

ENG 101 (Remote) Syllabus

Your Instructor: Dr. Melanie Gagich
The Term: Fall 2020
Class Meeting Times: Section 7 MTWF from 1:30 - 2:20 in SR 152
Section 10 MTWF from 2:35 - 3:25 in SR 152
Instructor's Email: m.gagich@csuohio.edu
Instructor's Student Hours: M/W 12:00 - 1:00 via Zoom
Please email me or use Starfish to set up office hours (Office hours link available on Blackboard in the "General Info" folder)

Section 7 Zoom Link:

Section 7 Password:

Section 10 Zoom Link

Section 10 Password:

Syllabus Table of Contents

[Faculty Senate Approved COVID statement:](#)

[A Brief Welcome and Introduction to the Course](#)

[Class Meeting Times and Expectations](#)

[Course Requirements](#)

[Zoom Expectations](#)

[Recording Zoom Class Sessions](#)

[Required Texts](#)

[Required Technologies:](#)

[SLA Remote Sessions on Tuesdays](#)

[Course Work - Assignments](#)

[Learning Pods](#)
[Grades](#)

[Attendance](#)

[Course Policies](#)

[Netiquette Guidelines](#)
[Using a Cloud-Based Saving System Policy](#)
[Following the Email Policy](#)
[Project Submission Policy and Late Paper Policy](#)

[Plagiarism Policy](#)

[Earning the Grade You Want](#)

[Be a good citizen](#)
[Avoid Plagiarism and use your GoogleDocs!](#)
[Revise Projects and Take Advantage of Bonus Point Opportunities](#)

[The Writing Center](#)

[Note for Students with Disabilities:](#)

[Course Description and Course Outcomes](#)

[Rough Outline of the Course Calendar](#)

This syllabus has been adapted to reflect COVID policy changes at CSU, but it is possible that there will be additional changes mandated throughout the semester. Please be especially diligent about logging into Blackboard, keeping up with emails, and contacting me with any questions or concerns you have.

Faculty Senate Approved COVID statement:

The COVID-19 pandemic is still present and serious. Before entering class, you should have completed your daily health assessment. While you are in class on campus, you are required to: sit in your designated seat, maintain physical distance, wear your facial covering (e.g., masks or face shields), always cough or sneeze into your elbow or tissue, use the materials provided to clean your desk and chair before and after use, and adhere to other public safety protocols and directives for your specific classroom/lab/studio.

Students who do not follow these health and safety requirements will be instructed to leave class immediately. Students who violate this protocol will need to leave the

classroom and MAY be marked absent. Repeated violations of these health-saving protocols may lead to sanctions under the [Student Code of Conduct \(3344-83-04 \[E\] and \[Z\]\)](#) up to and including suspension or expulsion. The CSU community thanks you for your cooperation!

A Brief Welcome and Introduction to the Course

Welcome! I know, things are a bit weird right now and everyone is feeling a little antsy...that's ok! From my perspective, this is the first time I have taught a fully online course, and definitely the first time during a pandemic! I do not know how many of you have taken a fully online course but I will appreciate any and all feedback. In light of this, over the course of the semester I will be giving you surveys to help me get an understanding of where you and we are as a class.

I am here to help you learn - NOT to make you feel bad about yourself, your writing, or anything else. We are now an online learning community so we are in this together and we can do this!!

Class Meeting Times and Expectations

Our Class Schedule:

- **Monday and Wednesday** classes will meet via Zoom synchronously (during our scheduled class time).
- **Friday** classes will be voluntary; however, I will be available during class time and you can work together in your Learning Pods via Zoom.
- **Homework** and **Writing Assignment** due dates will be given on a week-by-week basis and will always be "due" to Blackboard by 11:59 pm.

This syllabus has been adapted to reflect COVID policy changes at CSU, but it is possible that there will be additional changes mandated throughout the semester. Please be especially diligent about logging into Blackboard, keeping up with emails, and contacting me with any questions or concerns you have

ENG 101 - NOT a Traditional Writing Class!

This ENG 101 course was designed to reflect a “Writing about Writing” (Wardle and Downs) pedagogy, which means we will not only be practicing writing but we will be building knowledge about composition and rhetoric. This may seem dull at first; however, by talking and literally writing about writing, we can all share experiences we have had with writing, reading, and composing. On page 2 of their “Introduction” to Writing about Writing: A College Reader, Wardle and Downs explain that this approach to teaching writing allows students to see the following:

- Writing is relevant to all of us
- What you learn about writing now will be directly useful to you long after the class ends
- You already have a great deal of experience with writing and reading

I also teach writing as a process and my classroom is student-centered. What this means is that your grade for each project will not reflect a “one and done” method; instead, your process work will make up a significant portion of your overall project grade (see “Course Work” below). To me, “student-centered” means that my classes are not lecture-based. In fact, I do not enjoy lecturing at all. I believe that my role is as a guide and that class time should allow for responding, reflecting, and drafting. In fact, you will write a lot in my class. Some of it will be done in class drafting workshops because I want to give you as many opportunities as possible to get your work done at school, but some work will be done as homework. However, I want you to know that I am here to help you and not to make you feel bad about your writing. I am a tough grader (and some say a tough instructor) but I work to make class fun, meaningful, and help you make connections between ENG 101 and your other courses.

Course Requirements

Zoom Expectations

The **video and audio feed feature** of the attendees **are activated during** the virtual class and learning pod sessions. Each student should mute themselves during the class, when they are not speaking, but are allowed to mute/unmute and/or show/not show themselves during learning pod sessions.

It is important that you follow these simple rules:

- **Turn on your video** - unless you have received permission from the instructor not to do so (i.e., due to poor internet connectivity, anxiety, etc.).

- **Ask questions in an organized way** - Students wishing to ask a question should raise their hand. If a student wishes to make a public comment, then they should use the chat feature. Please note that I will be able to see all chats, so please be respectful.
- **Be aware of your environment** - we can all see you, your cat, your kitchen...lol. If you do not want folks to see your room/desk/space/creatures, then set up a background image.
- **Be respectful** - do not send private messages during class time and do not disrespect your teacher or peers. If I feel you are being disrespectful, you will receive an email to set up a meeting. A student participating in any (but not limited to) the following behaviors will be immediately removed from the session:
 - using the videoconferencing feature to show pornographic images in the background
 - using offensive screen names
 - participating in chat conversations with non-academic or inappropriate topics

Recording Zoom Class Sessions

If a student has to miss class due to COVID-19, then I will record class sessions and share those videos (after class) via Blackboard. However, I must be notified prior to class by the student.

Please do not share the information on how to access this class with any unauthorized persons. An unauthorized person includes anyone not registered for the class. CSU staff providing academic or technical support or those providing an approved accommodation to the student are considered authorized persons.

Required Texts

Access to our free online textbook: [A Guide to Rhetoric, Genre, and Success in First-Year Writing](#)

- Our digital textbook is accessible via Blackboard and Google. Feel free to print or not; however, [A Guide to Rhetoric, Genre, and Success in FYW](#) contains multimedia such as videos, hyperlinks, and an interactive glossary that will not print. This book contains very short sections, which are meant to serve as helpful resources pertaining to the writing assignments you will complete.

Required Technologies:

These are a list of technologies that you will need to have access to at home:

- A computer
- Access to WiFi
- Headphones
- Google Account (we will be using GoogleDocs and Google Drive)
 - Each student must use GoogleDrive to create folders and use GoogleDocs to complete writing activities, work on drafts, and conduct peer response sessions. This is an absolute requirement.
- Access to Blackboard
 - You will use Blackboard to access the class GoogleDoc, review the class calendar, check your grades, and post assignments.

In addition to having access to the technology listed above, you will also be learning how to use the following **technology tools**:

- [Flipgrid](#) (for video discussions/peer review)
- [Screencast-o-matic](#) (used for video discussions/peer review)
- Jamboard (possibly used for synchronous class work)
- A free website creator (e.g. Weebly), if you choose to create a public-facing portfolio (*not required*)

SLA Remote Sessions on Tuesdays

Students enrolled in ENG 101 are required to attend SLA tutoring sessions during course meeting times. These sessions will be held remotely during class time on Tuesdays. Attendance is mandatory for all students (see separate handout).

Please fill out this [SLA Contract](#)

Course Work - Assignments

Project #1: Summary and Response Essay

- You will produce an essay that summarizes and responds to a text that you and your Learning Pod choose from a list of readings.
- The final draft should be 2-4 pages and written using MLA.

Total Project Worth = 15% - *Final Draft (10%); Process Work (5%)*

Project #2: Documentary Analysis

- You will write an analytical paper that analyzes a documentary of your choice.
- You will summarize its rhetorical situation, narrow-in on three-four rhetorical moves, and conclude with a final argument about its effectiveness.
- The final draft should be 3-6 pages long and written using MLA

Total Project Worth = 20% - *Final Draft (15%); Process Work (5%)*

Project #3: Argumentative Synthesis

- You will write an argumentative synthesis essay that incorporates outside sources and addresses an academic audience.
- There will be a list of topics/sources to choose from plus you may use other supportive outside sources.
- The final draft should be 4-7 pages long and written using MLA

Total Project Worth = 25% - *Argumentative Synthesis essay (15%); Process Work (10%)*

Project #4: Digital Portfolio and Reflection

- The portfolio must be digital and include work pertaining to two essays and a reflection. If you want the portfolio to be private (shared with no one but me), then you can use Google Docs. If you want to share your portfolio, then you can use a free website creator.
- You must demonstrate revision of your initial drafts (the one I graded). You can upload a PDF, produce a screencast showing your revisions, screenshot your Google Doc, etc. You will then include a final draft that includes highlighted sections showing where you revised your work.
- The Reflection where you describe your progress as a writer. You will use specific examples from the essays that you have included in the portfolio to analyze your experience of writing and revising.

Total Project Worth = 15% - *Portfolio (7.5%) and Reflection (7.5%)*

Writing Activities

- You will complete a writing activity each week. They are associated with each project. They are an informal way to check your understanding of important project concepts and to help you draft your work.
- Writing Activities must be submitted to Blackboard by 11:59 pm on the due date

Writing Activities are worth 10%

Individual and Peer Discussion Posts

You will be given a prompt via a Discussion Board on Blackboard every Monday morning. You will be expected to complete the prompt and post it to the Discussion Board on Bb by 11:59 pm on Friday. **To receive credit for your individual response** you must complete the day's assignment *entirely*.

You must respond to at least one other classmate's post. Responses are due by 11:59 pm on that Sunday. **To receive credit for responding to a peer**, you must go beyond the "good job" response.

Total worth = 5% *Individual Post (2.5%) and Peer Post (2.5%)*

Active Participation reflects students' attendance, homework, and professionalism.

- *Attendance* - To receive full attendance credit, students are expected to attend **at least 15 synchronous classes**. If a student attends more than 15, then they will earn bonus points.
- *Homework* - complete homework prior to our class discussions on Mondays and Wednesdays.
- *Professionalism* - Maintain a positive attitude, arriving to class prepared and on time, and treating all ideas, peers, and assignments with respect. You must also participate in your Learning Pod (see below).

Active Participation is worth 10%

Learning Pods

In this class you will be placed into **Learning Pods**. These "pods" are digital spaces where you will work with one or two other folks from class. I will set up your pods in Zoom. This **is not a group project** - the pods are digital spaces where you can work together with an individual from your class. The purpose is to help you connect with your classmates, create a space where you can ask whatever questions you want, and offer opportunities to have fun and chat while completing coursework!

Grades

Grades will be available on Blackboard. Please remember that grades are weighted and are not based on totals. Feel free to visit me during student hours if you have any questions about your grade or to email me if you think I made a mistake (gasp) when uploading your grades to Blackboard.

This course relies on writing process pedagogy, which means your grades are based on your participation with and completion of process work AND completing final projects. Students who *only* complete projects do not do well in the course. Students who may feel they are not strong writers but who complete *all* process work and complete final projects often do very well in the course.

English 101 is graded on the traditional A, B, C, D, F marking system. To better calibrate the grading system for assignments in this course, an essay grade sheet will be introduced in advance of the first assignment. Please note that any student can

withdraw from or drop the course prior to the deadline as determined by the university. Please refer to the undergraduate catalog for more information on dropping or withdrawing from a course.

A	100-94%	B-	82-80%	F	59-0%
A-	93-90%	C+	70-76%		
B+	89-86%	C	75-70%		
B	85-83%	D	69-60%		

Passing the Course

It is a university requirement that students must earn a grade of C (70% or higher) or better to satisfy the university requirement for having completed ENG 101 and ENG 102

Attendance

Attending class regularly and on-time is essential to success. Attendance is mandatory in First-Year Writing courses. This attendance policy is common to all First-Year Writing courses and outlined in all of our syllabi.

Excused vs. Allowed Absences

CSU excuses absences required by religious observance, disability accommodations, university-authorized activities, and military service. Absences for any other reason are not counted as excused. However, they are considered part of the "allowed" absences provided by this policy. Use these allowed absences wisely.

What are NOT considered Excused Absences?

- Illness, even with a doctor's note
- Doctor's appointments
- Car trouble
- Family emergencies or family situations
- Court dates
- Writing Center and advising appointments

- Job issues, including interviews
- Vacation

Covid-19 Accommodations

This semester is an unusual one. You have opted to attend this class in a remote format, which means you will need to attend our regular synchronous sessions held on Mondays and Wednesdays during scheduled class time. You are required to attend at least 15 of these sessions. On Fridays, formal lectures/content will not be given; however, class will still be held on a voluntary basis. I will be in our Zoom room during class time and I strongly suggest that, if possible, you take that opportunity to work on your weekly Writing Activity or major writing project with your Learning Pod.

It's possible that your circumstances for learning may change should a family member become ill and you must be quarantined or assist with care. With this in mind, exceptions to the attendance policy for COVID-related illness or concerns will be allowed provided you discuss your situation with me as soon as you're able to and demonstrate continued remote participation in the course.

Course Policies

Netiquette Guidelines

Participate

This is a **shared learning environment**. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Be Professional

Online course communication is a rich, diverse, multi-cultural learning environment. Follow the same standards of behavior in online communication that you would follow in real life. Ask for clarification if you find a posting offensive or difficult to understand. Be respectful of each other. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience. Abusive, insulting or degrading comments will not be tolerated.

Provide Support

Be supportive and collaborative. Share tips with other students. Remember, you may have more experience with online discussion forums than other classmates.

Be Patient

Though all students deserve feedback in a reasonable amount of time, in an asynchronous discussion board you may not receive instantaneous feedback from your instructor or other students. Be patient and ask for explicit feedback where needed. Get in the habit of checking your email and the discussion board daily and respond to fellow students in a timely manner.

Best to Avoid

Avoid posting messages in all caps as this is considered SHOUTING online. Also, try not to dominate a discussion; keep in mind that other students are learning by constructing new knowledge from the information you have shared.

Before you Send

Respect the privacy of others and consider what you share with the class. Do not assume that online communication is private. Do not send a message in anger or that you may regret later. Consider, is this a comment I would make to a person face-to-face?

Classroom Civility

Everyone in our class, including me, must remain **civil and courteous** at all times. We will often have opportunities to share our opinions and beliefs, but no racist, sexist, heterosexist, or any other negative communication harmful to an individual or group will be tolerated.

Using a Cloud-Based Saving System Policy

You are required to use GoogleDocs in my course. This is required as a way to ensure that you are completing your own work but it also helps you save your work in an organized fashion AND prepare you for real-world professional working situations. I will devote nearly the first two weeks of class to introducing your GoogleDocs, sharing documents, and posting to Blackboard.

Following the Email Policy

If you have a question, first reread the syllabus and check our course site, then, if you cannot find the answer, feel free to email your question to me. Be sure to include your name, course number, and a clear articulation of your question. Generally, I respond to emails within 24 hours unless it is a holiday or weekend; however, I reserve the right to not answer your email if the question is answerable or if the email is unprofessional.

Project Submission Policy and Late Paper Policy

To pass the course and receive **full** credit for each essay, you must follow the submission guidelines listed below:

- If you do not turn in one or more of the four major projects, then you will not pass the class. You are required to submit the project within two weeks of the due date, if you do not, then I will not accept it and you will not pass the course. Students who do not submit their essays on time (within two weeks) are not eligible for major bonus point activities (see below for more on bonus points).
- You are required to write your major essays in Google Docs and post an editable link to Blackboard on the due date. Papers written and posted using Microsoft Word will be returned to the student.
- All major projects are due by 11:59pm on the due date. After that time, it is counted as late. Smaller assignments such as in-class writings and research entries must be posted to Blackboard (in the correct area) by 11:59pm on the due date. For smaller activities, you can receive half credit if you submit it within 24 hours of the due date, after that time, you will not earn any credit for late work.
- To ensure I receive your work you must read all submission requirements on assignment sheets. **I never accept work or essays via email.**
- Student work left with the instructor becomes the property of the instructor after one year. Instructors reserve the right to use student work not retrieved in their teaching and other professional work after one year.

Late Paper Policy

- Late papers are not tolerated; however, if an issue does occur it is up to you to discuss the issue with the instructor in private and in person. Paper or

grade discussions will not be conducted in front of the class, so make an appointment or visit during office hours.

Plagiarism Policy

Plagiarism is serious business. It involves representing another person's words or ideas as your own or reusing your own writing (from previous courses, for example) deceptively. It also includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas, whether those ideas come from the Internet or print sources. I assign levels of plagiarism: accidental and blatant.

- **Accidental** plagiarism occurs when you incorrectly paraphrase, summarize, or quote someone's work. It also frequently occurs when students incorrectly cite the outside source possibly in the text (in-text citations) or on the Works Cited/Reference page. We use Turnitin in my class as a way to help you see these types of mistakes and fix them. This type of accidental plagiarism, if revised by the student, will not result in automatic failure of the essay or the course.
- **Blatant** plagiarism occurs when you purposefully cheat. Examples include the use of "ghost writers", or asking (or paying) someone else to write your paper, copying and pasting an entire essay from the Internet, using an old course paper (of yours or anyone else's), or having family members write your papers. If I suspect blatant F, then I will ask you to submit your work to Turnitin, produce drafts of process work (e.g. outlines, rough drafts, notes, etc.), and meet during a face-to-face conference in my office. If you cannot produce process work and have been caught blatantly plagiarizing any assignment for this class, you will receive a failing grade for the entire course, whether the instance of plagiarism involves one sentence or an entire essay. Just don't do it and to be sure that you aren't doing it, keep a record of your composing processes. You can also schedule a meeting with me to talk about plagiarism prior to turning in your work. There is no harm in asking about plagiarism, better safe than sorry!

Notes about Plagiarism from the First-Year Writing Program

- Remember, if you can find it on the web, then so can anyone else, including me. Don't cut and paste from the web—this is plagiarism. The ideas and the information on the web are not free ideas; they are the intellectual property of others and **MUST** be appropriately documented.
- Four of the most common instances of plagiarism are 1) when students fail to acknowledge material derived from another source, 2) when students receive too much outside assistance, 3) when students submit work they have written for another class, and 4) when students submit work written by another student.
- While acknowledging the ideas of others will be discussed at length during this course, ***please be aware that if someone else writes passages of your text for you that this act is plagiaristic, academically dishonest, and cause for penalty.***
- Consult the Undergraduate Bulletin for more policies on plagiarism and academic honesty.
- Consult the Undergraduate Bulletin for more policies on plagiarism and academic honesty.

Earning the Grade You Want

Be a good citizen

Students who maintain civility in our online classroom, uphold their responsibilities, and are generally positive and useful members of our learning community will be treated accordingly. I am much more likely to work with and provide grade boosting opportunities for students who reflect good citizenship than I am to students who are disrespectful, late, and/or consistently absent. Good citizen students will be given one opportunity to “cash in” their good citizenship capital. Good citizenship capital is not available to students who do not actively participate in class, act disrespectfully to the instructor, peers, or librarians, do not attend class regularly, or conduct themselves unprofessionally.

Avoid Plagiarism and use your GoogleDocs!

Use GoogleDocs to keep track of all of your process and drafting work, which will help you avoid plagiarism. For each paper, you will be asked to create a GoogleDoc, starting on Day 1 of the project. I will then be able to access this history of your work and determine whether you are submitting your own work. More importantly, keeping track of your work will help you revise, edit, and offer feedback to your

peers. So be sure to keep a GoogleDoc for each assignment (oh, this is also part of your grade for each project).

Revise Projects and Take Advantage of Bonus Point Opportunities

Students who earn a 70% or below on any of the projects can revise their work. In order to receive an increased grade a revision must include content revisions, content that goes beyond instructor feedback, include a reference page, and be submitted within two weeks of receiving the initial grade. When the work is turned in, students must highlight revisions and provide the original, graded assignment, otherwise the instructor will not reevaluate the work. Also when considering a revision, students are encouraged to take advantage of my office hours and schedule appointments with the Writing Center for outside assistance.

Bonus Point Opportunities

Over the course of the semester there are various opportunities for bonus points. There are two types of bonus point opportunities: large and small scale. Large scale bonus points include recreating Project 2 and/or 3 into a multimodal text or creating a public-facing digital portfolio. There are no standard points for large scale bonus activities because your work will still be evaluated by me and then points will be given accordingly. To be eligible for large scale bonus assignments, a student must have submitted the major project on time and demonstrated effort related to completing the project correctly. Small scale bonus points include attending the Writing Center and/or attending more synchronous class sessions (beyond the required 7). Attending an online Writing Center visit earns you 5 points per visit. Bonus points are added to your participation/attendance grade at the end of the semester.

The Writing Center

The Writing Center is glad to offer **online** writing tutorials in these two ways:

- 1) **Starfish:** Undergraduate students can sign up for a specific tutor or specific day/time, email their paper to us (they receive a note telling them how to do this); the tutor will review the paper during the appointment time and will send back comments after the session is over. A handout on how to use Starfish is attached. Graduate students are welcome to email us for a specific appointment time or email us their paper using the instructions below.

- 2) **Email:** students email us their paper along with their CSU ID, the assignment, and any instructions for the tutor; a tutor will review it and send feedback in 4 business days. Details can be found in this link:

<https://www.csuohio.edu/writing-center/online-writing-assistance>

Students can prove they attended a tutorial by forwarding the instructor the tutor's feedback on the draft.

The Writing Center and WAC Program also offer other forms of online assistance (online workshops and handouts) on their website:

<https://www.csuohio.edu/writing-center/writing-center>

Note for Students with Disabilities:

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC147. Accommodations need to be requested in advance and will not be granted retroactively.

Course Description and Course Outcomes

Official Course Description

Placement & Eligibility for ENG 101: 1) Placement by ACT/SAT scores or 2) English Placement exam

Catalogue Description: This course instructs students in the basic skills of expository and argumentative writing. Supplemental instruction is provided in the form of a tutorial component. Each Fall and Spring semester, a special section of ENG 101 is offered for students whose native language is not English. ENG 100 and ENG 101 cannot both be counted toward fulfillment of the first-year writing requirement.

Course Outcomes

General Outcome: Students passing English 101 will demonstrate adequate ability to read a text critically and to write a clear, coherent expository or argumentative essay that ideally is free of mechanical and grammatical error.

Students taking English 101 will be taught the following:

- Techniques to write effective expository and argumentative prose
- Techniques to read, understand, analyze, and respond to expository and argumentative prose
- Invention strategies; techniques to develop a thesis, unity, and coherence in a piece of writing
- Ways to anticipate and address audience expectations
- Paragraph structure, transitions, logical development
- Choice of appropriate diction; development of sentence structure and style; understanding of connotations and denotations
- Revision, editing, proofreading

Rough Outline of the Course Calendar

This course calendar will change and will become more detailed over the course of the semester. However, I hope to keep the due dates for your major projects the same (see the red dates).

WEEK 1: Introductions

[Monday, August 24 - Welcome](#)

[Weds, Aug. 26 - Technology and Introduction](#)

[Friday, Aug. 28 - Diagnostic](#)

WEEK 2:

[Monday, Aug. 31 - Technology](#)

[Weds, Sept. 2 - Technology](#)

[Friday, Sept. 4 - Starting Project 1](#)

WEEK 3:

[Monday, Sept. 7 - NO SCHOOL](#)

[Wednesday, Sept. 9 - Preparing for Project 1](#)

[Friday, Sept. 11 - Preparing for Project 1](#)

WEEK 4:

[Monday, Sept. 14 - Preparing for Project 1](#)

[Weds, Sept. 16 - Outlining Project 1](#)

[Friday, Sept. 18 - Drafting Project 1](#)

WEEK 5:

[Monday, Sept. 21 - Drafting Project 1](#)

[Weds, Sept. 23 - Peer Response](#)

[Friday, Sept. 25 - Project 1 \(Summary/Response\) Due](#)

WEEK 6:

[Monday, Sept. 28 - Begin Project 2](#)

[Weds., Sept. 30 - Preparing for Project 2](#)

[Friday, Oct. 2 - Preparing for Project 2](#)

WEEK 7:

[Monday, Oct. 5 - Preparing for Project 2](#)

[Wed, Oct. 7 - Preparing for Project 2](#)

[Friday, Oct. 9 - Outlining Project 2](#)

WEEK 8:

[Monday, Oct. 12 - Drafting Project 2](#)

[Weds., Oct. 14 - Drafting Project 2](#)

[Friday, Oct. 16 - Peer Response for Project 2](#)

WEEK 9 - Group Conferences

[Monday, Oct. 19 - Group Conferences](#)

[Weds., Oct. 21 - Group Conferences](#)

[Friday, Oct. 23 - Group Conferences](#)

WEEK 10:

[Monday, Oct. 26 - Peer Response Workshop](#)

[Weds. Oct. 28 - Final Draft of Project 2 \(Documentary Analysis\)](#)

[Friday, Oct. 30 - Start Project 3](#)

WEEK 11:

[Monday, Nov. 2 - Preparing for Project 3](#)

[Weds, Nov. 4 - Preparing for Project 3](#)

[Friday, Nov. 6 - Preparing for Project 3](#)

WEEK 12:

[Monday, Nov. 9 - Preparing for Project 4 \(Portfolio\)](#)

Weds, Nov. 11 - No Class/Veteran's Day

Friday, Nov. 13 - Outlining for Project 3

WEEK 13:

Monday, Nov. 16 - Drafting Project 3

Weds. Nov. 18 - Drafting Project 3

Friday, Nov. 20 - Group Conference

WEEK 14:

Monday, Nov. 23 - Group Conference

Weds. Nov. 25 - Peer Response (Arg. Syn).

Friday, Nov. 27 - No Class/Thanksgiving

WEEK 15

Monday, Nov. 30 - Digital Portfolio Day

Weds. Dec. 2 - Reflection Peer Response

Friday, Dec. 4 - Argumentative Synthesis and Digital Portfolio due by 11:59 pm