

Syllabus¹
English 113:502
Enhanced Composition
(CRN: 43185)
Spring 2017 (1/16 - 5/13)
Tues/Thurs 8:30 am - 10:10 am
Location: Vocational/Career Tech Center (VACTC) 111

Contact Information

Instructor: Sandra Alden
Office Hours: R 12:00 - 1:00, and gladly by appointment
Office Location: Academics, Room 113
Phone: (505) 925-8634
Leave message: (505) 925-8600
Email: salden@unm.edu

Course Description

Welcome to English 113, Enhanced Composition!

To succeed in college and beyond, students need to become agile writers who can adapt their writing to a wide variety of audiences, contexts, purposes, mediums, and technologies. You must learn to analyze new situations and respond to them appropriately. Instead of teaching one right way of writing, we seek to make students flexible writers who can transfer what they've learned in 113 to new contexts and new genres.

Course Objectives

Throughout the semester in English 113, you will progress toward the following student learning outcomes:

Rhetorical Situation and Genre

- A. analyze, compose, and reflect on arguments in a variety of genres, considering the strategies, claims, evidence, and various mediums and technologies that are appropriate to the rhetorical situation

Writing as a Social Act

- B. describe the social nature of composing, particularly the role of discourse communities at the local, national, and international level

¹ Adapted from Dr. Danizette Martinez and the *UNM Core Writing Handbook* 2015 - 2016.

Writing as a Process

- C. use multiple approaches for planning, researching, prewriting, composing, assessing, revising, editing, proofreading, collaborating, and incorporating feedback in order to make your compositions stronger in various mediums and using multiple technologies

Grammar and Usage

- D. improve your fluency in the dialect of Standardized Written American English at the level of the sentence, paragraph, and document
- E. analyze and describe the value of incorporating various languages, dialects, and registers in your own and others' texts

Reflection

- F. evaluate your development as a writer over the course of the semester and describe how composing in multiple genres and mediums using various technologies can be applied in other contexts to advance your goals

Research

- G. use writing and research as a means of discovery to examine your personal beliefs in the context of multiple perspectives and to explore focused research questions through various mediums and technologies
- H. integrate others' positions and perspectives into your writing ethically, appropriately, and effectively in various mediums and technologies

Library Literacy Outcomes

1. Students will access Libros and find a book relevant to the writing project.
2. Students will learn how to skim that book and find quotations that are both relevant and appropriate for the paper.
3. Students will be able to identify what type of database source they have found, e.g. magazine, journal, newspaper, website.
4. Students will write a correctly formatted Works Cited page.

Policies and Requirements

This syllabus is a contract between us. Please recognize that you are responsible for the policies on these pages. However, I do reserve the right to change our schedule and/or assignments based on our class needs, but I will always let you know in advance.

Equal Access

Accessibility Services provides academic support to students who have disabilities. They are located in Advisement & Counseling Services Student Services Building, 280 La Entrada Rd., Los Lunas, NM 87031, 505-925-8560:

<http://www.unm.edu/~vcadvise/equalaccess.htm>.

If students think they need alternative formats for completing coursework, they should contact this service right away to ensure their needs are met in a timely manner. Students are responsible for getting all documented forms to me as soon as possible. I cannot accommodate any special needs without the proper authorization from UNM Valencia Campus Accessibility Services. Pursuant to the American with Disabilities Act (ADA), I accommodate documented special needs and encourage students to discuss their concerns with me.

Respectful campus policy

UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder:

<https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>.

All communication with me and with your classmates (by email, on discussion board, or in class) must be in compliance with the Respectful Campus Policy:

<http://policy.unm.edu/university-policies/2000/2240.html>.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 at <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). Find more information on the campus policy regarding sexual misconduct at <https://policy.unm.edu/university-policies/2000/2740.html>

Course participation and conduct

I like to have lively discussions in the classroom: you are invited to contribute questions and comments, to debate and explore ideas. However, you are expected at all times to contribute constructively to the learning environment. In order for everyone to participate fully, and in accordance with UNM campus policy, **you are responsible for expressing utmost respect for your classmates and for me as your instructor at all times.** I will base your class-participation grade on the work you do (and sometimes turn in) during class and on your contributions to in-class activities and discussions. Grades for in-class contribution are scaled as follows:

In-class Participation Grading Scale	Student is more than 10 minutes late	Student is absent	Student arrives late, is disruptive (surfing, texting, talking, etc.) or unprepared (does not have homework, rough draft, etc.) during most classes	Student participates constructively in class activities and discussions / listens when others are speaking	Student demonstrates initiative / offers relevant commentary to at least half of the in-class activities and discussions / listens when others are speaking	Student contributes notably and consistently to in-class activities and discussions / offers insightful commentary and listens attentively when others are speaking / (or student may keep a journal in Learn)
Course Grade			0 - 72	73 - 79	80 - 89	90 - 100
Points Deducted	-1	-2				
Absences incurred	.5	1	0/1			

Class Participation Journal option. Everyone is expected to contribute to a positive learning environment; however, to earn the maximum points for class participation, students who attend class may also keep a journal in Learn, to be turned in at the end of the course. Class Participation Journal submission and grading will follow these guidelines:

- Students must be in class for all days with entries in the Journal.
- Entries must be made after each class and before the next class.
- Entries must be questions or comments relevant to that day's class discussion, activities, or lesson.
- The Journal is due (that is, no further entries will be considered after) the same date as the last assignment due date for the course.
- The Journal (commentary/questions) will be assessed on the demonstration of student engagement with class topics.
- At the end of the semester, the Journal will be considered as in-class participation and factored into the In-Class Participation grade.

Do not text, listen to your iPod, read a magazine, or view material unrelated to course work on your laptop or desktop computer when class is in session. Cell phones must be turned off and put away before class starts. Unless we are using computers for a specific class activity, computers must be turned off as

well. I will ask you to leave the classroom (and take an absence) if you are disruptive, unprepared, or disrespectful. Food and beverages are not permitted in the classroom. **If you ever feel unsafe on campus, please call security at (505) 925-8570.**

Attendance and coming to class prepared

Being present, on time, and well prepared is important at the university. In English 113, each class session is designed to progress toward the next. If you do not come to class or come to class unprepared, you will miss not only that day's instruction but also the background and preparation for the next class. **All absences will affect your grade.**

Because students who miss four classes will generally have missed too much work to make up, **you may be dropped from the course if your absences total more than four. Students who miss the first week will be dropped.**

Excused absences include documented hospitalization or other documented, unexpected extreme emergencies; if excessive absenteeism that falls under the purview of "excused absences" continues, the student may be dropped from the course. **Please note: doctor's appointments, child-care, court dates, and job scheduling conflicts do not count as excused absences.**

You are responsible for turning in all assignments and for viewing the course calendar after each class to prepare the reading and assignments due for the next class. Unless I have an additional announcement to make, **I do not send email prompts for class preparation.**

Drop Policy

Dropping or being dropped from a course can affect your GPA, enrollment status, and financial aid/award status. Always talk to your instructor before it's too late about the possible consequences of a drop and opportunities for avoiding it.

A few things to consider:

- A. If you, your instructor, or the Dean of Students, initiates a drop after the end of the third week in a sixteen-week semester, you will receive a W. Although a W will not earn you credit hours for the course or affect your GPA, it will appear on your transcript.
- B. If no drop is initiated by the end of the semester by any party, then based on your performance and attendance your instructor will use his/her discretion to decide whether to assign you a grade from A+ to F or a W.
- C. In Core Writing, a C or above is passing. When deciding whether or not to drop a course, consider the outcomes of earning either a grade below C or a W. For grades C- to D-, you will earn credit hours, but you will have to repeat the course, and the grade will appear on your transcript and factor into your GPA.

Assignment submission

I do not accept late assignments; however, I am always happy to work with you before the deadline if you have questions or concerns about an assignment. Feel free to contact me before or after class or via email if you need assistance with an assignment. Also, you are invited to visit me in my office during my office hours on Thursdays, from 12:00 – 1:00, or by appointment. Technology does fail, so please back up all of your work (on a thumb drive, disc, cloud service, or by emailing yourself your assignments). ***I will not accept late work due to technological failures. Failure to meet the deadline will result in zero points.***

We will have discussion boards, homework, and quizzes that will help ensure you stay up with the readings and scheduled assignments. However, please note that you are responsible for all of the readings and for incorporating that information in your assignments. **Whether or not we have a quiz over the assigned readings, you are expected to read the material and demonstrate your understanding of it in your projects.**

Revision

Revision is an important tool for a writer's growth, and you will be revising your major assignments through peer review and instructor feedback before turning them in for a grade. However, **once you have received your grade you may revise your major assignments, one more time, and submit them to me for re-grading. Revisions to the instructor must be submitted within the following guidelines:**

- Your original submission to me must constitute a reasonable effort to complete the assignment.
- Your revision for any major assignment is due one (1) week after your graded project has been returned (or posted on Learn).
- A successful revision is one where you take into account not only my commentary but also your vision for how the document can be improved within the assigned genre.
- Every revision must be accompanied by a memo (100 – 250 words) detailing the changes that have been made to the document. Your memo will follow the course guidelines for professional memos.
- A revision submission missing one or more of the required elements will not be graded.

Note: There is no guarantee that a revised paper will get a better grade; however, your grade will not go lower than that of your original. If your paper is improved you will receive the higher grade; if not, the original grade will stand.

Office hours

It is to your benefit to use my office hours. Students who come to office hours often perform well because they become more familiar with the material and because they work on assignments earlier and discover potential obstacles early in the process. If my regular office hours are not convenient for you, please talk with me

about making an appointment for a different time. My office hours are Thursdays from 11:30 – 12:30 in the Academics building, Room 113. You may also call me at (505) 925-8634 or leave a message at (505) 925-8600. My email address is salden@unm.edu.

Grade determination and semester assignments

My grading policy takes into account your responsibility to engage the course content: that is, your writing assignments and multimodal projects should demonstrate your understanding and application of the assigned readings, research, in-class activities, and discussion boards. Your semester grade will be determined as follows:

Points Allocation

Assignment	Points
Major Writing Assignment 1 Rhetorical Analysis	100
Major Writing Assignment 2 Argument	100
Major Writing Assignment 3 Review	100
In-Class Participation	100
Peer Review (25 pts. each)	100
Portfolio	250
e-Portfolio	50
(Discussion Board Posts/ Reading Guide Questions / In-Class Writing) (10 pts. Each)	150
Small Writing Assignments / Presentations (50 pts. each)	200
Journal	100
Grammar Exam	100
Total	1,350
Extra Credit	+10

Points-to-Grade Conversion

A+ 96-100+%	B+ 86-89.9%	C+ 76-79.9%	D+ 66-69.9%	F 0-59.9%
A 93-96.9%	B 83-86.9%	C 73-76.9%	D 63.66.9%	
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%	

Passing and failing grades

A passing grade in English 113 is "C" (73) or higher; a grade of "C-minus" (72) or lower is a failing grade.

Tutoring

Free tutoring is available at the Writing Center in the Learning Resources Center building (505) 925-8513 <http://www.unm.edu/~tutor/>. Writing Lab tutoring sessions are scheduled weekly for all English classes.

Required Texts and Materials

- *Practical Argument*, Second Edition, Eds. Laurie G. Kirszner and Stephen R. Mandell. ISBN-13: 978-1457683886; ISBN-10: 1457683881
- *The Pocket Style Manual*, Seventh Edition (Sixth Edition is fine), Diana Hacker. ISBN-13: 978-1-4576-0293-9; ISBN-10: 1-4576-0239-3
- UNM email address and access to UNM Blackboard Learn
- Access to Internet and Microsoft Office (available on UNMVC computers)

Public Nature of the Classroom

Please consider all writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and criticisms of others; in this course, our purpose is to come together as a writing community. Remember that students will often be expected to share writing with others. In addition, I post student writing or Learn postings for discussion or workshops. I do this because you can learn things from your colleagues' writing that are hard to learn from any other source. This means that each student will likely have his or her writing (anonymously) discussed by the whole class at some point. Avoid writing about topics that you may not be prepared to subject to public scrutiny or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. Additionally, the feedback that is provided is intended to help improve your writing; be open to the suggestions from other writers.

Plagiarism

Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes such activities as copying another student's papers or ideas; downloading and turning in papers from the Internet; copying passages from sources without proper documentation; rephrasing an author's ideas and

presenting them as the student's new, original thoughts; or having someone significantly edit your paper. Plagiarism in this course may result in one or more of the following consequences: failure of the assignment, failure of the course, or disciplinary action by the University. To learn how to avoid plagiarism, students can speak to me, consult a tutor, or refer to <http://library.acadiau.ca/tutorials/plagiarism/>.

Email Netiquette Policy

Please keep the following in mind when you write emails:

- Please avoid text-speak. Learning to write professional emails early on is a skill you need as you progress to higher academic levels and career pursuits.
- Emails that you write to me during the semester should include professional language, addressed with a subject heading including the type of question you are asking. Emails should also include a salutation. For example, "Dear Ms. Alden" or "Hello, Instructor Alden" would be an appropriate salutation. Part of Composition is learning when and how to use proper diction and registers of language, and in a formal setting like a college course, professional titles are appreciated.
- Please close with an appropriate phrase and sign your email with your name. Some examples of appropriate phrases are "Sincerely" or "Best regards."
- Be sure to proofread your email for grammatical errors.

Grammar Quizzes

Open-book grammar quizzes on Blackboard Learn will be available at the beginning of the semester and will shut on the scheduled days according to the syllabus. Quizzes can be completed before the deadlines, but not after. Students have half an hour, and one attempt, to complete these quizzes. Quizzes cannot be made up.

Writing Workshops and Peer Reviews

Built into our schedule are writing workshops intended to give you a jumpstart on your essays, as well as help you get used to constructively evaluating your peers' work through brainstorming, questioning, group discussions, and other class exercises. **To receive credit for a workshop, students must be present, actively participating, and producing work. To receive credit for a peer review, students must have a 2/3 rough draft in hard copy (typed, not handwritten) or accessible via computer.**

Grammar Examination

In week 14, I will give a comprehensive grammar examination over all of the grammatical and mechanical terms that we've covered throughout the semester.

Portfolio

- The portfolio is a collection of your work.
- Portfolios receive a pass/fail and a letter grade. A team of instructors will determine the effectiveness of students' overall expository writing ability. Portfolios will be evaluated using the student learning outcomes.

Student Privacy

Student privacy is strongly protected by professors at UNM-VC. The federal FERPA strictly prohibits the instructor or administrators from talking to anyone but the student about his/her progress. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the only one who may speak to the instructor regarding their grades. All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580

<http://www.unm.edu/~unmvc/Admissions/admiss.htm>

Technical Support

If you have questions about computer-related problems, call UNM Information Technologies at 277-5757, M-F, 7:30 – 5:00 pm, Saturday and Sunday 10:00 am – 2:00 pm, or contact UNM Valencia Computer Support at 925 – 8911, M-F, 8:00 am – 5:00 pm MST. Computer technicians are available and happy to help you solve those difficult problems.

Tutorials: If you do not know how to use Blackboard Learn, try one of the tutorials available on the information page at <http://online.unm.edu/help/learn/students/>

Tutors: Tutors are available at the Learning Resources Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907.

English 113:502
Enhanced Composition
(CRN: 43185)
Spring 2017 (1/16 -5/13)
Tues/Thurs 8:30 am - 10:10 am
Location: Vocational/Career Tech Center (VACTC) 111

Instructor: Sandra Alden
Office Hours: R 12:00 - 1:00, and gladly by appointment
Office Location: Academics, Room 113
Phone: (505) 925-8634
Leave message: (505) 925-8600
Email: salden@unm.edu

Sequence 1: Rhetorical Analysis

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #1</i>	Tuesday 1/17	Introductions I Syllabus Goals for the course Course Calendar		

	Thursday 1/19	g-Mail account e-Portfolio Genres Writing Center	e-Portfolio Prompt Watch the Google Sites video: http://screencast-o-matic.com/watch/c2liVreZnf	Write at least two questions you have about the course, syllabus, e-Portfolio, or calendar and bring them to class. Before 11:59 pm Sunday, 8/28, be sure to take the Grammar Assessment in the Week 1 Grammar Assessment link on Learn.
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #2</i>	Tuesday 1/24	The Rhetorical Situation Methods of Persuasion: ethos, pathos, logos	<i>Practical Argument</i> (PA) "An Introduction to Argument," pgs 3 – 17	Before class post your answers to the Reading Guide Questions on the Discussion Board.

	Thursday 1/26	Argumentation Thesis Evidence Conclusion	PA Chapter 1, pgs. 19–35	Before class post your answers to the Reading Guide Questions on the Discussion Board.
	<i>Date</i>	<i>In-class Topic</i>		
Week #3	Tuesday 1/31	Reading and Thinking Critically Decoding Visual Rhetoric	PA Chapter 2, pgs. 53–73 PA Chapter 3, pgs. 75 – 87	Bring an annotated copy of the Jones article to class. Identify the three methods of persuasion: where is he using ethos, pathos, logos? Identify where his arguments are strong and where they are weak. What evidence makes his arguments strong/weak?
	Thursday 2/2	MWA 1: Rhetorical Analysis Visual Rhetoric Rhetoric in Advertising Conducting research	PA Chapter 4, pgs. 89–111 MWA 1 Prompt	Before class post your answers to the Reading Guide Questions on the Discussion Board. There will be an in-class assignment covering Chapter 4 and the Congresswoman’s speech.

		Citing sources: Purdue OWL		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #4</i>	Tuesday 2/7	<p>MWA 1: Rhetorical Analysis Workshop</p> <p>Introductory Paragraph: hook and thesis</p> <p>Punctuation and sentence structure</p> <p>Active versus Passive Voice</p> <p>Conducting research</p> <p>Citing sources: Purdue OWL</p> <p>Assessing Sources</p>	<p>PA Chapter 8, pgs. 275 – 312</p> <p>“Using a Grabber,” PDF in the Readings link on Learn</p> <p>“Choosing a Style,” PDF in the Readings link on Learn.</p>	<p>Before class post your answers to the Reading Guide Questions on the Discussion Board.</p> <p>There will be an in-class assignment on Chapter 8.</p>
	Thursday 2/9	MWA 1 Workshop	PA Chapter 9, pgs. 313 – 327	There will be an in-class assignment on Chapter 9.

		Quoting, Synthesizing, Paraphrasing Parallelism Citing sources: Purdue OWL		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #5</i>	Tuesday 2/14	MWA 1 Workshop Avoiding Plagiarism Citing Sources Hyperlinks	PA Chapter 11, pgs. 351 – 392	Before class post your answers to the Reading Guide Questions on the Discussion Board.
	Thursday 2/16	MWA 1 Peer Review Eliminating Wordiness		MWA 1 Rough Draft Rhetorical Analysis due in class in hard copy or accessible via computer
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>

<i>Week #6</i>	Tuesday 2/21	Sequence 1 Review POS Presentation Workshop		MWA 1 due before class uploaded in the Assignments link on Learn
	Thursday 2/23	Parts of Speech Presentations Misplaced Modifiers		Parts of Speech Presentations due in class

Sequence 2: Argument

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #7</i>	Tuesday 2/28	Understanding Logic Logical Fallacies Subject-Verb Agreement	PA Chapter 5, pgs. 113 – 183	There will be an in-class assignment on PA Chapter 5.
	Thursday 3/2	Types of Argument	PA Chapter 6, pgs. 185 – 238	Before class complete the Quiz on PA Chapter 6 in the Quizzes link on Learn.

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #8</i>	Tuesday 3/7	MWA 2: Argument Essay Choosing a topic for an argumentative essay Developing the Argumentative Essay Writing a Thesis	PA Chapter 7, pgs. 241 – 272 MWA 2 Prompt	There will be an in-class assignment on PA Chapter 7.
	Thursday 3/9	MWA 2: Workshop Conducting Research Library Databases		SWA 1, Introduction with Thesis, is due before class uploaded in the Assignments link on Learn.
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>

<i>Week #9</i>	Tuesday 3/14	Spring Break ***** No Class		
	Thursday 3/16	Spring Break ***** No Class		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	Assignments Due
<i>Week #10</i>	Tuesday 3/21	MWA 2 Workshop Peer Review		MWA 2 Rough Draft Argument Essay due in class in hard copy or accessible via computer.
	Thursday 3/23	Sequence 2 Review Commas for Appositives and Dialog		MWA 2 due before class uploaded in the Assignments link on Learn.

Sequence 3: Review

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	
<i>Week #11</i>	Tuesday 3/28	MWA 3: Review/Evaluation Rant, Rave, and Review	PA Chapter 14, pgs. 483 – 515 MWA 3 Prompt “ Guidelines for Composing a Professional Email ” (also in the Readings link on Learn)	Before class post your answers to the Reading Guide Questions on the Discussion Board. Due before the end of class: <ul style="list-style-type: none"> • Your resource • Interviewee, interview protocol, and professional email (sent and cc'd to salden@unm.edu Your survey protocol and link (emailed to salden@unm.edu)
	Thursday 3/30	MWA 3 Workshop Thesis and Introduction		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>

<i>Week #12</i>	Tuesday 4/4	MWA 3 Workshop		
	Thursday 4/6	MWA 3 Workshop Peer Review		MWA 3 Rough Draft due in class in hard copy or accessible via computer
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #13</i>	Tuesday 4/11	Grammar Review		MWA 3 due before class uploaded as an attachment in the Assignments Drop Link on Learn
	Thursday 4/13	Grammar Review		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	Assignments Due

Week #14	Tuesday 4/18			Grammar Exam will be given in class
	Thursday 4/20	Portfolio	Portfolio Prompt	
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #15	Tuesday 4/25	Portfolio Workshop Google Sites	e-Portfolio	
	Thursday 4/27	Portfolio Workshop		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #16	Tuesday 5/2	Portfolio Peer review and instructor conferences		Portfolio Cover Letter Rough Draft due in class in hard copy or accessible via computer
	Thursday 5/4	Portfolio Workshop		Portfolio (with Cover Letter and Revisions) due by end of class, submitted as an MS Word document in the

				Portfolio link on Learn e-Portfolio due submitted as a URL in the e-Portfolio link on Learn
--	--	--	--	----------------------------------------------------------------------------------------------------------------