English 101: Composition / CRN: 30435 Section T-14
Mondays & Wednesdays, 11 a.m. – 12:15 p.m.
Room E-223

Instructor: Allana Allik
Email: aallik@threerivers.edu
Office hours: Mondays & Wednesdays, 1 – 2 p.m., Room D-205

Course description:

College Composition engages students in critical observation, reading, and writing. The course prepares students 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 through assigned writings.

Required Texts:

The Three Rivers Reader. Pearson Learning Solutions, 2016.

Other required resources:

- **A notebook** for in-class writing activities and notetaking. Bring it to every class. I recommend you also use the notebook for independent work such as reflecting, summarizing, and collecting ideas for research. Laptops are not permitted for note-taking.
- **A binder and/or folders** for course materials. You will receive a lot of handouts in this class, and will need a way to organize them.
- **A USB flash drive** as well as cloud-based means of backing up your work (such as Google Docs). Flash drives can save the day when you do not have a flawless internet connection and really need to access your files.
- **College-level dictionary** in print. Always read with this by your side. (Many online dictionaries are substandard.) I also recommend having a thesaurus in print.
- **Vocabulary log** (supplied by me). You are to add to the vocabulary log throughout the semester and turn it in during the final week of class.
- **Current drafts** - Whenever we are working on a paper, always have your drafts with you in class, whatever stage they are in. We workshop drafts frequently during class.
- **Hard copies of all assignments** on the day they are due, at the beginning of class. Please do not wait until the last minute to print a document before class – precisely when printers are bound to misbehave.
- **Blackboard**: Check regularly for announcements, updates, assignments, and reminders.
- **TRCC email**: This is how I will contact you individually. Please do not use your personal email accounts to communicate with me outside of class.

Suggested Online Resources:

Purdue OWL (online writing lab)
https://owl.purdue.edu/owl/purdue_owl.html

Amherst College Writing Center:
https://www.amherst.edu/academiclife/support/writingcenter/resourcesforwriters

University of North Carolina – Chapel Hill
https://writingcenter.unc.edu/tips-and-tools/

Harvard College Writing Center
https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing

Grammar Girl
https://www.quickanddirtytips.com/grammar-girl

MAJOR ASSIGNMENTS AND DUE DATES	
Paper 1: Critical Reading Analysis Essay, 3 pages	Sept. 26
Paper 2: Synthesis Essay, 4 pages	Oct. 17
Paper 3: Synthesis + Research, 5 pages or Multimodal Composition w/ Research	Nov. 5
Paper 4: Persuasive Researched Essay, 7-9 pages	Dec. 12

GRADING STRUCTURE	
Classwork, assignments, attendance	40%
Paper 1: Critical Reading Analysis Essay	10 %
Paper 2: Synthesis Essay	15 %
Paper 3: Synthesis Essay + Research or Multimodal Composition	15 %
Paper 4: Persuasive Researched Essay	20 %

Classwork includes citizenship and participation, and is evaluated upon:
- Work ethic, courtesy, and focused attention
- Preparation: Doing assigned reading and homework on time
- Informed contributions to class discussion
- In-class reading, writing, and group work
- Attendance and punctuality

Grading Scale and Policies

The final grade will be a letter grade, A – F. Students must earn a "C" or better to pass this course. Point totals from all assignments will be calculated at the end of the semester, with final grades compiled as follows per TRCC's grading scale:

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F= 0-59
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

Attendance & Participation

Students are expected to attend all classes, complete all assignments on time, and participate in all class activities, discussions, and peer workshops. A grade of "C" or higher is required to pass English 101. This is a writing-intensive course with an abundant reading load, and emphasis on engaged discussion and collaboration. You must do all the reading and come prepared to every class to succeed. **Students who miss 6 classes or more will automatically fail this course.**

Excused Absences

The College recognizes the following absences as excused: personal emergencies such as acute illness or a death in the family; religious observances; needful participation in college-sponsored events such as academic competitions; and government-required activities such as military assignments and jury duty. If you know that you will miss class for one of these reasons, or if you have an emergency of some kind, please contact me as soon as possible. You are responsible for the work due on the day you are absent. Leisure travel and family reunions/vacations are not excused absences.

Citizenship policy

Each of you deserves an optimal learning environment, and must do your part to support it. Coming into class late, for example, is disruptive. If you are late to class, you will be required to sing a full verse and chorus of a song, or write a one-page essay on a topic to be assigned, and prepare a brief lecture for the class on your topic. No texting or using your phone during class. Consequences for inappropriate conduct will be imposed at the instructor's discretion.

Late Work Policy

When I don't receive an assignment on the due date, I'll enter a zero into your grade book on Blackboard. You'll have up to a week to turn it in for credit. After that, the zero stays.

E-mail policy

I check e-mail Monday through Friday once or twice daily until 5 p.m., and will get back to you within one business day. A note on etiquette: Email to your professors should always be polite

and suitably formal. Use a salutation, write in complete sentences, and say please and thank you. Never e-mail me the day/night before an assignment is due with questions about the assignment. It is essential for you to plan ahead and create time for revising, which means you've read the assignment and started writing well ahead of my 24-hour cut-off for e-mailed questions.

You must check and use your TRCC student e-mail for all class-related communication. More information about your college email account can be found on the TRCC homepage—click the "New student email" button. Your student email account is the only official means that the college will communicate course and non-emergency information to you, so check it frequently.

Academic Integrity and Plagiarism

Three Rivers Community College's ratified policy states: Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. If you use any ideas, thoughts, writing, quotes, or even paraphrase some other writer's thinking, you must acknowledge that person. Whether conscious or unconscious, plagiarism is a serious academic offense. Consequences for plagiarism can range from failing the assignment to failing the course.

For more detail on what constitutes plagiarism, please see:
http://trccwritingcenter.wordpress.com/avoidingplagiarism/student-resources

Formatting papers

In this course we will always use MLA style (Modern Language Association) for documentation and formatting of all formal writing, i.e., the final revised drafts of major assignments.
- Use 12-point Times New Roman font, left-justified.
- Use one-inch margins. All lines are double-spaced.
- In the upper left-hand corner of the first page, write your name, the course title, the instructor's name, and the date, each on a separate line.
- No title page is required. Your title should appear two spaces down from the dateline, centered on the page. Don't underline the title or put it in quotation marks.
- Put your last name and page number at the top of every page, aligned with the right margin, ½" from the top of the page (using the header or page number command on MS Word will do this automatically for you).

- Indent the first line of each paragraph 5 spaces.
- Use block format for quotations of longer than four lines, indented one inch (10 spaces), with no quotation marks (see p. 277 of *The Brief Penguin Handbook* for example).

DESCRIPTION OF MAJOR ASSIGNMENTS

Paper 1: Critical Reading Analysis Essay

Students will write 3-4 pages that provide 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 relationship between parts of texts one examines, and how those relationships reveal meaning. Remember that the purpose of a critical analysis is not merely to inform, but also to evaluate the significance, utility, quality, merit, truth, beauty, or virtue 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, but you should back them up with evidence.

Paper 2: Synthesis Essay

Students will write 4-5 pages that synthesize two or more texts. The value and purposes of synthesis are explained thus by scholar Charles Bazerman:

> 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 (139).

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

Paper 3: Synthesis + Research

This assignment will introduce students to the research process and build on new skills of textual analysis and synthesis. Students will write 5 pages plus a "works cited" page, using researched materials from newspapers, magazines, and scholarly electronic or print sources. Assignment

alternative: A multimodal composition based on academic research that incorporates a mix of original written text with infographics, photo, video, and/or audio content.

Paper 4: Research Paper/Persuasive Essay

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 explore a topic that interests you, and to write on the topic to see how your views evolve. Your initial position will probably reflect your personal ideology—i.e., a network of basic values, beliefs and assumptions that tend to guide your view of the world. Your understanding of the topic will deepen in complexity as you integrate the viewpoints of authors you have "put into conversation" with each other with your own controlling idea or thesis. This essay must be 7-9 pages executed in MLA style. It should include at least five academic sources of varying type—including print—such as books, academic journals, newspapers of record, classroom texts, and peer-reviewed or otherwise credible sources.

Learning Outcomes for ENG 101

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

Craft logical arguments:

- Produce essays with clear 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.

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, valididtiy, 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

Apply conventions:

- Consistently apply Standard English language conventions and demonstrate rhetorical awareness with respect to genre, diction, tone, and level of formality.
- Cite varied sources in MLA citation style.

The Writing Center / Tutoring and Academic Success Centers

Room C117 (next to the Library)
Telephone (860) 215-9082
E-mail: TRWritingcenter@trcccommnet.edu
Online tutoring: http://www.etutoring.org/

Special Considerations for Students with 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 made until the student has provided written authorization from a DSP. Accommodations will not be provided retroactively. For assistance, contact:

TRCC Disability Service Providers	Counseling & Advising Office Room A-119
Matt Liscum Counselor (860) 215-9265 Room A113	• Learning Disabilities • ADD/ADHD • Autism Spectrum • Mental Health Disabilities
Elizabeth Wilcox Advisor (860) 215-9289 Room A113	• Medical Disabilities • Mobility Disabilities • Sensory Disability

Computer Log-on – Net ID
For students logging on to 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 social security number, e.g., Jan1234

BOARD OF REGENTS FOR HIGHER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence."

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

"Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient's educational programs and activities."

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Maria Krug at mkrug@trcc.commnet.edu 860 215 9280.

Statement on Digication:

When assignments are due, you will upload them into Digication. Through this electronic tool, you will have the opportunity to monitor your own growth in college-wide learning. It may even help you to determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A TRCC General Education Assessment Team will select and review works at random to improve the college experience for all. All work selected for assessment remains anonymous and private. Digication provides a "place" where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices as well.

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 Naval

Submarine 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 donot obtain an official withdrawal, but simply stop attending classes, run the risk of receiving an F for the course.

TRCC ACADEMIC CALENDAR - FALL 2018

Aug 27 — Registration deadline and last day to drop classes for full tuition refund

Aug 28 — Classes begin, add and drop periods begin

Sep 3 — **Labor Day - college closed *and***

last day for students to add a class - online **(Aug 31 in person)**

Sep 4-7 — Welcome Week

Sep 10 — Last day to drop classes and partial tuition refund

Sep 17 — Constitution Day observed (classes in session)

Sep 21 — Professional Day (classes in session)

Sep 25 — Last day to select audit option

Nov 1 — Continuing Degree-Seeking Student Registration for Winter '18 Intersession

and Spring '19 Semester. Advising day (classes in session).

Nov 5 — Advising day (classes in session)

Nov 6 — Last day to select pass/fail option, last day to submit incomplete work

from Spring '18 and Summer '18

Nov 15 — New Student and Non Degree-Seeking Student Registration for Winter '18 Intersession

and Spring '19 Semester, and last day to apply for spring graduation (May '19)

Nov 21 — College open - no classes in session

Nov 22-25 — **Thanksgiving recess**

Dec 9 — Last day to withdraw from classes - online **(Dec 7 in person)**

Dec 16 — Last day of 15 Week Session

Dec 21 — Final grades due to Registrar's office

Dec 24 — Grades available on web

Dec 25 — **Christmas Day - college closed**

English 101: Composition - Fall 2018 Course Calendar

CRN: 30435 - Section T-14 Mon./Wed. 11 a.m. - 12:15 p.m.   Instructor: Allana Allik

Room E-223   Email: aallik@threerivers.edu

Note: Assignments and deadlines are subject to change at instructor's discretion to meet learning needs and improve logistics.

Week 1	Due for class	Assigned
Wed. 8/29	Bring a notebook and pen Buy *Three Rivers Reader* from college bookstore	1. "How to Mark a Book" - Mortimer Adler, *TRR* pp. 170-174. 2. "How to Say Nothing in 500 Words" - Paul Roberts, *TRR* pp. 206-219 3. "Shitty First Drafts" - Anne Lamott, *TRR* pp. 176 - 180 4. Annotate all texts 5. Reading response sheets for each essay

Week 2	Due for class	Assigned
Mon. 9/3	*Labor Day - College closed*	------------
Wed. 9/5	1. Annotated texts of all reading assignments 2. Reading responses for Adler, Lamott & Roberts	1. "Critical Reading and Rhetorical Analysis" *TRR* pp. 77-97. 2. Write 1-page chapter summary 3. "Learning to Read and Write" - Frederick Douglass, *TRR* pp. 188-194 4. Reading Response - Douglass 5. Literacy narrative

Week 3	Due for class	Assigned
		Paper #1 - Critical analysis essay. Due 9/26.
Mon. 9/10	1. Reading Response - Douglass 2. Literacy narrative 3. 1-page chapter summary	1. "Always On" - Sherry Turkle, *TRR* pp. 670-677 2. Reading Response - Turkle
Wed. 9/12	1. Reading response - Turkle	1. "Is Google Making Us Stupid?" - Nicholas Carr, *TRR* pp. 647-657 2. "Building Attention Span" - David Brooks (handout) 3. Reading Responses - Carr & Brooks 4. Close reading assignment 5. Essay summary, 1 page typed

Week 4	Due for class	Assigned
Mon. 9/17	1. Reading responses - Carr & Brooks 2. Summary 3. Close reading assignment	1. Paper #1 draft - submit for comments via email. 2. Bring 3 hard copies to class for peer workshop.
	Paper #1 draft: Bring 3 hard copies to class + email to Ms. Allik	1. "Small Change: Why the Revolution Will Not be Tweeted" - Malcolm Gladwell, *TRR* pp. 431-442
Wed. 9/19	Peer response workshop	2. Reading Response - Gladwell 3. Revise Paper #1

	Due for class	Assigned
Week 5		
Mon. 9/24	1. Reading Response – Gladwell 2. Bring draft in progress for revision work	Revise & edit Paper #1
Wed. 9/26	Paper #1 final draft	***Paper #2 – Synthesis essay. Due Oct. 17.*** 1. "Future Shlock" – Neil Postman, *TRR* pp. 523-532 2. Reading response – Postman 3. "The High Price of Materialism" – Tim Kasser, *TRR* pp. 493-501 4. Reading response – Kasser
Week 6		
Mon. 10/1	1. Reading response – Postman 2. Reading response – Kasser	1. Synthesis practice – prototype 1 2. Synthesis practice – prototype 2
Wed. 10/3	Synthesis practice – 2 prototypes	1. Write a "discovery draft" of Paper #2. Print & bring to class for development. 2. "Serving in Florida" – Barbara Ehrenreich, *TRR* pp. 455-474 3. Reading response – Ehrenreich 4. Work narrative
Week 7		
Mon. 10/8	1. Discovery draft – Paper #2 2. Reading response – Ehrenreich 3. Work narrative 1. Bring 3 hard copies of synthesis essay to class 2. Email draft to Ms. Allik for comments	1. Revise draft and prepare 3 copies for peer workshop 2. Submit draft via email for comments 1. "Notes on Class" – Paul Fussell, *TRR* 506-513 2. Reading response – Fussell 3. Social class essay 4. Keep writing & revising Paper #2
Wed. 10/10	Peer response workshop	

Week 8	Due for class	Assigned
Mon. 10/15	1. Reading response - Fussell 2. Social class essay	Revise & edit Paper #2
Wed. 10/17	Paper #2 final draft **Library orientation** * We meet in the 2nd floor classroom at the rear of the library	***Paper #3 - Synthesis + Research or Multimodal Composition: Intro. to Research. Due Nov. 5.*** 1. "Befriending the Library" assignment 2. "Why Vampires Never Die" - Guillermo del Toro & Chuck Hogan, *TRR* pp. 703-706 3. Reading Response - del Toro & Hogan 4. "Japan's Nuclear Nightmare: How the Bomb Became a Beast Called Godzilla" - Peter Brothers (pdf) 5. Locate 3 potential library sources for project/paper #3. Print and annotate sources (due Wed. 10/24)

Week 9	Due for class	Assigned
Mon. 10/22	1. Befriending the Library 2. Reading Response - del Toro & Hogan	1. "Fairy Tales and Modern Stories" - Bruno Bettelheim, *TRR* pp. 709-713 2. Reading response - Bettelheim 3. Exploratory draft of intro. to research paper/project
Wed. 10/24	1. Reading Response - Bettelheim 2. Annotated library sources (3) 3. Exploratory drafts	1. Work on paper/multimodal compositions 2. Write 1-page abstract of your project with revised thesis statement

	Due for class	Assigned
Week 10		
Mon. 10/29	1. Paper/Project #3 due for instructor's comments 2. 1-page abstract w/ revised thesis statement 3. Have papers & presentations ready to workshop **Peer response workshop / presentations**	1. Works cited page for your project/paper in MLA format
Wed. 10/31	1. Works cited page - correct in groups 2. Have papers & presentations ready to workshop **Peer response workshop / presentations**	1. "Letter from a Birmingham Jail" - Martin Luther King, Jr. TRR pp. 326-345 2. Reading response - MLK 3. Prepare final draft/versions of papers & presentations
Week 11	**Due for class**	**Assigned**
Mon. 11/5	1. Paper # 3 final draft & finished multimodal projects 2. Reading response - MLK	*Paper #4 - Persuasive researched essay - due 12/12* 1. "Developing your Research Process" - *TRR* pp. 148-167. 2. Explore research topics & questions; write up notes. Start your research journals. 3. Write a social critique of your own era, 1-2 pages.
Wed. 11/7	1. Notes on exploratory questions & topics 2. Social critique	1. Prepare initial research topic and questions to present to class for feedback. 2. Locate 5 initial sources for your research. Print and annotate. 3. Read: "From the Margins to the Mainstream: The Political Power of Hip-Hop" - Katina Stapleton, *TRR* pp. 565-581

Week 12	Due for class	Assigned
Mon. 11/12	1. Present topics and questions to class for feedback. 2. Five initial sources, annotated.	1. Submit research proposal for approval. 2. Draft one sub-topic of your argument, using at least one source. 1-2 pages. 3. **Annotated bibliography - Write a summary, evaluation & correct MLA citation for 3 of your main sources, including at least one scholarly article. Due Nov. 26.**
Wed. 11/14	No class - individual conferences. Research proposal & sub-topic due at your conference.	

Week 13	Due for class	Assigned
Mon. 11/19	No class - individual conferences. Research proposal & sub-topic due at your conference.	Write a full counter-argument based on at least one library source. Then provide your response to the counter-argument. 1-2 pages, typed.
Wed. 11/21	College open - No classes in session	

Week 14	Due for class	Assigned
Mon. 11/26	1. Counter-argument 2. Annotated bibliography	1. Submit draft of Paper #4 via email for comments 2. Prepare drafts for roundtable sessions
Wed. 11/28	1. Rough draft Paper #4 due for comments 2. Provide copies to groups for roundtable sessions	1. Read classmates' papers in advance of roundtables and prepare questions & comments. Optional: Read up on their topics for more background. 2. Keep writing, researching, and revising your own paper

Week 15

Due for class	Assigned
Mon. 12/3	Roundtable sessions	Make use of feedback to keep writing, researching & revising
Wed. 12/5	Roundtable sessions	Make use of feedback to keep writing, researching & revising

Week 16

Due for class	Assigned
Mon. 12/10	Roundtable sessions / writing lab	Final reflection, 1-2 pages
Wed. 12/12	1. Final draft of Persuasive Researched Essay 2. Research Journals 3. Final Reflection	Grades available 12/24