

Syllabus – Spring 2015 – 11655-T3 ENG 101 Composition

Instructor: Professor St. Clair

Meets: Friday 2:00 – 4:45 in D206

Office Hours: Tue, 3-4:00 PM, Thu, 4-5:00 PM; Fri, 1:30-2: & 4:45–5:15 PM; By appointment

Office Location: D205 – W

I am always happy to meet with you outside of class. No appointment is necessary during my office hours. At other times, however, an appointment is necessary, as I am either away from campus or in my office but attending to other obligations requiring my attention.

Phone: (860) 215-9478

I check messages only during my office hours and, time permitting, immediately before and after classes. My schedule is posted outside my office and on Blackboard.

E-mail: pstclair@threeivers.edu

I welcome your e-mails. Be aware, however, that I am not “on call” by e-mail. During the work week, Monday through Friday, I respond as soon as possible, at least within 24-48 hours, meaning one or two days later. I am not available on holidays and weekends. If an e-mail arrives on Friday, for example, it may not be answered until Monday or Tuesday. You are expected to check Blackboard for any assigned work that you missed due to absence.

Required Texts:

Barrios, Barclay. *Emerging: Contemporary Reading for Writers*. 2nd ed. Boston: Bedford, 2013. Print.

Paperback collegiate dictionary

- 1 ½ in Binder Notebook and nine (9) tabbed dividers (Tab 1: in-class note-taking; Tab 2: in-class assignments, Tab 3: homework assignments, Tab 4: reading journal, Tab 5: essay 1 pre-writing, etc., Tab 6: essay 2 pre-writing, etc., Tab 7: essay 3 pre-writing, etc., Tab 8: essay 4 pre-writing, etc., and Tab 9: essay 5 prewriting, etc.)
- Four folders with pockets: one for Annotated Bibliography research, one for handing in typed reading journal assignments, and two for handing in essays and rewrites. Label each clearly to keep yourself organized!
- A USB flash drive for backing up your work on a computer (this is important!)
- A planner with a calendar
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Recommended Text:

Faigley, Lester. *The Brief Penguin Handbook*. Custom ed. New York: Pearson, 2009. Print.

Note:

- ❖ Homework assignments may not be submitted via e-mail.
- ❖ Late homework is not accepted for credit, regardless of reason for absence.
- ❖ Late essays lose one letter grade up to the cap (see p.6) for each class that they are late.
- ❖ Be prepared to share all assignments with the class.
- ❖ Make sure each assignment is effective by editing, proofreading, peer draft reviewing and going to The Writing Center.
- ❖ All formal essays must be typed and in MLA format.

COURSE DESCRIPTION

College Composition engages students in critical observation, reading, and writing. This course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their

own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught during assigned readings.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

Respond to Rhetorical Situations

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts
- Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

Grading:

The final grade will be a letter grade, A - F.

Grading is based on:

Class Participation..... 15%

Includes:

- participating in class discussions
- small and large group work
- in-class reading and writing

- presenting your and responding to all peers' research presentations
- exit reflection (due last day)
- coming to class prepared by doing the required reading and assignments on time

Paper 1: Reading/Analysis	11%
Paper 2: Reading/Analysis/Synthesis 1	14%
Paper 3: Reading/Analysis/Synthesis 2	16%
Paper 4: Annotated Bibliography	13%
Mid-term Reading Journals	10%
Paper 5: Research	21%

- A = 93 -100
- A - = 90 - 92
- B + = 87 - 89
- B = 83 - 86
- B - = 80 - 82
- C + = 77 - 79
- C = 73 - 76
- C - = 70 - 72
- D + = 67 - 69
- D = 63 - 66
- D - = 60 - 62

Attendance:

- Students are expected to attend all classes. Missing classes will reflect in a lower participation grade, regardless of when and why—including illness or family emergency—these absences occur.
- Class begins promptly; please avoid being late or leaving early. Any in-class quizzes will be given at the beginning of class. If you arrive late, you do not receive extra time to complete them.
- Absence is not an excuse to return to class unprepared. Check the syllabus. Check Blackboard. Class information regarding assignments posts soon after class meets.
- In-class work and quizzes cannot be made up regardless of reason for absence, including illness and family emergencies.

Plagiarism & Academic Integrity:

- Plagiarism is a serious breach of academic integrity. It is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, or writing of any length, quoted or paraphrased, you must acknowledge the author and source. Whether conscious or unconscious, plagiarism is a serious academic offence. Consequences for plagiarism range from failing the assignment to failing the course.
- All work must be original to this semester and to this class. Submitting work, unaltered or revised, from a previous semester or for another class is dishonest and will be penalized with a failing grade for that assignment.

The Writing Center/TASC:

Room: C117 (next to the Library).
 Phone: 860-215-9082.
 Email: TRWritingCenter@trcc.commnet.edu.

Technology:

During class, turn off your cell phone or other electronic equipment. Computers are for use for class assignments only. Surfing the web or checking your e-mail or working on an assignment for another class will negatively affect your participation grade.

Weather Cancellations:

Call 860-215-9000, press 1 for College Closing Announcement. Or go online to:
www.trcc.commnet.edu or www.threerivers.edu (Announcement posted on main page).

Sign up for MyCommNet Alert! MyCommNet Alert is a system that sends text messages & emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for MyCommNet Alert. A tutorial is available on the Educational Technology & Distance Learning Students page of the web site.

http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

Computer Labs

Room E112

Open: M-R 9:00 am – 9:00 p.m.

F – 9:00 am -- 6:00 p.m.

Sat – 9:00 am – 2:00 p.m.

The library has computers for student use during library hours.

Computer Logon - Net ID

For students logging onto computers for the first time at the college:

- Net ID = student ID without the “@” followed by @student.commnet.edu
- Password = First 3 letters of birth month + & + last 4 digits of SSN (Oct&6789)
- Log onto = STARS

If student has been locked out, there is a 15 minute wait before their account is unlocked. The seven student stations located in the hallway on the first floor of the A wing have shortcuts to reset passwords.

College Withdrawal Policy:

A student who finds it necessary to discontinue a course once class has met must provide notice to the Registrar. Withdrawal forms are available at the Registrar’s office, both on campus and at the Sub-base. Non punitive “W” grades are assigned to withdrawal requests. An instructor’s signature is required after the deadline has passed. No withdrawals are permitted after the last class preceding the final exam. Students who do not obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an “F” grade for the course. *Check with the registrar for any penalties relating to financial aid.

“N” Grade Policy:

The N Grade is assigned to students when there is no basis for a grade. This would apply to students who never came to class as well as to those who didn’t attend or participate long enough to be graded. The N grade is used to distinguish between earned failures (F), official withdrawals (W), and students who stop attending or participating before there is a basis for a grade. In most cases there would be no basis for a grade for students who stop attending or participating before the 60% point. Like a withdrawal, the N grade does not get included in a student’s GPA but does count as a non-completed course. *An N grade forfeits your financial aid. You will be responsible for reimbursing the college for tuition.

Disabilities:

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

TRCC Disabilities Service Providers Counseling & Advising Office Room A-119	
Matt Liscum (860) 215-9265	<ul style="list-style-type: none"> • Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
Chris Scarborough (860) 215-9289	<ul style="list-style-type: none"> • Learning Disabilities • ADD/ADHD • Autism Spectrum

Note on Reading and Writing:

Reading and writing are important means of communication. Just as there are different skill levels in any sport, reading and writing have different skill levels and achievement as well. This course will help you to understand different kinds of text and writing and help you to appreciate the importance of improving these communication skills. When you read and think critically you will write better. This course will connect critical reading and writing skills to help you produce interesting, thoughtful and well-constructed papers. By working together, we can accomplish our goals.

Our Classroom

Think of this class as a reading and writing workshop: A place where we meet to read and write, to talk about reading and writing, and to read one another’s writing. We will be reading and discussing controversial topics. We will hold various opinions. Viewpoints or opinions are not truths. As such, they cannot be proven “right” or “wrong.” The aim of discussion is not to debate an issue, to prove one better than another, but to enter into viewpoints that differ from our own in order to better understand them. Rather than take on the roles of judge and jury ordaining one view as “good” or “bad,” we will adopt the roles of explorer and sleuth, investigating the many facets shaping complex ideas. To limit the discussion to binary options—right/wrong; good/bad—depletes the ideas of their richness. This does not mean that we will always agree with one another, but we should try to disagree in ways that do not assume fixed and absolute positions. There are not two but many sides to a story! Instead, let’s keep in mind that thoughtful questions are often more valuable than conclusive statements.

Explanation of “Grade Caps”

Papers are due within the first 5 minutes of class, and a late paper results in the loss of a letter grade (by means of a “grade cap”) for every class in which the paper is late. The loss of a letter grade serves as a “grade cap,” and is not necessarily punitive. For example, if a student hands a paper in two classes late, then they receive a “grade cap” of a C, which means that they cannot earn higher than a C on that essay. This does not mean that two letter grades are subtracted from the student’s final paper grade. A paper that earned a C but is two classes late does not lose two letter grades off of the C. Instead, the student would earn the C, because that is the “grade cap” for that paper. A paper that earned an A but is two classes late would not receive a grade higher than a C, due to the lateness of submitting the essay.

Papers

Note: All papers must be submitted typed and in proper MLA formatting, including a heading, title and page numbers. Pre-writing is required in the folder with all final drafts and all research must be submitted and fully annotated.

Paper Rewrite Policy

Revising is an important part of writing and this workshop course allows space for writers to compose and rework their essays over an extended time frame. Although due dates are important in college, this course also allows the flexibility for students to revisit their graded essays to further work with the drafts to refine their craft. The rewrite policy is as follows: Papers 1-3 are eligible for rewriting, as long as the Final Drafts of these essays are handed in on time and with all of the required materials (i.e. prewrites, outlines, and annotated sources). To clarify, any Final Drafts that are submitted late or with missing materials are NOT entitled to be submitted for a rewrite.

After the student receives his or her grade on the Final Draft, the student has two weeks to submit a revised version of the draft after conferring with me first. **The rewrite must be highlighted to showcase all of the changes that the student made from the Final Draft to the rewrite draft.** The maximum grade increase for a rewrite is one letter grade higher than what was earned on the Final Draft. If plagiarism is present in the rewrite, the draft will not be accepted. Any student, meeting these guidelines, can rewrite all four of the first papers in the course. **NOTE: Students must revise the entire essay in order to submit a rewrite, and the revisions should be extensive. If a student submits a rewrite that is not extensively edited AND highlighted with the changes, it will be returned.**

Reader's Journal Responses, usually 1 ½ – 3 pages, each

Your Reader's Journal is an academic journal in which you respond in depth to an issue raised in a reading. First drafts shared in class may be written or typed. We will refer to them in class discussion. They count toward your participation grade. Final copies must be revised and typed. You will have in both copies, first and final draft, as half of your mid-term exam. Those assigned after the mid-term will be handed in, first and typed, revised drafts, as part of your final exam.

Paper 1: Critical Reading Analysis Essay, 3-4 pages

Students will write 3-4 complete pages that provides a close reading and analysis of a text. A critical analysis examines a text and provides a reader deeper insight into the material. Often, we read material to extract relevant information. Reading critically, however, is a more complex process that involves understanding, analysis, and thinking. To **analyze** means to show the relationship of the parts of a text(s) being examined and how those relationships reveals the meaning. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the significance, utility, quality, merit, truth, validity, beauty, or goodness of a text. Even though as a writer you set the standards, you should be open-minded, well informed, and fair. You can express your opinions (without using first person), but you should also back them up with evidence. This paper will include extensive pre-writing, a typed formal academic outline, and multiple drafts. The final draft must be **at least 2- 3 complete pages** and must include a Works Cited page.

Paper 2: Critical Reading Analysis and Synthesis of Primary Sources Essay, 4 – 5 pages

Students will write 4 - 5 complete pages that synthesizes two or more texts. As Charles Bazerman explains in his book *The Informed Writer: Using Sources in the Disciplines*,

If you read only one book [or any text], follow only one author's perspective in a complex conversation, the issues may seem simple, for that single author has constructed a personal sense of all that has been said....However, once you read a second and third book and move beyond the controlling wisdom of one author, you will have to make sense of the diverse statements you find. To write your own informed statement on a subject that other writers have

addressed, you will have to sort out agreement from disagreement, fact from opinion, reliable information from unreliable. You will need to see how all the parts of the written conversation fit together into a picture you are satisfied with. You will become an author whose controlling voice brings the other voices together into a coherent written statement. You thus become an authority yourself, for you are an author too....This bringing together is the task of synthesis. All professions that use data or knowledge constantly require synthesis; that is, putting information from a number of sources into one usable, coherent form, whether to give a picture of a company's financial stability or to write a newspaper story (139).

Bazerman, Charles. *The Informed Writer: Using Sources in the Disciplines*. The WAC Clearinghouse. Fort Collins, CO., 2010. Available at <http://wac.colostate.edu/books/informedwriter/>

Paper 3: Critical Reading Analysis, Synthesis of Primary and Secondary Sources Essay, 5 – 6 pages – (details will be provided in class)

Students will write 5 - 6 pages plus a works cited page which will include MLA citations using researched materials from newspapers, magazines, and other sources. The Synthesis Plus Assignment will introduce students to the research process through a collaborative effort.

Paper 4: Annotated Bibliography

Early in the semester, students will be asked to brainstorm possible topics for their final persuasive essay. Students will be asked to take a stance on the topic and to write a thesis-driven researched essay that is more complex than the standard 5-paragraph genre. Students will research their topics and collect sources for their persuasive essays. Please note that we will consider “research” in a comprehensive sense, and will include attention to interviewing, integrating media and also finding peer-reviewed scholarly articles. During these weeks, students will find a total of 8 valid sources, and will print, staple and annotate each article fully. Then, they will draft paper 4, an Annotated Bibliography, which will include MLA citations and academic paragraphs comprised of summary, analysis and discussion of how each source may or may not assist them in drafting Paper 5.

Paper 5: Researched Argument, 7 – 9 pages

The goal of argument is persuasion. Persuasion gives you the power to influence the world around you. Whenever an organization needs to make a major decision, those who can think flexibly and write persuasively can wield great influence. An effective way to appreciate argument as both truth seeking and persuasion is to address a social or political issue of interest you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology - that is, a network of basic values, beliefs and assumptions that tend to guide your view of the world. As noted above, for this Persuasive Essay, you will begin researching for your Annotated Bibliography and move from a novice thinker on the topic to a critical thinker on the complexity of the issue. Then, you will integrate these sources into your final essay by paraphrasing and directly quoting the source material. This thesis-driven, text-based essay must be at least 7 pages and be submitted by the due date in MLA style. In this essay, you must integrate multiple types of source material and include in-text citations, a works cited page, and an academic formal outline must accompany the final draft.

Tips for Students: How to Let Your Instructor Know You're Struggling

If you're struggling and looking for some extra help in your courses, don't overlook the resource (sometimes literally) right in front of you. Your instructors are your best resource if you require extra help in the classroom. Utilize these tips, adapted from Dave Ellis' [*Becoming a Master Student, 14th Edition*](#), to help you express your struggles to your instructors. Once you let them know you're having difficulty, they will be able to help you get back on the path toward success in their course.

- **Start by Building a Relationship with your Professor** – At the beginning of the term, be sure to introduce yourself to your instructor. Speaking with your instructor can help you learn

his or her teaching style and preferred method of communication, which will be useful if you need additional help in the course. Additionally, maintain the relationships that you've built with instructors, as they can be a great help throughout college and beyond.

- **Don't Wait Until it's Too Late** – If you recognize that you need additional help in a class, it's better to seek help from your instructor before it's too late. Your struggles will only increase as additional class work is assigned and the topics in the class become more in-depth, so get ahead of the situation.
- **Visit During Office Hours** – Instructors set aside this time for a reason, so put it to good use! Show up with questions or knowing what you need help with. For example, if you're struggling with exams, bring an old exam and discuss it with your professor, or if you're having trouble with writing papers, bring an outline or rough draft to review.
- **Ask Questions** – Ask questions during office hours or during class discussion. Instructors will be able to improve your understanding of course content if they know where you're getting confused. Additionally, asking questions shows interest in class discussions.
- **Show Interest in Class** – Show the instructor that you're trying. If you're struggling in class, the worst things you can do are to miss class or appear disinterested while you're there. Respond to questions, participate in class discussions, and appear interested.


The Brief Penguin Handbook:



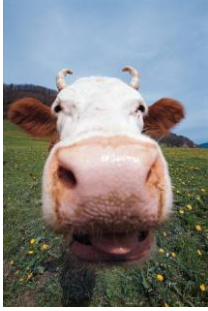

- ❖ **MLA Documentation**
PH Ch. 23, pp. 244-296
- ❖ **Effective Style and Language**
PH Ch. 27-31, pp. 359-392
- ❖ **Understanding Grammar,**
PH Ch. 32-37, pp. 393-448
- ❖ **Understanding Punctuation and Mechanics**
PH Ch. 38-47, pp. 449-510
- ❖ **Glossary of Grammatical Terms and Usage** PH pp. 535-546

DIGICATION STATEMENT

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

English 101 Spring 2015: Tentative Student Course Outline
Subject to change by instructor

<p>Week 1: January 23</p>	<ul style="list-style-type: none"> ⌘ Course Review ⌘ Blackboard Review ⌘ In-class pre-writing for Unit 1 reading ⌘ Diagnostic Essay ⌘ Review: reading and note-taking strategies ⌘ Review homework due next class
<p>Week 2: January 30 Begin Unit 1</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ Review: brainstorming, outlining, pre-planning writing strategies ⌘ Introduce essay 1 ⌘ In-class pre-writing for first Unit 2 reading <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Bring your binder notebook and tabs ⌘ Bring your planner ⌘ Assigned Unit 1 reading from <i>Emerging</i> ⌘ Written assigned reading and journal responses
<p>Week 3: February 6 Begin Unit 2 *Have you revised, edited, and typed last week's journal response(s)?</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ Introduce Essay 4& 5 ⌘ In-class work on Essay 1 ⌘ In-class pre-writing for second Unit 2 reading <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Essay 1 Outline Due ⌘ Assigned reading 1, Unit 2 from <i>Emerging</i> ⌘ Written assigned responses and reading journal
<p>Week 4: February 13 Begin annotated bibliography *Have you revised, edited, and typed last week's journal response(s)?</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ Library Tutorial ⌘ Review Logos, Pathos, Ethos ⌘ In-class work with research topics, including finding two articles ⌘ Review annotating and note-taking expectations for paper 4 ⌘ Introduce essay 2 <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Essay 1 Draft Due for Peer Review ⌘ Written list of 10 socio-economic topics of interest ⌘ Assigned reading 2, Unit 2 from <i>Emerging</i> ⌘ Written assigned responses and reading journal
<p>Week 5: February 20  Begin Unit 3 *Keep up with journal revisions!</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ In-class pre-writing for reading 1, Unit 3 ⌘ In-class work on essay 2 ⌘ In-class work drafting annotated bibliography <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ !! Essay 1 Due !! ⌘ Essay 2 Outline Due ⌘ Research articles 1 - 3 due, fully annotated

<p>Week 6: February 27</p> <p>Essay 2 Workshop</p> <p>Journal Responses Workshop</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ In-class pre-writing, reading 2, Unit 3 ⌘ In-class workshop on reading journals <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Essay 2 Draft Due ⌘ All journal entries from Unit 1 and 2, first and revised, typed drafts ⌘ Read assigned <i>Emerging</i> reading 1, Unit 3 ⌘ Research article 4 due, fully annotated ⌘ Today's assigned reading and journal responses
<p>Week 7: March 6</p>  <p>*Keep up with journal revisions!</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ In-class work with annotated bibliography ⌘ Introduce Essay 3 and its research <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ !! Essay 2 Due !! ⌘ Read assigned <i>Emerging</i> reading 2, Unit 3 ⌘ Research article 5 due, fully annotated ⌘ Assigned journal / reading responses
<p>Week 8: March 13</p>  <p>Reading Journal Mid-term Due</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ In-class work with annotated bibliography ⌘ In-class work with essay 3 <p>Homework Due</p> <ul style="list-style-type: none"> ⌘ Research article 6 due, fully annotated ⌘ Outline Essay 3 Due & 2 Essay 3 Research sources ⌘ Mid-term Reading Journals (Follow guidelines)
<p>Week 9: March 20</p> <p>Moo-ve Udder the way, Winter!</p>	<p>Spring</p>  <p style="text-align: right;">Break!</p>
<p>Week 10: March 27</p> 	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ Review presentation guidelines <p>Homework Due</p> <ul style="list-style-type: none"> ⌘ !! Annotated bibliography !! ⌘ Research Essay Outline, Draft 1 ⌘ Draft 1, Essay 3 for Peer Review

<p>Week 11: April 3</p> <p>The end of the semester is just a HOP, skip, and a jump away!</p>	<p>Spring</p> <div data-bbox="885 226 1076 489" data-label="Image"> </div> <p style="text-align: right;">Recess!</p>
<p>Week 12: April 10</p> <div data-bbox="215 630 373 821" data-label="Image"> </div>	<p>Instructor Overview:</p> <ul style="list-style-type: none"> ⌘ In-class work with research paper & presentation conferences ⌘ Sign-up for presentation date/time slot <p>Homework:</p> <ul style="list-style-type: none"> ⌘ Essay 3 Due ⌘ Bring all research materials
<p>Week 13: April 17</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ Research Conferences <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Draft 1 Research Paper Due ⌘ Presentation Outline Due
<p>Week 14: April 24</p>	<p>Instructor Overview</p> <ul style="list-style-type: none"> ⌘ Research Conferences <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Draft 2: Research Paper Due
<p>Week 15: May 1</p> <div data-bbox="215 1260 373 1451" data-label="Image"> </div>	<p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Final Copy Research Paper (Follow guidelines!) ⌘ Research Presentations (Follow presenter and audience guidelines!)
<p>Week 16: May 8</p>	<p>Instructor Overview:</p> <ul style="list-style-type: none"> ⌘ Wrap-up Reflection Guidelines: Looking Back & Looking Forward <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Research Presentations (Follow presenter and audience guidelines!)
<p>Week 17: May 15</p> <div data-bbox="152 1759 240 1866" data-label="Image"> </div> <p>to summer!</p>	<p>Instructor Overview:</p> <ul style="list-style-type: none"> ⌘ Research Papers Returned <p>Homework Due:</p> <ul style="list-style-type: none"> ⌘ Typed Wrap-Up Reflection