

ENGLISH 102-059 COMPOSITION AND RHETORIC

Days/Time: TR 11:30 AM-12:45 PM

Location: 121 ARM D

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Overview: Effective writing skills are essential to success in *every* field of study and work. All of you have already completed English 101 (or the equivalent) and should already possess some—perhaps considerable—experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling your writing style and mechanics. English 102 builds on these writing abilities and then expands them by emphasizing *research and argument* and giving even greater attention to *revision and organization strategies* to meet the specific needs of an audience and purpose. This course will provide you opportunities to write:

- as a way to explore, understand, and evaluate ideas;
- as a way to analyze and resolve questions or problems;
- as a way to argue effectively and persuasively in a variety of contexts.

Course Goals/Outcomes: All of the assignments and activities you complete in English 102 will help you master five important course goals:

- understand writing as a process
- argue effectively and persuasively in a variety of contexts
- explore and evaluate ideas
- integrate research effectively
- know the rules of genre conventions, editing, and source documentation.

See *Joining Academic Conversations* (x-xii) for more details.

These five major goals will produce important outcomes that are measurable and applicable to work you will be asked to complete for other courses, too. By the end of English 102, you should be able to:

- Find and assess information
- Think critically
- Choose and distinguish between reliable and unreliable sources
- Organize and develop an argument
- Persuade people in different circumstances by being aware of rhetorical contexts
- Revise, edit, and proofread your own and others' work
- Work collaboratively
- Use technology for research and text production
- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing.
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

Course Policies and Procedures: Please read the preface to *Joining Academic Conversations* carefully, especially the sections that address attendance, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs (xii-xiv). Please note that the inside front cover of this textbook also provides you with a quick reference to some of the resources you may rely upon during the course.

Online Discussions: In case of severe weather and hazardous driving conditions, I might choose to cancel the class and give alternative assignment (usually online group discussion, details TBA at the time of cancellation). I will notify you by e-mail no later than 6:00 AM on the day of the class, so please check your MIX account before leaving home. PLEASE NOTE THAT PARTICIPATION IN ONLINE DISCUSSIONS IS REQUIRED AND THAT FAILURE TO POST WILL BE MARKED AS AN ABSENCE.

Special Needs: If you have a learning disability or other special need that may impact your performance in this class, please talk with me about your concerns at the start of the semester. WVU's Disability Services is a support system designed to assist you make the most of your educational experience (G-30 Mountainlair, Phone: (304) 293-6700, Voice/TDD: (304) 293-7740, Email: access2@mail.wvu.edu). I will work with you and with the Disability Services staff to help you succeed in this course.

Office of Student Life specializes in troubleshooting and problem solving and can assist students who encounter difficulties during the semester. If an emergency comes up, contact the Office of Student Life immediately (E. Moore Hall, phone 304- 293-5611).

Social Justice: I take my responsibilities as an English 102 instructor very seriously and am committed to providing a classroom space dedicated to open communication and mutual respect. I welcome suggestions to help meet this commitment.

Required Texts and Materials:

- Dadisman, JoAnn, ed. *Joining Academic Conversations: English 102*. 5th edition. Plymouth, MI: Hayden-McNeil Publishing, 2012.
- Faigley, Lester and Jack Selzer. *A Little Argument*. Boston: Pearson, 2010.
- Lunsford, Andrea A. *Easy Writer*, 3rd edition. Bedford: Boston, 2006.
- In addition to these three required texts, you will also need to access your MIX account and the class WVU eCampus page regularly. **You will be responsible for printing out assignment sheets and other course material available on eCampus.**
- You will use the English 102 LibGuide to begin your research process <http://libguides.wvu.edu/english102> . A second LibGuide is available for Essay 2 (Editorial Analysis) at <http://libguides.wvu.edu/engl102EAG>.
- You will need a soft-cover binder or large envelope in which to submit your writing when major assignments are due, as well as twice during the semester for portfolio review. A re-cycled folder is fine.

BRING ALL 3 TEXTBOOKS WITH YOU TO ALL CLASS SESSIONS!

English 102 Portfolio Approach. The portfolio emphasizes the ongoing process of writing and revision. To keep track of this process and of your progress over the course of the semester, you will collect all of your written work to create two portfolios of your writing—one submitted at the midterm point (October 6) and the other submitted at the end of the semester (December 8). For both portfolios, you will be asked to write a reflective memo about your work as a writer, reader, and thinker in a composition and rhetoric class.

In response to the midterm portfolio and reflection, I will provide you with a midterm grade that addresses your progress in the course so far. This assessment will be based on evaluation criteria found in the introduction to *JAC*, the course syllabus, and the course rubric located on the inside back cover of *JAC*.

English 102 Evaluation Criteria and Grade Descriptions: Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. Your final grade will be based on the following percentages:

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|--|-----|
| ▪ Portfolio Writing: revised work from 5 major assignments | 70% |
| ▪ Short Writing Assignments and Homework | 20% |
| ▪ Participation | 10% |

Grade Descriptors for English 102: I will follow the descriptors provided in JAC on pages xvi-xvii. These criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for English 102. Please note the course rubric on the inside back cover of JAC. It recognizes the course goals and degrees of mastery that I will use in reviewing and evaluating your final portfolio.

English 102 Assignment Overview

I will eventually provide you with detailed assignment sheets or refer you to your textbook for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

Midterm Portfolio (for evaluation and revision)

- Reflective Writing (1-2 pages). English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1–2 page memo about your work so far in the class.
- Essay 1: Advertisement analysis (4+ pages): Write an essay in which you examine the rhetoric and effectiveness of two or three CURRENT print ads on the same type of product (car insurance, cleaning products, jeans, anti-aging creams, etc.) Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis statement. Evidence sources: periodicals.
- Essay 2: Editorial analysis (4-5+ pages): Select a CURRENT editorial or an in-depth news column on a controversial issue that interests you as found in a regional publication. Identify the major parts of the argument--claim, support, warrant--as they have been defined in the pages that discuss Toulmin-style arguments. Evaluate whether the author makes a successful or unsuccessful argument. Find at least one other source to support your claims. Evidence sources: periodicals.
- Graded short informal assignments (about 10 pages). **These assignments are not available for revision.** See below for details.

Final Portfolio (70%):

- Reflective Writing (3 pages). Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer and to provide context for the evaluation of your portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.
- Essay 1: Advertisement Analysis—revised
- Essay 2: Editorial Analysis—revised
- Research Proposal (3+ pages). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you to articulate the direction of and purpose for your research. Evidence sources: major databases; visits to the Term Paper Clinic or reference library; interviews, etc. Be sure to access LibGuide for 102 on our WVU eCampus webpage. **This assignment is not available for revision.**
- Annotated bibliography (5+ pages). The Annotated Bibliography is an important step in creating your final paper, the culmination of your work in English 102. An Annotated Bibliography is an alphabetical list of citations to books, articles, interviews, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and relevance of the source cited. Evidence sources: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis. Use LibGuide for 102. **This assignment is not available for revision.**
- Essay 3: Argument essay (6+ pages). This is the culmination of work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience. Evidence sources: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis.
- Graded short informal assignments completed after midterm (about 10 pages). **These assignments are not available for revision.** See below for details.

Informal Writing (20%): Informal writing assignments (about 8-10 for a total of 20 pages) might include brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. They may also be assignments that are actually part of the major assignment (such as submitting an introduction, conclusion, works cited page with a partial listing of sources, etc.) This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Assignments that can be considered for this component of the final grade are marked with [IW] in the course schedule. Over the course of the semester, I might suggest other options for completing this requirement, such as reading responses or short analyses.

How to submit short writing assignments for grading:

- Homework assignments: type and print, following formatting requirements (*JAC xviii*). Submit in class on the day this homework is due. Late submissions will not be accepted.
- In-class writing: after class, type up and print, following formatting requirements (*JAC xviii*). Submit in next class. Late submissions will not be accepted.

You will receive a midterm informal writing grade and a final semester grade. These grades are “frozen” and based upon short writes that cannot be revised.

- Informal assignment for midterm grade should be submitted no later than Tuesday, September 27
- Informal assignment for final grade should be submitted no later than Tuesday, November 29

Participation (10%): Participation is assessed based not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You will receive a midterm participation grade, which will describe your work at that point and a final one at the end of the semester. You are welcome to talk to me if you have questions about your progress in the class.

SCHEDULE OF WORK (Subject to slight changes announced in class)

Abbreviations: JAC=*Joining Academic Conversations* EW=*Easy Writer* ALA=*A Little Argument*
FFN=Final-for-now [IW] =assignment can be used for submission as Informal Writing

AUGUST/SEPTEMBER	
Tuesday	Thursday
<p>Week 1: 8/23 DUE TODAY: SYLLABUS and BOOKS <u>Class Activities:</u> Introductions; writing prompt: letter of introduction in memo form (<i>JAC</i> 32-33) [IW] ----- <u>Homework:</u> Read <i>JAC</i> “Introduction” (ix-xviii) and “Academic Integrity” (131-135); <i>ALA</i> Chapter 1 (1-9) ; <i>EW</i> “Electronic Communication” (39-40); Begin collecting daily local papers for Essays 2 and 3</p>	<p>8/25 (<i>Last day to register and add new courses is Friday</i>) DUE TODAY: <u>Class Activities:</u> Writing prompt from <i>ALA</i> 8-9: What will be your greatest challenges? [IW]; discuss assigned readings; discuss intellectual integrity (<i>JAC</i> 131-135); small group activity (<i>JAC</i> 136-138) ----- <u>Homework:</u> Read <i>ALA</i> Chapter 2 (10-45) and <i>JAC</i> “Paragraph Conventions” (148) and <i>EW</i> (20-22); bring 2-3 ads from newspapers or magazines</p>
<p>Week 2: 8/30 DUE TODAY: 2-3 ads from newspapers or magazines <u>Class Activities:</u> Introduce Essay 1: Ad Analysis; large group and small group activities: ad analysis (<i>ALA</i> 27-34 and <i>JAC</i> “Invention” 4-6) [IW]; paragraph structure review ----- <u>Homework:</u> Choose ads for analyzing in Essay 1 and begin journaling/outlining for Steps 1-3 (<i>ALA</i> 43-45); read <i>EW</i> (12-20) and (51-58); print out Schrank’s “The Language of Advertising Claims” (available on eCampus)</p>	<p>9/1 DUE TODAY: <u>Class Activities:</u> discuss Schrank’s “The Language of Advertising Claims,” “Academic Essay Structure” (<i>JAC</i> 146); writing prompt : small group activities “Outline Your Essay”(<i>JAC</i> 20-21) [IW]; begin drafting Essay 1 Sign up for peer review groups ----- <u>Homework:</u> Read <i>EW</i> (20-23) and <i>ALA</i> Chapter 3 (46-75); finish draft for class using <i>JAC</i> (17-19) and Donald Murray’s Tips for Writing/Revising (27); make 3 copies for peer review and read “Peer Response Workshop” (<i>JAC</i> 26)</p>
<p>Week 3: 9/6 DUE TODAY: 3 copies of Essay 1, draft 1 <u>Class Activities:</u> Peer review draft of Essay 1, using <i>JAC</i> (24-26) and Rick Straub’s Guidelines for Response (<i>JAC</i> 27); Introduce Essay 2: Editorial Analysis and 102 LibGuide ----- <u>Homework:</u> Read <i>JAC</i> (39-42 and 44-46) Revise essay draft (using Toby Fulwiler’s Revision Strategies (<i>JAC</i> 27); prepare packet for submission: FFN draft +copies of ads and peer review draft with comments (memo will be written in class); remember to come to 104 Downtown Library next class</p>	<p>9/8 Class meets in Downtown Library, room 104 DUE TODAY: Submit Final-for-now Essay 1 packet (Ad Analysis, memo, copies of ads, copies of peer review draft with comments) <u>Class Activities:</u> Writing prompt: Essay 1 cover memo; discuss ethos, pathos, logos, and the Toulmin model of argument; view segments of <i>Coal Country</i>, small group activity (<i>JAC</i> 43)[IW] ----- <u>Homework:</u> Read <i>ALA</i> “Recognize Fallacies (57-59) and <i>JAC</i> (49-50); brainstorm for Essay 2 using <i>JAC</i> (4-5) [IW]; locate 2-3 editorial of interest (be sure to use Ed Analysis LibGuide to help you choose suitable article) and print 2 copies for Tuesday class.</p>

SEPTEMBER/OCTOBER	
<p>Week 4: 9/13 DUE TODAY: 2 copies of selected editorials <u>Class Activities:</u> Group activity (<i>JAC</i> 51-52); Writing prompt: compose one paragraph on a <i>potential</i> fallacy in one of your selected editorial [IW]; small group activity: use <i>ALA</i> 43-45 to create outline for Essay 2 [IW]; introduce MLA documentation in <i>Easy Writer</i></p> <p>-----</p> <p><u>Homework:</u> Skim <i>JAC</i> (81-114); read <i>JAC</i> (115-130); select 2 editorials for analysis. Location of the next class TBA</p>	<p>9/15 Location TBA DUE TODAY: 2 editorials for analysis. How many informal short assignments have you submitted so far? You will need to submit 4-5 (total of 10 pages) by midterm. <u>Class Activities:</u> Library Session (Finding/evaluating sources)</p> <p>-----</p> <p><u>Homework:</u> Read <i>JAC</i> (54-58), (139-142); finalize your choice of editorial for analysis; find 2 additional articles for Essay 2 (use <i>JAC</i> 102-112; create Works Cited page for articles + editorial; begin drafting Essay 2</p>
<p>Week 5: 9/20 DUE TODAY: Works Cited page with 3 entries <u>Class Activities:</u> Writing prompt: Based upon feedback from your peers/instructor, what changes do you want to make with the ad analysis essay? Use “My Plan for Essay 1 Revision” form; small group activities on documenting and integrating sources (<i>JAC</i> 123, 140-143 and <i>EW</i> 217-245); practice paraphrasing and summarizing (<i>JAC</i> 70-74)</p> <p>-----</p> <p><u>Homework:</u> Read <i>ALA</i> Chapter 3 (46-75); compose draft 1 (introduction) for peer review (consult <i>EW</i> 197-213); begin exploring potential topics for argumentative essay</p>	<p>9/22 DUE TODAY: 3 copies of Essay 2, draft 1 (1 ½-2 pp) <u>Class Activities:</u> Peer review activities using <i>JAC</i> (24-26); brainstorming activities for issue topics using <i>JAC</i> (4-8)</p> <p>-----</p> <p><u>Homework:</u> Revise draft; prepare 3 copies of the draft and questions about the essay for small group conferences on Tuesday; visit Writing Center or Term Paper Clinic</p>
<p>Week 6: 9/27 DUE TODAY: 3 copies of Essay 2, draft 2 (4 pp) and questions about the assignment <u>Class Activities:</u> Small group conferences. Location TBA</p> <p>-----</p> <p><u>Homework:</u> Revise draft of Essay 2 and add a conclusion; prepare packet for submission: FFN draft + peer review draft and comments (memo will be written in class); read <i>JAC</i> (31). BY NOW YOU SHOULD HAVE SUBMITTED 4-5 PIECES OF INFORMAL WRITING (TOTAL OF 10 PAGES)</p>	<p>9/29 DUE TODAY: Submit Final-for-now Essay 2 packet (Editorial Analysis, memo, copies of peer review draft with comments) <u>Class Activities:</u> Writing prompt: Essay 2 cover memo; preparing the midterm memo (<i>JAC</i> 31-33); narrowing potential topics for argumentative essay (<i>JAC</i> 59-60) [IW]</p> <p>-----</p> <p><u>Homework:</u> Read <i>ALA</i> Chapter 4 (76-106) and <i>JAC</i> (9-10); begin compiling materials for midterm portfolio; begin drafting midterm memo; bring all materials to next class.</p>
<p>Week 7: 10/4 DUE TODAY: Midterm portfolio in progress <u>Class Activities:</u> small group activities: midterm memo peer review and portfolio checklist; looking ahead to developing a research question for Essay 3 (<i>JAC</i> 82-86) [IW]</p> <p>-----</p> <p><u>Homework:</u> Finalize portfolio for next class; read <i>ALA</i> Chapter 4 (106-130)</p>	<p>10/6 (<i>Mid-Semester is 10/8</i>) DUE TODAY: Submit MIDTERM PORTFOLIO <u>Class Activities:</u> Writing prompt: Based upon feedback from your peers/instructor, what changes do you want to make with the editorial analysis essay? Use “My Plan for Essay 2 Revision” form; Introduce Essay 3: Argument Essay; designing a proposal for Essay 3 (<i>JAC</i> 12); begin drafting proposal (choose type of argument from <i>ALA</i> Chapter 4)</p> <p>-----</p> <p><u>Homework:</u> Complete proposal draft for conference and print 2 copies; prepare questions about the assignment; identify 4-5 potential sources</p>

OCTOBER	
<p>Week 8: 10/11 DUE TODAY: 2 copies of completed proposal and questions about the assignment <u>Class Activities:</u> Small group conferences. Location TBA ----- <u>Homework:</u> Revise final proposal packet for submission next class: Proposal+ conference draft with comments (memo will be written in class); print 2 copies of one strongest source to date</p>	<p>10/13 (<i>Mid-Semester Grades Due Today</i>) DUE TODAY: Submit Final Research Proposal Packet (Proposal, memo, conference draft) <u>Class Activities:</u> Writing prompt: Research Proposal cover memo; Introduce Annotated Bibliography assignment; writing prompt: create an annotated entry for your source of choice [IW] ----- <u>Homework:</u> Using LibGuide, identify/evaluate 4 potential sources for major essay; read ALA Chapter 5 (131-146) and <i>JAC</i> (13); print 4 sources for next class</p>
<p>Week 9: 10/18 DUE TODAY: 4 potential sources <u>Class Activities:</u> Developing strong thesis statements (<i>JAC</i> 13) and designing the structure of your essay (<i>JAC</i> 17-19); outlining the essay (<i>JAC</i> 20-21) [IW]; complete <i>JAC</i> 93 [IW]; annotating sources for peer review of Annotated Bibliography. Sign up for online peer review groups. ----- <u>Homework:</u> Finish compiling the Annotated Bibliography for online peer review; By 11:59 PM on Wednesday, October 19: Post Annotated Bibliography on eCampus for peer review; read JAC(152-153)</p>	<p>10/20 DUE TODAY: Post Annotated Bibliography on eCampus for peer review DUE BY Friday, October 2, 11:59 PM: respond to Annotated Bibliographies posted in your discussion group <u>Class Activities:</u> class canceled for online peer review ----- <u>Homework:</u> Complete the Annotated Bibliography for submission next class: Annotated Bibliography + print copies of online peer review draft with comments (memo will be written in class); collect information from research sources for class activities (see <i>JAC</i> 68-69)</p>
<p>Week 10: 10/25 DUE TODAY: Submit Final Annotated Bibliography packet (Annotated Bibliography, memo, print copies of posted Annotated Bibliography draft with peer responses) <u>Class Activities:</u> writing prompt: cover memo for Annotated Bibliography; writing prompt: What is your plan of action to complete Essay 3 successfully? In other words, what do you still need to do? [IW]; thesis statement activity [IW]; individual activity: "Organizing Research" (<i>JAC</i> 68-69) [IW] ----- <u>Homework:</u> Continue drafting Essay 3 (minimum of 3 pages due next class); read JAC (14, 29)</p>	<p>10/27 (<i>10/28 is the last day to drop</i>) DUE TODAY: 3 pages of Essay 3. How many informal short assignments have you submitted so far? You will need to submit 4-5 (total of 10 pages) by November 29. <u>Class Activities:</u> Writing an introduction and coming up with a title (<i>JAC</i> 14, 29) and <i>ALA</i> (72-73); peer review of first 3 pages (<i>JAC</i> 24-26) ----- <u>Homework:</u> Collect drafts, sources, and notes to date</p>

NOVEMBER/DECEMBER	
<p>Week 11: 11/1 DUE TODAY: Drafts, sources, and notes to date <u>Class Activities:</u> Review of schedule/deadlines; individual activities to complete Works Cited page; peer review using <i>JAC</i> (144-145) ----- <u>Homework:</u> Continue drafting the support for the thesis, expanding essay to 5+ pages for next class + Works Cited page; read <i>ALA</i> (74-75) and <i>JAC</i> (15-16)</p>	<p>11/3 DUE TODAY: 5+ pages of draft + Works Cited <u>Class Activities:</u> Designing an effective conclusion <i>ALA</i> (74-75) [IW] and <i>JAC</i> (15-16); final peer review of Works Cited page; prepare for conferences ----- <u>Homework:</u> Finish Essay 3 draft and print 2 copies for conference; prepare questions about the assignment</p>
<p>Week 12: 11/8 DUE TODAY: Full draft of Essay 3 (2 copies) and questions about the assignment <u>Class Activities:</u> Small group conferences. Location TBA ----- <u>Homework:</u> Revise Essay 3 for submission, collect Essay 3 packet (Argumentative Essay, all peer review and conference drafts; memo will be written in class); bring to next class Essay 1: Ad Analysis and “My Plan for Essay 1 Revision”</p>	<p>11/10 DUE TODAY: Submit Final-for-now Essay 3 packet (Argument Essay, memo, peer review draft with comments); Essay 1: Ad Analysis and “My Plan for Essay 1 Revision”—for class work <u>Class Activities:</u> Writing prompt: Essay 3 cover memo; revision of Essay 1: Ad Analysis, using <i>JAC</i> 149-150 and 155-156 ----- <u>Homework:</u> finalize changes to Essay 1; bring to next class Essay 2: Editorial Analysis and “My Plan for Essay 2 Revisions”</p>
<p>Week 13: 11/15 DUE TODAY: Essay 2: Editorial Analysis and “My Plan for Essay 2 Revision” <u>Class Activities:</u> Revision of Essay 2, using <i>JAC</i> 149-150 and 155-156 ----- <u>Homework:</u> finalize changes to Essay 2</p>	<p>11/17 DUE TODAY: <u>Class Activities:</u> Writing prompt: Based upon feedback from your peers/instructor, what changes do you want to make with the Argumentative Essay? Use “My Plan for Essay 3 Revision” form ----- <u>Homework:</u> complete any additional research and begin revising Essay 3; bring to next class 3 copies of essay and “My Plan for Essay 3 Revision”</p>
THANKSGIVING BREAK—NO CLASS	
<p>Week 14: 11/29 DUE TODAY: Essay 3: Argument Essay and “My Plan for Essay 3 Revision”+ new material, as needed. BY NOW YOU SHOULD HAVE SUBMITTED 4-5PIECES OF INFORMAL WRITING (TOTAL OF 10 PAGES) <u>Class Activities:</u> Peer review Essay 3 revisions; discuss final memo (<i>JAC</i> 31-33); ----- <u>Homework:</u> Finalize Essay 3; draft final memo and print 3 copies for peer review; collect all portfolio materials into a single folder</p>	<p>12/1 DUE TODAY: FINAL PORTFOLIO ARTIFACTS <u>Class Activities:</u> Peer review final memo with aid of course rubric and worksheet; final Q/A about next week ----- <u>Homework:</u> Finalize portfolio for workshop</p>
<p>Week 15: 11/6 DUE TODAY: Final Portfolio for workshop <u>Class Activities:</u> Final workshop on Works Cited pages, Essays 1, 2, and 3. Final checklist for portfolio; early submission for those who are ready ----- <u>Homework:</u> As needed for final submission</p>	<p>12/8 DUE TODAY: Final Portfolio <u>Class Activities:</u> Read Around; course evaluations; celebration!</p>
<p>Final Exam Time Slot: Wednesday, December 14, 3-5 PM. Individual exit conferences will be held during this time; students must attend to claim their portfolios.</p>	

