.) Check your email every single day, at least once.

- **SENDING ME EMAILS:** When you email me, use basic professional email courtesy: write a title in the subject line and then include a greeting, body, and sign off with your name and class section.

- **ENGAGING OTHERS:** There will be times you may be required to interact with your classmates online. In these exchanges, be sure you are engaging respectfully. This doesn’t mean you always need to agree with your classmates (in fact, disagreement with your classmates can be productive and helpful, especially during peer review), but it is important to voice your thoughts in a mature, well-thought-out manner.

“What Are the Course Expectations / Policies for . . . Daily Participation in This Class?”

- **PREPARATION:** Succeeding in an online class will require you to be self-disciplined, organized, and proactive. That means you’ll need to develop habits that ensure your success (getting enough sleep, carving out time in your daily schedule to work on and submit assignments, checking email/Blackboard daily, saving and filing your documents in a way you can easily find them later, and taking initiative when you have questions: you don’t sit back and stay confused, but rather you seek out the answers you need from a variety of trustworthy sources until you find those answers).

- **CHECKING BLACKBOARD ANNOUNCEMENTS:** Check Blackboard announcements every single day, at least once.

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“What Are the Course Expectations / Policies for . . . Completing Assignments?”

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- **EXTRA CREDIT:** I do not give individual students extra credit assignments, so don’t ask for them. I will sometimes give extra credit opportunities to the entire class.
“What Are the Course Expectations / Policies for . . . Completing Assignments?” (Continued)

- **ACADEMIC HONESTY:** All of your work must be original and produced exclusively for this class. You may of course receive assistance on your writing, but submitting someone else’s work as your own, using part or whole of something you have written for another class, or cutting and pasting and paraphrasing internet sources will be grounds for plagiarism. A good rule of thumb is that you can receive verbal feedback and advice from others, but no one should write any section of your essay for you. Violations of academic honesty are grounds for immediately failing the course. Here’s an excerpt from official university operating policy text:

  “Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.”

- **ACADEMIC ACCOMMODATIONS:** Here’s an excerpt from official university operating policy text: “Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, located in room 112 of the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”

“What Are the Course Expectations / Policies for . . . Submitting Assignments Late?”

- **MINIMUM REQUIREMENTS:** You must complete and submit the final drafts of all three major essays by 11/19/20 (even if they are so late they have a grade of zero) or you will automatically become ineligible to pass the course. (Yes, I realize this is in the syllabus three times so far. It is important.)

- **TECHNICAL ISSUES:** We all know that hard drives can fail and flash drives can disappear, so back up all of your work in multiple locations. I won’t accept technological breakdowns or lost files as valid excuses for missing assignment deadlines. If you’re unable to submit an assignment on time because Blackboard was down, I’ll receive an email from ASU letting me know, and I’ll make deadline adjustments for the class.

- **MAJOR ESSAYS LATE POLICY:** You have **three major essays:** Essay 1, Essay 2, and Essay 3. Together, they make up 65% of your course average. You have **two electronic submissions** for each major essay.

  - **On time:** Both e-submissions submitted by 11:59 p.m. on the due date.
  - **Late penalties:** I will count off 1 point per day per late e-submission. “Per day” here includes both weekdays (M-F) and weekends (Sa-Su).
  - For example, if you turn in one e-submission on time but the other one is 7 days late, a penalty of -7 points would be applied to that essay grade. Another example would be if you fail to turn in both e-submissions for 7 days, a penalty of -14 would be applied to that essay grade.
  - If your major assignment is submitted so late that the points taken off for lateness exceed the points you earned for your essay's grade, your grade for the essay will be a zero. As a reminder, students must complete and submit all three major essays by 11/19/20 in order to be eligible to pass the class.

- **DAILY ASSIGNMENTS LATE POLICY:** Daily assignments make up 15% of your course average.

  - I’ll accept a daily assignment up to **three days after the original due date,** with a late point penalty. “Three days” includes both weekdays (M-F) and weekends (Sa-Su).
  - I’ll subtract **5 points for one day late, 10 points for two days late, and 15 points for three days late.** When the daily assignment is four days late, the grade for it will become a zero.

- **OTHER ASSIGNMENTS LATE POLICY:** Any other assignment outside the major essay or daily assignment categories will not be accepted late at all, unless I tell the class otherwise.

- **MISSED WORK / MAKE-UP WORK POLICY:** If you know ahead of time that you will be busy on the day an assignment is due, you should submit the assignment prior to that deadline or get my permission for a different due date prior to that deadline if you wish to receive credit for it.

  - If you submit an assignment late due to a legitimate reason (family emergency or personal illness), you must email me a picture of the documentation for that circumstance in order for me to waive the late point penalty you would have had. (Don't email sensitive information, though, like social security numbers or credit card numbers. Black out that information first if you need to.) You can call me first if you have any questions.
Addendum: ASU Core Curriculum Objectives for English 1301 and Related Course Assessments

This section is included for administrative purposes and you don’t need to worry about it.

Students in English 1301 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.
Addendum: ASU Core Curriculum Objectives for English 1301 and Related Course Assessments
(Continued)

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 generatediscussion about a topic or question.

Communication will also be demonstrated in an analytical 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 midterm reflection essay.
- 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 reflection essay.
- 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.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Due by Wed., 8/19 (at 11:59 p.m.)</th>
<th>Due by Sat., 8/22 (at 11:59 p.m.)</th>
</tr>
</thead>
</table>
| Mon. 8/17 – Sat. 8/22 | Introduction to the Course  
  • Watch “Welcome to the Course!” video  
  • Read syllabus  
  • Purchase textbook  
  • Explore Blackboard course features  
  • Take syllabus quiz (due by 8/22)  
  • Take Academic Performance Agreement quiz (due by 8/22) | Getting Started  
  • Become familiar with textbook; Browse pages  
  • Read “How to Use This Book” (xvi – xviii)  
  • Watch video about online class success  
  • Compose/submit blog entry on online class success, coming E1, E2, and E3 prompts, etc.  
  • Take Syllabus quiz  
  • Take Academic Performance Agreement quiz |
| Week 2 | Due by Wed., 8/26 (at 11:59 p.m.) | Due by Sat., 8/29 (at 11:59 p.m.) |
| Sun. 8/23 – Sat. 8/29 | Writing Review  
  • Read “Writing in Academic Contexts” (3-9)  
  • Grammar review: Read “Grammar & Punctuation Handout of Awesomeness”  
  • View slideshow “Writing Myths and Rituals”  
  • Quiz | Reading Review / Writing Review (Continued)  
  • Read “Reading in Academic Contexts” (10-32)  
  • Read “Rhetorical Situations” (55-71)  
  • Watch mini-lecture video on the value of laying foundations: skimming, annotating, rhetorical awareness, and prewriting  
  • Compose/submit blog entry |
| Week 3 | Due by Wed., 9/2 (at 11:59 p.m.) | Due by Sat., 9/5 (at 11:59 p.m.) |
| Sun. 8/30 – Sat. 9/5 | Begin Writing Cycle 1 / Essay 1 on HOBBIES  
  • Read E1 assignment sheet  
  • Read article on importance of hobbies  
  • Read “Generating Ideas and Text” (331-339)  
  • Compose/submit blog entry - E1 Prewriting Round One | Prewriting for E1 (Continued)  
  • Read “Memoirs” (224-231)  
  • Read “Narrating” (462-470)  
  • Compose/submit blog entry – E1 Prewriting Round Two |
| Week 4 | Due by Wed., 9/9 (at 11:59 p.m.) | Due by Sat., 9/12 (at 11:59 p.m.) |
| Sun. 9/6 – Sat. 9/12 | Drafting for E1  
  • Read “Drafting” (340-342)  
  • Read “Describing” (443-451)  
  • Read “Dialogue” (452-456)  
  • Watch video on principles of paragraphing  
  • Compose/submit Essay 1.0 (partial draft) | Drafting for E1 (Continued)  
  • Read “Assessing Your Own Writing” (343-347)  
  • Compose/submit E1.1 (completed draft)  
  • Required Writing Center online conference instructions – mandatory for some sections, optional for some sections for E1 |
| Week 5 | Due by Wed., 9/16 (at 11:59 p.m.) | Due by Sat., 9/19 (at 11:59 p.m.) |
| Sun. 9/13 – Sat. 9/19 | Drafting/Self-Revising for E1  
  • Read “Getting Response and Revising” (348-355)  
  • Read “Editing and Proofreading” (356-360)  
  • Watch video on value of reading aloud as a proofreading strategy  
  • Revise your own essay  
  • Make changes to your essay / Save as E1.2 (complete and self-revised draft)  
  • Compose/submit blog entry with attached E1.2 file – Reflection on revisions you made | Revising for E1/Peer Review  
  • Find the blog entries due 9/16. Read the two classmates’ essays that you are assigned and respond to them with peer feedback according to the instructions. |
| Week 6 | Due by Wed., 9/23 (at 11:59 p.m.) | Due by Sat., 9/26 (at 11:59 p.m.) |
| Sun. 9/20 – Sat. 9/26 | Final Revisions and Submissions for E1  
  • Read classmates’ feedback on your essay and use any sound feedback to revise your essay | Taking Stock at the End of Writing Cycle 1 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Due by Wed., 9/30 (at 11:59 p.m.)</th>
<th>Due by Sat., 10/3 (at 11:59 p.m.)</th>
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<tbody>
<tr>
<td>7</td>
<td><strong>Proofread one more time</strong></td>
<td><strong>Compose/submit blog entry, reflecting on what challenged you, what you enjoyed, and what you learned in Writing Cycle 1</strong></td>
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<td><strong>Save final E1 draft as E1.3</strong></td>
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<td><strong>Submit E1.3 (final draft) – Two e-submissions due to Blackboard links</strong></td>
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**Week 7**

**Sun. 9/27 – Sat. 10/3**

- Begin Writing Cycle 2 / Essay 2 on **HABITS**
- Read E2 assignment sheet
- Read “Developing Academic Habits of Mind” (45-52)
- Watch videos on developing good habits
- Review “Generating Ideas and Text” (331-339)
- Compose/submit blog entry – E2 Prewriting Round One

**Week 8**

**Due by Wed., 10/7 (at 11:59 p.m.)**

- **Using and Citing a Source in E2 / Drafting for E2**
  - Read “Acknowledging Sources, Avoiding Plagiarism” (539-543)
  - Read “Documentation” (544-547)
  - View slideshow on “Avoiding Plagiarism”
  - Compose/submit blog entry
  - Compose/submit Essay 2.0 (partial draft)

**Due by Sat., 10/10 (at 11:59 p.m.)**

- Drafting for E2 (Continued)
  - Read “Quoting, Paraphrasing, and Summarizing” (526-538)
  - Include required source material in E2 draft. Reference Chp. 54 as needed (548-596).
  - Compose/submit E2.1 (completed draft)
  - Required Writing Center online conference instructions – mandatory for some sections, optional for some sections for E2

**Week 9**

**Due by Wed., 10/14 (at 11:59 p.m.)**

- **Drafting/Self-Revising for E2**
  - Review “Getting Response and Revising” (348-355) and “Editing and Proofreading” (356-360)
  - Revise your own essay
  - Make changes to your essay / Save as E2.2 (complete and self-revised draft)
  - Compose/submit blog entry with attached E2.2 file – Reflection on revisions you made

**Due by Sat., 10/17 (at 11:59 p.m.)**

- Revising for E2/Peer Review
  - Find the blog entries due 10/14. Read the two classmates’ essays that you are assigned and respond to them with peer feedback according to the instructions.

**Week 10**

**Due by Wed., 10/21 (at 11:59 p.m.)**

- **Final Revisions and Submissions for E2**
  - Read classmates’ feedback on your essay and use any sound feedback to revise your essay
  - Proofread one more time
  - Save final E2 draft as E2.3
  - Submit E2.3 (final draft) – Two e-submissions due to Blackboard links

**Due by Sat., 10/24 (at 11:59 p.m.)**

- Taking Stock at the End of Writing Cycle 2
  - Compose/submit blog entry, reflecting on what challenged you, what you enjoyed, and what you learned in Writing Cycle 2

**Week 11**

**Due by Wed., 10/28 (at 11:59 p.m.)**

- **Begin Writing Cycle 3 / Essay 3 on **HARD QUESTIONS**
  - Read E3 assignment sheet
  - Read “Arguing” (397-417)
  - Reference Chp. 13 as needed (157-184)
  - Review “Generating Ideas and Text” (331-339)
  - Compose/submit blog entry – E3 Prewriting Round One (Choose top several hard questions that interest you)

**Due by Sat., 10/31 (at 11:59 p.m.)**

- Preliminary Research / Prewriting for E3 (Continued)
  - Read “Evaluating Sources” (511-518)
  - Read “Synthesizing Ideas” (519-525)
  - Do preliminary research on each of your top several hard questions
  - Choose your hard question for E3
  - Compose/submit blog entry – E2 Prewriting Round Two (Rough outline brainstorming arguments for multiple sides)
<table>
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<tr>
<th>Week 12</th>
<th>Due by Wed., 11/4 (at 11:59 p.m.)</th>
<th>Due by Sat., 11/7 (at 11:59 p.m.)</th>
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<tr>
<td>Sun. 11/1 – Sat. 11/7</td>
<td>Further Research / Drafting for E3&lt;br&gt;• Review &quot;Acknowledging Sources, Avoiding Plagiarism&quot; (539-543), &quot;Documentation&quot; (544-547), and &quot;Quoting, Paraphrasing, and Summarizing&quot; (526-538)&lt;br&gt;• Find required number of trustworthy sources to include source material from in E3&lt;br&gt;• Mark / make note of passages in those sources you may use/cite in E3&lt;br&gt;• Record carefully where your source material is coming from&lt;br&gt;• Compose/submit Essay 3.0 (partial draft)</td>
<td>Drafting for E3 (Continued)&lt;br&gt;• Review &quot;Quoting, Paraphrasing, and Summarizing&quot; (526-538)&lt;br&gt;• Include required source material in E3 draft. Reference Chp. 54 as needed (548-596).&lt;br&gt;• Compose/submit E3.1 (completed draft)&lt;br&gt;• OPTIONAL Writing Center online conference instructions – not required but recommended for all sections&lt;br&gt;• Take IDEA survey for this class if you haven’t already.&lt;br&gt;• *Note: Tuesday, Nov. 10th is the last day you can drop this course, if you need to do so.</td>
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<th>Due by Sat., 11/14 (at 11:59 p.m.)</th>
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<tr>
<td>Sun. 11/8 – Sat. 11/14</td>
<td>Drafting/Self-Revising for E3&lt;br&gt;• Review &quot;Getting Response and Revising&quot; (348-355) and &quot;Editing and Proofreading&quot; (356-360)&lt;br&gt;• Revise your own essay&lt;br&gt;• Make changes to your essay / Save as E3.2 (complete and self-revised draft)&lt;br&gt;• Compose/submit blog entry with attached E3.2 file – Reflection on revisions you made&lt;br&gt;• Take IDEA survey for this class if you haven’t already.</td>
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<th>Due by Wed., 11/18 (at 11:59 p.m.)</th>
<th>Due by Thurs., 11/19 (at 11:59 p.m.)</th>
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<td>Sun. 11/15 – Thurs. 11/19</td>
<td>Final Revisions and Submissions for E3 / Taking Stock&lt;br&gt;• Read classmates’ feedback on your essay and use any sound feedback to revise your essay&lt;br&gt;• Proofread one more time&lt;br&gt;• Save final E3 draft as E3.3&lt;br&gt;• Submit E3.3 (final draft) – Two e-submissions due to Blackboard links&lt;br&gt;• Take IDEA survey for this class if you haven’t already.&lt;br&gt;• *Note: You have some other assignments due tomorrow, not Saturday, this week.</td>
<td>Last Class Day Before Final Exams Begin: Taking Stock at the End of Writing Cycle 3 / Final Exam Assignment Instructions&lt;br&gt;• Compose/submit blog entry, reflecting on what challenged you, what you enjoyed, and what you learned in Writing Cycle 3&lt;br&gt;• Read assignment sheet for this class's final exam assignment (which is due on or before Tues., 11/24).&lt;br&gt;• Sometime before Tues., 11/24, start working on this class's final exam assignment.&lt;br&gt;• *Note: This is the last day you can submit a major essay. All three major essays must be completed and submitted by today, even if the essay is so late the essay grade is a zero, in order to be eligible to pass the class.</td>
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<th>FINAL EXAMS (Week 14 – Week 15)</th>
<th>Due by Tues., 11/24 (at 11:59 p.m.)</th>
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<tr>
<td>Fri. 11/20 – Tues. 11/24</td>
<td>Final Exam Assignment Submission / Semester Wrap-Up&lt;br&gt;• Compose/submit final exam assignment – One e-submission due to Blackboard link&lt;br&gt;• Compose/submit end-of-semester blog entry</td>
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