

**Syllabus<sup>1</sup>**  
**English 120:504**  
**Composition III**  
**(CRN: 51205)**  
**Fall 2015 (8/17 – 12/12)**  
**Tues/Thurs 1:30 – 2:45**  
**Location: Vocational/Career Tech Center (CTC) 111**

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

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### **Course Description**

Welcome to English 120 (Composition III)!

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 120 to new contexts and new genres.

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### **Course Objectives**

Throughout the semester in English 120, 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

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<sup>1</sup> 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
- I. compose a research-based academic argument in one of various mediums and technologies by identifying, analyzing, evaluating, and synthesizing sources, which must include secondary sources
- J. analyze and describe the writing and research conventions of an academic field in order to understand the different ways of creating and communicating knowledge

***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, discussion board, or in class) must be in compliance with the Respectful Campus Policy:**

<http://policy.unm.edu/university-policies/2000/2240.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 absent	Student is more than 10 minutes late	Student participates constructively in class activities	Student contributes notably to in-class discussion (does not have to be called on)	Student is disruptive (surfing, texting, etc.) or unprepared (does not have homework, rough draft, etc.)
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Points Assigned Daily	0	.5	2	3	0
Absences Incurred	1	.5	0	0	1

**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 before class starts, and 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 120, 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.

### ***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 Tuesdays and 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 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 150 – 500 word memo 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.

### ***Computer Requirements***

**Access to Learn.** This class is supplemented by the Learn classroom management system. You can access it at <https://learn.unm.edu/>. You will complete a tutorial on how to use this site during the first week of class.

I'll post the syllabus there as well as writing assignments, grading standards, some assigned readings, quizzes, and discussion questions. In addition, you will need to use Learn for submitting most of your homework and writing assignments.

**All major writing assignments must be completed in Microsoft Word, and submitted electronically (through the assignment tab) via Learn. Do not submit assignments in any other word processor format (such as Microsoft Works or WordPerfect) because assignments I'll use Word features to comment on your work.**

*Adobe Acrobat Reader.* You will need Adobe Acrobat Reader (which can be downloaded free from the Internet) because you will need Acrobat Reader to access certain documents on Learn.

### ***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 Tuesdays from 12:00 – 1:00 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](mailto: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***

<b>Assignment</b>	<b>Points</b>
<b>Major Writing Assignment 1</b> <b>Rhetorical Analysis</b>	<b>100</b>
<b>Major Writing Assignment 2</b> <b>Proposal</b>	<b>100</b>
<b>Major Writing Assignment 3</b> <b>Research Paper</b>	<b>100</b>
<b>In-Class Participation</b>	<b>60</b>
<b>Peer Review</b>	<b>40</b>
<b>e-Portfolio</b>	<b>400</b>

<b>Small Writing Assignments (10) (Discussion Board Posts/ Reading Guide Questions / In-Class Writing)</b>	<b>100</b>
<b>Grammar Exam</b>	<b>100</b>
<b>Total</b>	<b>1,000</b>

***Points-to-Grade Conversion***

<b>A+</b> 97-100+%	<b>B+</b> 87-89.9%	<b>C+</b> 77-79.9%	<b>D+</b> 67-69.9%	<b>F</b> 0-59.9%
<b>A</b> 93-96.9%	<b>B</b> 84-86.9%	<b>C</b> 74-76.9%	<b>D</b> 64.66.9%	
<b>A-</b> 90-92.9%	<b>B-</b> 80-83.9%	<b>C-</b> 70-73.9%	<b>D-</b> 60-63.9%	

***Passing and Failing Grades***

A passing grade in English 120 is "C" (74) or higher; **a grade of "C-minus" (73) or lower is a failing grade.**

***Tutoring***

Free tutoring is available at the Learning Center (505) 925-8907:

<http://www.unm.edu/~tutor/>. Writing Lab tutoring sessions are scheduled weekly for all English classes.

***Supplemental Instruction***

We will have an SI tutor in class and available in the Learning Center during hours designed to work in conjunction with our course schedule.

***Required Texts and Materials***

- *Practical Argument*, Second Edition, Eds. Laurie G. Kirsznar and Stephen R. Mandell. ISBN-13: 978-1457683886; ISBN-10: 1457683881
- *The Pocket Style Manual*, Sixth Edition (another 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; or rephrasing an author's ideas and presenting them as the student's new, original thoughts. 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.**

### ***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. This grade counts as 10% of your final grade.

### ***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 277-5757, M-F, 8:00 am-12:00 noon and M-F, 1:00 pm-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 Center, both face-to-face and online, to help you navigate Blackboard LEARN. Call for an appointment: 925-8907.

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### ***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 8/18	Introductions I Goals for the course Course Calendar		

	Thursday 8/20	Introductions II  Syllabus  Course Calendar	Syllabus and Course Calendar	Write at least two questions you have about the course, syllabus, e-Portfolio, or calendar and bring them to class.  <b>Take the Week 1 Grammar Assessment on Learn before 11:59 p.m. Sunday, 8/23.</b>
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
Week #2	Tuesday 8/25	g-Mail account  e-Portfolio  Genres  <i>Outcomes A and C</i>	e-Portfolio Prompt  Watch the Google Sites video: <a href="http://screencast-o-matic.com/watch/c2liVreZnf">http://screencast-o-matic.com/watch/c2liVreZnf</a>	
	Thursday 8/27	The Rhetorical Situation  Methods of Persuasion: ethos, pathos, logos  <i>Outcome A</i>	<i>Practical Argument</i> (PA) "An Introduction to Argument," pgs 3 – 17	Reading Guide Answers due in class in hard copy.
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	Assignments Due

Week #3	Tuesday 9/1	<p>Punctuation and sentence structure</p> <p>Argument</p> <p>Introductory Paragraph: hook and thesis</p> <p><i>Outcomes C and F</i></p>	<p>PA Chapter 1, pgs. 19–35</p> <p>Choose three of your favorite quotes from Cesar Chavez at the website below, be prepared to discuss the methods of persuasion (ethos, pathos, logos) used in each:</p> <p><a href="http://www.chavezfoundation.org/cms.php?mode=view&amp;b_code=0010080000000000&amp;b_no=2197&amp;page=1&amp;field=&amp;key=&amp;n=1">http://www.chavezfoundation.org/cms.php?mode=view&amp;b_code=0010080000000000&amp;b_no=2197&amp;page=1&amp;field=&amp;key=&amp;n=1</a></p>	Reading Guide Answers due in class in hard copy.
	Thursday 9/3	<p>Parallelism</p> <p>Reading Critically</p> <p><i>Outcomes D and E</i></p>	<p>PA Chapter 2, pgs. 53–73</p> <p>3 (pgs. 5 – 6) in <i>A Pocket Style Manual</i> (APSM)</p>	Reading Guide Answers due in class in hard copy.
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
	Tuesday 9/8	<p>Rhetorical Analysis</p> <p>Conducting research</p>	Chapter 4, pgs. 89–111	There will be an in-class assignment covering Chapter 4.

Week #4		<p>Citing sources: Purdue OWL</p> <p><i>Outcomes C, G, H, and I</i></p>	<p>Read Congresswoman Shirley Chisholm's "Equal Rights for Women: Address to U.S. House of Representatives" at the link below</p> <p><a href="http://www.sojust.net/speeches/shirley_chisholm_women.html">http://www.sojust.net/speeches/shirley_chisholm_women.html</a></p>	
	Thursday 9/10	<p>Clarity in Writing (Active and Passive Voice)</p> <p>Visual Rhetoric / Rhetoric in Advertising</p> <p><i>Outcomes A and C</i></p>	<p>MWA 1 Prompt</p> <p>PA Chapter 3, pgs. 75-87</p> <p>APSM 1 and 2 (pgs. 2 - 5)</p> <p>View the fictional (mythical) characters used in American advertisements at the following link and select two or three that you would like to research:</p> <p><a href="http://en.wikipedia.org/wiki/List_of_American_advertising_characters">http://en.wikipedia.org/wiki/List_of_American_advertising_characters</a></p>	
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>

Week #5	Tuesday 9/15	MWA 1 Workshop Assessing Sources <i>Outcomes C, G, H, and I</i>	PA Chapter 8, pgs. 275 – 312	<b>Post your five research sources for MWA 1, in MLA Works Cited format, to the Discussion Board before class.</b>
	Thursday 9/17	MWA 1 Workshop Citing Sources Hyperlinks <i>Outcomes G and I</i>	PA Chapter 9, pgs. 313 – 328  Also, view the interactive video below on citing sources: <a href="http://library.acadiau.ca/tutorials/plagiarism/">http://library.acadiau.ca/tutorials/plagiarism/</a>	
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
	Tuesday 9/22	MWA 1 Peer Review <i>Outcomes A, C, D, and J</i>		<b>MWA 1 Rough Draft Rhetorical Analysis due in class in hard copy or accessible via computer.</b>

<i>Week #6</i>	Thursday 9/24	Sequence 1 Review  Dangling and Misplaced Modifiers  Parts of Speech  <i>Outcomes C, D, and E</i>	APSM 7 and pg. 274	<b>MWA 1 due before class uploaded in the Assignments Drop Link on Learn.</b>
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #7</i>	Tuesday 9/29	Pronouns  Types of Argument  <i>Outcomes A and H</i>	PA Chapter 6  APSM 12	Before class: complete the Quiz on Learn for PA Chapter 6.
	Thursday 10/1	Developing the Argumentative Essay  <i>Outcomes A and G</i>	PA Chapter 7	Reading Guide Answers due in class in hard copy.

## *Sequence 2: Proposal*

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #8</i>	Tuesday 10/6	Proposals I  Choosing a topic for a proposal  Mapping the problem  Primary and secondary sources  <i>Outcomes A, B, C, G, I, and J</i>	MWA 2 Prompt  PA Chapter 15	There will be an in-class assignment on Chapter 15.  <b>Interview Protocol, due before 11:59 pm. Sunday, 10/11, posted to the Discussion Board – Feedback to two peers before class on Tuesday, 10/13.</b>
	Thursday 10/8	<b>Fall Break</b>  <b>***No Class***</b>		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>

Week #9	Tuesday 10/13	MWA 2 Workshop  <i>Outcomes C, G, H, and I</i>		<b>Interview Protocol, due before 11:59 pm. Sunday, 10/11, posted to the Discussion Board – Feedback to two peers before class on Tuesday, 10/13.</b>
	Thursday 10/15	Databases and research  <b>We meet in the Valencia Campus Library</b>  <i>Outcomes C and H</i>		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	Assignments Due
Week #10	Tuesday 10/20	MWA 2 Workshop  Peer Review  <i>Outcomes G, H, and I</i>		<b>MWA 2 Rough Draft Proposal due in class in hard copy or accessible via computer.</b>

	Thursday 10/22	Sequence 2 Review  <i>Outcomes C, D, and E</i>		<b>MWA 2 due before class uploaded in the Assignments Drop Link on Learn.</b>
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### ***Sequence 3: Research Paper***

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	
<b><i>Week #11</i></b>	Tuesday 10/27	Research Papers  <i>Outcomes A, G, H, I, and J</i>	MWA 3 Prompt  Assigned Readings TBD	
	Thursday 10/29	Field of Research / Major Area of Study  <i>Outcomes G, H, I, and J</i>	Assigned Readings TBD  Explore the academic subject fields at the link below: <a href="http://degrees.unm.edu/undergrad_programs/explore">http://degrees.unm.edu/undergrad_programs/explore</a>	Your selected academic subject is due for class work (see the link on the calendar in the “Reading Due” column).  <b>Academic Discussion Board Post, due before 11:59 p.m. Sunday, 11/1—Respond to two peers before class on Tuesday, 11/3.</b>

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #12</i>	Tuesday 11/3	MWA 3 Workshop  <i>Outcomes A, D, E, G, H, I, and J</i>		<b>Academic Discussion Board Post, due before 11:59 p.m. Sunday, 11/1—Respond to two peers before class on Tuesday, 11/3.</b>
	Thursday 11/5	MWA 3 Workshop  <i>Outcomes A, D, E, G, H, I, and J</i>		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #13</i>	Tuesday 11/10	MWA 3 Peer Review  <i>Outcomes G, H, and I</i>		<b>MWA 3 Rough Draft due in class in hard copy or accessible via computer.</b>
	Thursday 11/12	Sequence 3 Review  <i>Outcomes C, D, and E</i>		<b>MWA 3 due before class uploaded as an attachment in the Assignments Drop Link on Learn.</b>

	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #14</i>	Tuesday 11/17	Grammar Review		
	Thursday 11/19	Grammar Exam		<b>Grammar Exam will be given in class.</b>
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #15</i>	Tuesday 11/24	Portfolio Revision and Reflective Memo  <i>Outcomes F and G</i>	E-Portfolio Prompt	
	Thursday 11/26	<b>Thanksgiving Holiday</b>  <b>***No Class***</b>		
	<i>Date</i>	<i>In-class Topic</i>	<i>Reading Due</i>	<i>Assignments Due</i>
<i>Week #16</i>	Tuesday 12/1	Portfolio Peer review and instructor conferences  <b><i>Outcomes D and E</i></b>		<b>Portfolio Revision and Reflective Memo Rough Draft due in class in hard copy or accessible via computer.</b>

	Thursday 12/3	Portfolio Revision and Reflective Memo workshop  <i>Outcomes F, G, and H</i>		<b>Portfolio Revision and Reflective Memo due by 11:59 p.m. Friday, 12/4, uploaded as an attachment to your MWA Revision page in your e-Portfolio and submitted as a URL in the Assignments Drop Link on Learn.</b>
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