

English 1301.D30: English Composition

Meeting Days/Time for 1301.D30 – Online

Semester: Fall 2021 (August 23rd- December 10th)

Instructor: Professor Adriana Estrada

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Office Hours: by video chat, phone or email M-F (10-4pm)

Goals/Outcome of English 1301:

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.

Upon successful completion of this course, the student will be able to:

- Understand the nature of the writing process and use all of its phases in writing and composition;
- Understand the basic prose structures and apply them on the sentence, paragraph, and essay level so that readers can easily understand purpose and follow progression of ideas and structure;
- Generate sufficient and appropriate detail to convince readers of the validity of thesis;
- Be attentive to language, applying principles of style and tone to enhance the perspective of a written essay;
- Write prose and rhetoric pieces largely free of errors in grammar, diction, usage, and mechanics.

Core Objectives and Student Learning

- *Critical Thinking:* Students will employ problem-solving strategies to generate positions and arguments and to examine basic principles of information to support a thesis. Students 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:* Students consider audience, context, purpose, conventions, and circumstances relevant to written communication and use relevant and appropriate content for the specific rhetorical situation to express their position(s) effectively in writing.
- *Teamwork:* Student work individually and collectively toward a shared purpose or goal with the members of a team to create drafts and evaluate their peers' drafts.
- *Personal Responsibility:* Students identify their own core beliefs and the sources of those beliefs to connect their choices and actions to decision-making as well as recognize and evaluate possible consequences of their decisions.
- *General Learning Activities:* Students employ a variety of rhetorical strategies to write for multiple audiences. Students engage in various processes and activities to generate ideas and plan, write, revise, and edit their writing with an identified audience in mind. Students complete writing that requires them to synthesize multiple viewpoints in the context of a sustained argument with a clear and defensible thesis. Students learn effective techniques for responding to peers' works in progress and for incorporating peers' advice about their own writing. Students reflect (either in writing or via class discussion) on how their core beliefs and the sources of those beliefs connect to the rhetorical strategies they employ in their writing and evaluate how those strategies might influence or impact an audience.

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Required Text & Materials

There is no assigned textbook for this course. However, there will be resources and assigned readings (available for the student) in Blackboard. Materials are as follows- writing material, writing utensil, laptop (if needed), pocket folder for your individual papers. Since this is an online course, there will be no in-person meetings, so I implore you to always have a back up when saving documents.

Computer Access & Requirements:

Access to Blackboard tools will be implemented to help instruct and teach you about developing your writing skills for this semester. You can access Blackboard at <https://blackboard.angelo.edu>. To log in, you'll need your Ramport ID & password. In addition to participating in online discussions, I will also post a pdf version of the syllabus, writing assignments, grading standards and additional readings and resources. Moreover, you will be submitting reading and writing assignments through Blackboard.

Microsoft Word:

For all electronic submissions of an essay or assignment that requires this format, save your drafts and final copies of assignments in MS Word or a MS Word compatible format. If you submit your draft in a different format, I will be unable to open your file and therefore will be unable to grade your submission. While Google docs is popular right now, there will be times I will allow this as a version with extenuating circumstances.

Adobe Acrobat Reader:

You may need to access/download Adobe Acrobat Reader (which can be downloaded for free on the Internet), as you will use Acrobat Reader to access some materials on Blackboard.

Technical Support:

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:

Although, circumstances are ever-changing as is the news of COVID-19, this may be subject to change. However, please make sure that you are up-to date on any and all deadlines and due dates for assignments in class and assigned on Blackboard. Attendance is most likely based on participation in Blackboard and/or other assignments within the platform.

The Writing Center

The Writing Center policies at this time have not been codified. There will be an amendment made to the syllabus concerning those policies when they are available. Due to the fact that this is an online based course, I encourage those that can, to utilize the writing center (make an appointment in available times) in the help for the course.

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Tardiness Policy:

Due to this being an online course, there may be times where I ask for video conferencing and/or other uses of communication. Be advised, always check the announcement pages for changes to this.

Conferences:

One to two times this semester, I will ask of you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions during office hours 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/chat, etc. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule. As is the ever-changing situation, if we are to transition to mobile learning, conferences will be done through zoom video conferences/by phone and still be adhering to a time slot schedule.

Cohort Schedule:

Social distancing requirements stipulate no more than 12 students can be physically present in the classroom. Since this is entirely an online course, there is not a problem for you to visit. Email and read on Blackboard the assignments for the class. For many cases, naturally, the course assignments will be uploaded on a Monday, and you will have a fair amount of time to upload/submit.

Classroom Etiquette:

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. This applies to the language and honesty of an online class setting as well.

Writing Assignments- Submission of Work

All assignments will be uploaded to Blackboard as per the regulations for the awareness of Covid-19. Due to this being an online course, all assignments (major and minor) will need to be uploaded through Blackboard unless otherwise specified.

Late Work

With regards to the pandemic we are in and the observation that we cannot adjust to an ever-changing situation and under extenuating circumstances, I will allow you **“two late passes”** this semester. That is, every semester will be met with challenges and a sense of even the most organized student feeling overwhelmed. This means, twice this semester, I will give you an opportunity to submit a late writing assignment or discussion (it can be used for any major or minor assignment) without penalty up to 48 hours late. For example: if you have a writing assignment due on Wednesday, I will give you a full 48 hours to submit past due date before I grade. Upon applying for the “late pass”, I’ll note it for my grades and records. Choose your dates of this passes wisely. Any other subsequent assignments will be graded as they are due. To apply for a “late pass” for your assignment, simply send an email with your corresponding

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course number and say what pass you are using (late pass #1 or late pass #2). This must be done by 10 pm the day before it is due. You do not need to explain why you are using your late pass. Your business is your own. Choose your passes wisely.

Participation:

Participation will count as 10% of your final grade this semester. I will factor in the following to determine your participation through online participation: graded Blackboard classroom discussions, homework assignments, mini writing prompts and peer response discussions during the semester.

Peer Review:

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.

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. In fact, learning to give and use peer feedback fulfills one of this course's learning goals: teamwork. Your grade for the peer review sessions will constitute 15% of your grade. All students will participate in writing workshops for each of their major writing assignments. As with any assignment, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

This also goes on with the understanding that although we may not be able to do peer-review in person, you as the student, will be responsible with peer reviewing another's work on Blackboard or through the use of Google Drive.

Please note- as a peer, your responsibility will be to use helpful suggestions and careful wording to help the reader make an improvement on their writing. To ask questions is growth, but also it- being thorough. With any assignment for this nature, we will be going over in class on helpful measures and practices to do this to its fullest effect. Clear and concise instructions and requirements for this will be uploaded as the assignments are given.

Grading:

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

Percentage of Graded Assignments:

Assignment	Percentage
Sequence 1 Work/Essay	15%
Sequence 2 Work/Essay	15%
Sequence 3 Work/ Essay	15%
Participation	10%
Peer Review	15%
Discussion Boards	10%
Sequence 4 Work/Essay	20%

Grade Determination

Course Grade	Percentage
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-%

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Observances of Religious Holiday:

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. Due to this being an online course, I do not expect a hardship for this, but I do include it.

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.

Academic Honesty & Integrity:

Students are responsible for knowing and adhering to the Academic Integrity policy, which is outlined in the ASU Student Handbook. 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 properly acknowledging the source. Plagiarism can include any of the following:

- Failing to quote material taken from another source—this means correctly using paraphrasing, quoting, and in-text attribution,
- Failing to cite material taken from another source,
- Submitting writing that was written by another person or for another class, or
- Submitting writing that was substantially edited by another person.
- The first time you plagiarize, you will receive an automatic “0” on the assignment and be required to meet with me.
- If you are caught a second time, you will fail the course, and I will inform the department head, academic dean, and the Office of Student Services, who maintains a file of past plagiarism cases.

COVID-Related Policies and Protocol

Face Coverings

Angelo State University has adopted the **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 a person to a person by wearing a mask/facial covering that

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covers the nose and mouth areas. In compliance with the University policy, **students in class are suggested to wear a mask/facial covering before, during and after class.**

Wellness Screening

If we were meeting as a in person class- I would ask you to display your daily screening badge as a prerequisite to enter the classroom/computer lab and I will show you mine.

Social Distancing

If we were meeting as an in-person class-You are also asked to maintain safe distancing practices to the best of your ability. Computer workstations in the Academic Building are spaced far enough apart to allow for this.

Seating Chart:

If we were meeting as an in-person class I would say the following -To assist with contract tracing, I will create a seating chart. The first day of in-person class you will select your workstation and I will create a chart based on this arrangement. Please be sure to sit in your chosen workstation for the remainder of the in-class period as well as the remainder of the semester.

Workstation Sanitation:

If we were meeting as an in-person class I would say: Before exiting the classroom/computer lab, you will need to sanitize your workstation. Cleaning supplies will be provided, and I will end class early to allow time for this.

Restroom Usage:

If we were meeting as an in-person class, I would say- Only one student at a time will be allowed in the Academic Building restroom; therefore, wait times for restroom usage will be longer than they typically are.

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

If we were in an in-person setting; I would say the following: 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 non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

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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.

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Course Calendar: (Subject to change)*

Sequence 1 --Week 1 // FOLDER 1

(note- DB IS SHORT FOR DISCUSSION BOARDS)**

Monday, August 23rd through August 29th

Introduction to the class

Write ->"About Me" Discussion Board (posted in week 1 folder with instructions)

Read/Watch -> "What makes an effective writer" Discussion on Effective Learning & Activity

->DB#1- There will be a slideshow posted in the Week 1 folder that I will ask you to glaze through. After reading, please navigate to the Discussion board page and upload 300 words on what it means to be an effective writer. Be sure to read and answer all questions within the directions (within the word count). After you submit your entry, respond to at least 2-3 students' entries in 100-175 words each post on something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently.

Due Date for Folder 1 Assignments -August 29th at midnight.

Blackboard submission: Discussion Board 1

Week 2 //Folder 2

Monday, August 30th – September 5th

"An Effective Writer understands Summaries" – (pdf handout on Blackboard, class discussion on summaries, mini writing activity and open DB#2) -

Write -> DB#2 Read/skim through the assortment of minimized articles/brief readings and choose 3 for your DB#2 entry. Your Discussion Board #2 assignment is to give a summary of each article/reading that you choose in 100 words. Be sure to read and answer all questions within the directions (within the word count). After you submit your entry, respond to at least 2-3 students (that you have not responded to) entries (that you have not responded to) in 100-175 words each post on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently.

Read ->"The Art of Editing" – online pdf handout, class discussion and Lecture.

Watch -> "What is an Analytical Reader" – watch short video, Notes on Analytical Composition

(all will be posted in the order they need to be for that week) objective is simple: go from top to bottom to read, analyze in correct order).

Due Date: September 5th at midnight. Blackboard submission: Discussion Board 2

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Week 3// Folder 3

Monday, September 6th – September 12th

“Introduction to the Analytical Essay- Guideline and Assignment Overview. ESSAY 1

Read → “Choosing a Topic” pdf handout/also in Blackboard, Lecture” “The Analytical Essay”

Watch → “Thinking Like a writer” short video, “Analysis Emphasis” handout & Notes

Write →(DB#3) From this week’s discussions and notes, think on your topic or approach to your first essay.

From the list provided, choose 1 and answer the questions from the directions to help guide you. This exercise is to promote a free writing for deeper level thinking (in retrospect, you may end up using a bit or a whole from this answer in your essay). Your entry should be at least 250-300 words and should answer all of the questions provided. After you submit your entry, respond to at least 2-3 students’ entries in 100-175 words EACH on what is something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently. These selected responses need to be from another different group of students from the class.

Due Date: September 12^h at midnight. Blackboard submission: Discussion Board 3

Week 4//Folder 4

Monday, September 13th – September 19th

Writing on.

Read ---“Constructing your Analytical Essay” – 3 Precise Points, Class Discussion. Begin drafting.

Write → **Begin Sloppy Draft of Essay #1** – Your purpose is to begin a slight/rough draft that will consist of a 5 body paragraph, introduction, 3 point paragraph and conclusion. It is going to be very rough and sloppy. This is OK.

Due Date: September 16th at midnight. Upload in BB as DB #4. This assignment is going to be rough and sloppy. I do not expect perfection or a completely done essay. Be sure to read and answer all questions within the directions (within the word count). If you find yourself only completing 3/5 paragraphs, that is OK. Upload as a **DB entry #4**. Word count: at least 450 words.

Read/Do → “The Art of Peer Review”: An Exercise, Online class Lecture

Write → **Assignment: Upload your Draft as a Discussion Board #5** and look over 3 student’s samples. Using the notes from Peer Review and the Peer Review Checklist Guide on Blackboard, answer the questions for this entry. In helpful ways, prompt yourself to revise 1 sample and compliment the other 2 students. (Again, this should be students whom you have not responded to). Each response entry should be at least 150 words each.

Due date: September 19th at midnight. Blackboard submissions due this week: DB4 & DB5

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Week 5 //Folder 5

Monday, September 20th- September 26th

Read→ To re-evaluate is OK” handout and lecture, Notes

Work on Final Draft of Essay 1. Due September 26th at midnight.

To submit completed essay, there will be a folder for essays or otherwise noted instructions, be sure to read and be attentive in the specific instructions regarding the major alignment submission.

Read -> “The Art of Argument” – Handout; Class Discussion; Mini Lecture

→ DB#6 From this week’s discussions and notes, think on your topic or approach to your second essay.

From the list provided, choose 1 and answer the questions from the directions to help guide you. This exercise is to promote a free writing for deeper level thinking (in retrospect, you may end up using a bit or a whole from this answer in your argumentative essay). Your entry should be at least 250-300 words and should answer all of the questions provided. After you submit your entry, respond to at least 2-3 students’ entries in 100-175 words each on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently.

Due Date: September 26th at midnight. Blackboard submissions due this week: DB6 & Essay #1

Sequence 2- Week 6// Folder 6

Monday, September 27th- October 3rd

“Theoretical Arguments” Notes/ Handout.

Write→DB#7- Reading over the slides and notes from the handout of this week, upload 300 words as an entry for a topic on being good to argue for/in. Be sure to read and answer all questions within the directions (within the word count). After you submit your entry, respond to at least 2-3 students’ entries in 100-175 words each on something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently. Remember, a good argument can consider all sides.

Read -> *Overview of Argumentative Essay Rubric and Instructions. ESSAY 2*

Write → **Begin Draft of Essay #2** – Your purpose is to begin a slight/rough draft that will consist of a 5 body paragraph, introduction, 3 point paragraph and conclusion. It is going to be very rough and sloppy. This is OK. **Upload in BB as DB#8**

This assignment is going to be rough and sloppy. I do not expect perfection or a completely done essay. Be sure to read and answer all questions within the directions (within the word count). If you find yourself only completing 3/5 paragraphs, that is OK. Word count: at least 450 words.

Due Date: October 3rd at midnight. Blackboard submissions due this week: DB7 & DB8

Week 7//Week 7 Folder

Monday, October 4th- October 10th

Peer review Week: Using a checklist and Lecture Points to Improve the writer’s voice.

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Read/Watch→ “How to MLA for Beginners” handout and Review.

Write → DB#9- From today’s discussion, upload 300 words as an entry for stating the MLA Procedure. Be sure to read and answer all questions within the directions (within the word count). After you submit your entry, respond to at least 2-3 student’s entries in 100-175 words each on something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently.

Upload→ DB#10 Submit the latest draft of your essay #2. Using the checklist, pick two other submissions (two students you have never commented on before) and go down the list and discuss 2-3 ways they can improve their work (using the checklist as a guide) & 2-3 ways on what stands out in their essay thus far. In doing so, we are looking at ways the essay can improve and what is working for at already. Be sure to have 150 words per student submission response.

Due Date: October 10th at midnight. Blackboard submissions due this week: DB9 & DB10

Week 8 //Folder 8

Monday, October 11th- October 17th

Read/Upload→ “How to Quote” Lecture and Mini Assignment (In class) Participation

Read → “How to Cite”, “Looking at Articles Differently”. (Uploaded Textbook PDF as assigned reading)

(To submit completed essay, there will be a folder for essays or otherwise noted instructions, be sure to read and be attentive in the specific instructions regarding the major alignment submission.)

Blackboard submission : Submit Essay 2: Argumentative Essay. DUE October 17th at midnight.

Week 9 //Week 9 Folder

Monday, October 18th- October 24th

Student Conferences #1 will be done this week. Be sure to plan at least a window of 25-40 minutes of time from M-F (9 am t- 4 pm) to discuss class expectations, grades and anything related to the course. This is a grade. I will be reaching out with a time slot to allow each person a guaranteed time for conference.

Since conferences can differ on times and meeting days, there is no assigned work for this week.

Discussion of extra credit opportunity #1.

Sequence 3- Week 10// Folder 10

Monday, October 25th- October 31st

“Why Voices Matter” – Exploring the Narrative, Exploring You Lecture & Notes.

Read → “Harnessing the Voice Within” – In class Introduction to the Narrative Essay-- ESSAY 3 & notes in Weekly Folder 10 to look over.

Read → “What are Memoirs” – an Introduction to “You” Lecture

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Write →DB#11- From today's discussion, upload 300 words as an entry from the power of the voice. Be sure to read and answer all questions within the directions (within the word count). After you submit your entry, respond to at least 2-3 student's entries in 100-175 words each on something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently. Remember, a good argument can consider all sides.

Prompt: Write about the power of YOUR words on OTHERS and/or YOURSELF--the things you did or did not say, spoken or written, positive or negative.

Due Date: October 24th at midnight. Blackboard submission: DB11

Week 11// Folder 11

Monday, November 1st – November 7th

Read → MLA Review In Text Citations, Database Search Activity

Upload → 6 word Memoir Activity (read instructions submitted in Blackboard for this activity)

Write →DB#12- From today's discussion, upload 400 words as an entry selected from the options for this board. Be sure to read and answer all questions within the directions (within the word count). After you submit your entry, respond to at least 2-3 student's entries in 200-275 words each on what something you read or learned from their submission. Be sure to address them kindly and think about how every writer reads and writes differently.

(To submit completed essay, there will be a folder for essays or otherwise noted instructions, be sure to read and be attentive in the specific instructions regarding the major alignment submission.)

Blackboard submission : Essay 3: Narrative Essay & DB12 **Due Date: November 7th at midnight.**

Week 12// Folder 12

Monday, November 8th- November 14th

"The Voice can be Good"

Read -> Essay #4 - Persuasive Essay and Guidelines Overview. (pdf and notes)

Write→ **Begin Draft of Essay #4** – Your purpose is to begin a slight/rough draft that will consist of a 5 body paragraph, introduction, 3 point paragraph and conclusion. It is going to be very rough and sloppy. This is OK.

This assignment is going to be rough and sloppy. I do not expect perfection or a completely done essay. Be sure to read and answer all questions within the directions (within the word count). If you find yourself only completing 3/5 paragraphs, that is OK. Upload as a DB entry #13. Word count: at least 450 words.

Blackboard submission : DB13 **Due Date: November 14th at midnight.**

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Sequence 4 -Week 13// Folder 13

Monday, November 15th- November 21st

“The Art of Revisiting revision” Lecture.

Upload→ DB#13- From today’s discussion & notes, copy/paste your second draft (wherever you are in it) of your essay as an entry. Read another sample and go back to yours. (Again, this should be students whom you have not responded to). Each response entry should be at least 150 words. And to clarify, it is OK to have a rough, rough draft. That, is the point of this discussion board.

Edit/Revise your own to where you take out at least 3-5 sentences that do not belong. Describe what sentences were they and why you cut them. Your assignment is to slash any wordy or inconsistent words/parts from your essay.

Also include your experience as a writer- and what the beginning of the semester’s exercises to now have done for your level of understanding and writing an essay. Word count 300-400 words. Respond to 3-5 students with at least 150-250 words each.

Blackboard submission: DB13. Due Date: November 3rd at midnight.

Week 14//Folder 14

Monday, November 22nd – November 28th

Student Conferences #2 will be done this week. Be sure to plan at least a window of 25-40 minutes of time from M-F (9 am t- 4 pm) to discuss class expectations, grades and anything related to the course. This is a grade. I will be reaching out with a time slot to allow each person a guaranteed time for conference.

Since conferences can differ on times and meeting days, there is no assigned work for this week.

Discussion of extra credit opportunity #2.

Week 15// Folder 15

November 29th- December 5th

This extra week is devoted to extra time for last essay changes and an extra credit opportunity #2 that will be discussed in Week 14. Plan time wisely since this essay will be more specific and elaborate in research and writing.

Week 16// Folder 16 FINALS WEEK

December 6th- December 10th

Last essay and last remaining work will need to be submitted on December 10th by noon.