

ENGLISH 1301 -DC8/9: English Composition

MEETING DAYS/TIME MWF ONLINE

Instructor: Joe Garland

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Goals and Outcomes of English 1301

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. Therefore, we’ll focus on learning to analyze new situations and respond to them appropriately. Instead of learning one right way of writing, you’ll work on becoming flexible writers who can transfer what you’ve learned in 1301 to new contexts and new genres. The table below lists specific core objectives and student learning outcomes for this course.

Core Objective	Course Student Learning Outcome
Critical Thinking	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. 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	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	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	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.

Required Text and Materials:

Richard Bullock and Maureen Daly Goggin. *The Norton Field Guide to Writing with Readings*, 5th edition. New York: Norton, 2019.

- A zip drive or storage device for course materials
- 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. On our course’s Blackboard site, I will post the syllabus, homework assignments, writing assignment prompts, grading standards, and additional readings and resources (related visuals, videos, and websites). Moreover, you will submit **some** 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. Be sure you get in the habit of checking Blackboard frequently for detailed homework

instruction, for some learning materials that were used/discussed in class, and for digital copies of writing assignment prompts and rubrics.

Microsoft Word

For all electronic submissions, you must save drafts in MS Word or .docx 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

- This class is an online, asynchronous class, so I will not be taking attendance.

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 holiday. 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.

Email Communication Protocol

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, email me at **gjoseph@angelo.edu**. I will check email periodically between **9:30AM** and **8PM** M-F. 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 at **8AM**. Furthermore, when you send an email, remember to use professional email etiquette: send the email from your ASU student account, include your class name and number (English 1301) in the subject line, include a formal greeting (Dear Mr.,) state your name and the class you are enrolled in, and a clear description of the question or problem. Please do not use "textspeak" (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange because doing so not only establishes an informal tone, inappropriate for this writing situation, but it also often makes it difficult to read and therefore understand your message. **I will not answer unprofessional emails.**

Class Cancellations

If I cancel a class during the semester, I will notify you via Blackboard and email. These notifications might contain homework instructions or other important information; you will be responsible for reading and following all instructions.

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.

Writing Assignment Submission

- 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.).
- If you fail to submit any of the major writing assignments (MWAs), 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. 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 the beginning of class on 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.

Final Portfolio

This is the culmination of all you've learned over the course of the semester, and it is graded accordingly. It is worth 30% of your grade. **Be sure to retain copies of all graded Major Writing Assignments (MWAs). These contain my feedback on your writing, and you will need these drafts for the final portfolio submission.** For the portfolio, you will also compose a reflective piece in which you will articulate what you have learned throughout the semester and how you went about revising and editing portions of the portfolio. I will distribute a separate prompt for the portfolio later in the semester.

Participation

Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: graded homework assignments and graded in-class work. I do not offer make-ups for graded in-class work. A student must be present to receive credit for these assignments. You must participate in every discussion board to receive these points. Due to the nature of an online class, these boards will be our primary way of participation.

Incomplete Grades

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

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 your previous educational experiences. 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 5% of your grade. 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 into the classroom for discussion or workshops. I do this because you can learn things from your peers' 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.

Grade Determination:

Your semester grade will be determined as follows:

Percentage Allocation

Assignment	Percentage
Final Portfolio	30%
Sequence 1	10%
Sequence 2	15%
Sequence 3	25%
Participation	10%
Reflections	5%
Peer Review	5%

Grade Determination

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

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.

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

- Online: www.angelo.edu/incident-form
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

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** (even if it was for a 1301 course you took and dropped).
- 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: 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 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.

Course Calendar

Note: This schedule provides the topics, readings, due dates, and holidays throughout the semester. I reserve the right to alter class discussion topics, homework assignments, and due dates based on class needs. These changes will be announced in class and through the Blackboard course site.

Bb=Blackboard

NFG= Norton Field Guide

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 1	Monday Day 1 8/23	Course focus and syllabus; using Blackboard (Bb); the introductory letter assignment; ice breaker activity—an introduction	<p>Write: Begin drafting the “What is Good Writing?” letter. It is due on Friday, Jan. 18.</p> <p>Read:</p> <ul style="list-style-type: none"> • Defining “Discourse Community” handout • James Paul Gee’s “Social Linguistics and Literacies” pages 2-4 (PDF in Bb) <p>Post: What is your discourse community?</p>	
	Wednesday Day 2 8/25	Watch “What is Discourse?” video and discuss assigned readings; ice breaker activity; introductory letter reminder	<p>Read: Chapter 7: Genre—in <i>The Norton Field Guide (NFG)</i></p> <p>Write: Complete the “What is Good Writing?” introductory letter</p>	

			<i>Post:</i> What are three examples of movie or film genres?	
	Friday Day 3 8/27	Finish ice breaker activity; Introductory letter responses; rhetorical situations, genres, and writing processes	<i>Read:</i> <ul style="list-style-type: none"> • Sequence 1 prompts (PDF in Bb) • Chapter 5,6, and 8 (Purpose, Audience, and genre) in <i>NFG</i> 	“What is Good Writing? introductory letter
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 2	Monday Day 4 8/30	Introduction of the literacy narrative assignment; logic of “sequences”	<i>Read:</i> Excerpts from Deborah Brandt’s “Sponsors of Literacy” (read only page 167-middle of page 172)-- PDF available in Bb <i>Post:</i> What was it like to read Brandt?	
	Wednesday Day 5 9/01	Brandt and “Discourses,” “discourse community,” and “literacy sponsors”	<i>Read:</i> <ul style="list-style-type: none"> • Chapter 10: Writing a Literacy Narrative in <i>NFG</i> pg 75-88 	

	Friday Day 6 9/03	Pumping Iron- “Discourses,” “discourse community,” “literacy sponsors,” and “literacy narrative,” and “genre” features review	<p>Read:</p> <ul style="list-style-type: none"> • “Mother Tongue” in <i>NFG</i> pg 697- 703 • “Se Habla Español” in <i>NFG</i> pg 693-696 • “52 Cards and A Loaded Gun”(PDF in Bb) • “Bike Life, My Life” (PDF in Bb) <p>Post: What Discourse Community will you do your paper over?</p>	
	Date	In-class Topic	Homework	Assignments Due
Week 3	Monday 9/06	ASU HOLIDAY	ASU HOLIDAY	ASU HOLIDAY
	Wednesday Day 7 9/08	IT Crowd The sample literacy narratives’ uses of narrative strategies continued; writing LSA1	<p>Read:</p> <ul style="list-style-type: none"> • “Adrenaline is My Life” (PDF in Bb) • “Coloring Outside the Lines” (PDF in Bb) • “Drawing a Blank” (PDF in Bb) <p>Write: Begin drafting LSA1</p>	
	Friday Day 8 9/10	The sample literacy narratives’ uses of narrative strategies continued; writing LSA1.	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 10 in <i>NFG</i> pg 88-94 (Guide to 	

		Mini lesson: <i>integrating quotes</i>	Writing a Literacy Narrative)	
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 4	Monday Day9 9/13	Selecting the topic and focus of the literacy narrative; incorporating narrative strategies	<i>Read:</i> <ul style="list-style-type: none"> • Chapter 35: Beginning and Ending in <i>NFG</i> • Chapter 36: Guiding Your Reader in <i>NFG</i> 	LSA1 Due by 5:00 PM
	Wednesday Day10 9/15	Profiling readers; developing and organizing the literacy narrative Mini lesson: Punctuating and integrating dialogue/quotes; writing titles	<i>Read:</i> Richard Straub’s “Responding—Really Responding—To Other Students’ Writing” (PDF in Bb)	
	Friday Day 11 9/17	Learning how to peer review/edit classmates’ drafts.	<i>Write:</i> First Draft	Journal Entry

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 5	Monday Day 12 9/20	Class cancelled for Peer Review	Write: Fill out peer review sheet for classmate *** This must be returned to your classmate by 8AM Wed. Work on your own draft	
	Wednesday Day 13 9/22	Lab Day to work on MWA1		
	Friday Day 14 9/24	Lab Day/ Grammar Day (Intro statements)	Write: Revise/Edit literacy narrative. It is due Monday.	

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 6	Monday Day 15 9/27	Assign Lit. Nar. Reflection Recap Seq. 1 Discuss Sequence 2: profiles, prompts, and rhetorical situation.	Write: Your reflection for the Literacy Narrative assignment. It is due beginning of class on 2/25. Read: Chap 19: Profiles in <i>NFG</i>	Literacy narrative

	Wednesday Day 16 9/29	What are the characteristics of a profile? TBA Profile- How does it work?	Read: Merriam text PDF available in Blackboard	
	Friday Day 17 10/01	Discuss: Profile subject, ASU clubs, LSA, interviews.	Read: Dr. Hama Profile available in Blackboard Literacy Narrative Reflection due by beginning of class 02/25.	
	Date	In-class Topic	Homework	Assignments Due
Week 7	Monday Day 18 10/04	Videos of interviews	Read: “Neil Patrick Harris...” on PDF.	Literacy Narrative Reflection due by 5:00 PM.
	Wednesday Day 19 10/06	Discuss- “Neil Patrick Harris...” profile and “Heirloom” essay Group Activity: generate interview questions	Read: Profile – “Poetry as a Life Saver” PDF available in Blackboard Profile- “Going the Distance” PDF on Blackboard Write: Printed copy of profile questions	
	Friday 10/08	Discuss- Independent Clauses		

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week 8	Monday 10/11	Discuss- Dependent Clauses and commas		
	Wednesday Day 20 10/13	Discuss: “Going the Distance” (profile and related video) LSA1 –Locating an angle and formatting a letter Watch 60 Sec. Doc	Write: LSA1 Read: Profile- “Hot for the Creature” in <i>WT</i> (pg. 578-585)	
	Friday Day 21 10/15	Discuss: the topic of your profile Watch- Interviews	Read: Profile- Amy Purdee PDF Blackboard Write: 3 questions for subject of video	
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week 9	Monday Day 22 10/18	Discuss – Purdee profile; Hafthor Interview– Interview techniques	Read: Purdue Owl Grammar lesson Write: Complete grammar test on OWL	LSA1 due by 5:00 PM

	Wednesday Day 23 10/20	GRAMMAR LESSON (Putting it together)	Watch: Gene Yang interview Read: PDF on Blackboard	
	Friday Day 24 10/22	Discuss: Gene Yang; comic culture as discourse community Activity: Questions for Yang	Read: “Drawn to Scale” PDF available on Blackboard Write: Questions for Yang	
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week 10	Monday Day 25 10/25	Discuss: “Drawn to Scale” Class activity: Composing profile	Read: Interviews with Joe Garland and Lydia Nixon.	LSA2 due by 5:00 PM.
	Wednesday Day 26 10/27	Discuss: Incorporating raw data into paper using interviews of Joe Garland and Lydia Nixon.	Write: Draft MWA2 and bring to class for peer feedback	
	Friday Day 27 10/29	Lab day to work on Paper	Write: Revise/edit MWA2 draft	

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	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 11	Monday 11/01	Class cancelled for working on paper.	Write: Revise/edit MWA2 draft	
	Wednesday Day 28 11/03	Discuss: Profile Reflection; Recap Seq. 2; Discuss Sequence 3 <ul style="list-style-type: none"> • Rhetorical analyses • MW3's rhetorical situation Watch: "The Rhetorical Situation"	Write: Your reflection for the Profile assignment. It is due beginning of class on 4/8. Read: WT Chapter 10 Read: NFG Chap 13	MWA2 due by 5:00 PM
	Friday Day 29 11/05	Discuss: <i>WT</i> Chapter 10 & 23 Watch: CNN Clip: Paul Lee Watch: "Mr. Rodgers and the Power of Persuasion"	Read: "The Status of Entertainment-Education Worldwide" by Arvind Singhal and Everett Rogers " PDF available on Blackboard POST: Advertisements for analysis	
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 12	Monday Day 30 11/08	Discuss: "The Status of Entertainment-Education Worldwide" by Arvind Singhal and Everett Rogers. Discussion: Working with Quotes MLA formatting Watch: Norman Lear Show Clip	Read: WT Chapter 9 pp. 123-124 Write: Movie activity	

		Activity: Advertisement Analysis		
	Wednesday Day 31 11/10	Watch : “How to Speak Movie: Part 1 The Camera” Watch: “How to Speak Movie: Part 2 Mise en Scene” Watch: “How to Speak Movie: Part 3 Editing”	Read: “Norman Lear is Back on TV with ‘One Day at a Time.’” PDF available on Blackboard Read: WAC Clearinghouse’s “Helping Students Summarize and Respond to Texts” PDF available on Blackboard WT: Chapter 27 pp. 436-439 section entitled “Paraphrasing and Summarizing”	Sequence 2 Reflection due by 5:00 PM
	Friday Day 32 11/12	Watch: Fresh Off the Boat clip and reactions	Post: commercials to analyze	
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 13	Monday Day 33 11/15	Discussion: Summaries and LSA1 Activity: Summary and Rhetorical Analysis activity Commercials	Write: Underrepresented People Response paper Read: <i>WT</i> Chap 23 & Chap 9 pg. 123-124 Write: Begin drafting LSA1	

	Wednesday Day 34 11/17	Activity: Incorporating Sources		
	Friday Day 35 11/19	<i>Discuss:</i> student paper		LSA DUE by 5:00 PM.
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 14	Monday Day 36 11/15	Discussion: From LSA to MWA Activity: From LSA to MWA	Draft MWA3 and bring group conference.	
	Wednesday 11/17	Lab Day to work of MWA		
	Friday Day 37 11/19	Lab Day		MWA3 Due by 5:00 PM
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 15	Monday 11/22	Thanksgiving Break		

	Wednesday 11/24	Thanksgiving Break		
	Friday 11/26	Thanksgiving Break		
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework</i>	<i>Assignments Due</i>
Week 16	Monday 11/29	Portfolio discussion		
	Wednesday 12/1	Lab Day		
	Friday 12/3	Lab Day		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week 17	Monday 12/6	<u>PORTFOLIO DUE!!!</u>		

	Wednesday 12/7			
	Friday 12/8			