English 101.38 College Writing  
Course Syllabus  
Spring 2014

Section Instructor: Crystal Matey  
Location/Time: SOEB 108, TR 11:00 – 12:15  
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Course Description
This class is designed to develop your critical and analytic thinking and reading skills, your writing skills, and your use of effective rhetorical strategies. During the semester, you will do a lot of writing both in and out of the classroom. You will write for yourself and for others, analyze your peers’ texts as well as your own, reflect and respond and argue and do research. You will engage in a number of informal and formal writing activities. These activities will serve as inspiration as you prepare your own essays and develop your own voices. Writing in this class will make you more confident in your ability to write for a variety of purposes and help you discover how writing matters to your thinking. You will also read a diverse selection of texts – non-fiction written, audio, and visual – and examine their rhetorical techniques and effectiveness.

English 101 satisfies three of the six hours of the Reasoning and Discourse (GRD) requirement at UNCG, which asserts that students “gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively” (http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/University-Requirements/General-Education-Program/General-Education-Core-CategoryMarker-Descriptions).

In addition, English 101 is designed to address Learning Goal #1 (LG1) in the UNCG General Education Program. This is the ability to “think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.” (http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/University-Requirements/General-Education-Program).

The following are the English 101 Student Learning Outcomes, each of which corresponds to both the GRD goals and to LG1:

English 101 Student Learning Outcomes:
At the completion of this course, students will be able to:
1. Analyze the content and structure of complex texts (written, oral, and/or visual in nature);
2. Compose cogent, evidence-based, argumentative texts;
3. Identify and employ the rhetorical triangle, the canons, and the appeals in both formal and informal discourse;
4. Summarize, quote, paraphrase, and synthesize source material in support of an argument;
5. Employ drafting, peer review, and revision techniques in order to improve content, style, and structure of their own writing;
6. Appraise their own composing abilities and composing processes through critical reflection.

Required Texts


Various Supplemental Readings posted to Blackboard. Please read and print a copy to bring to class.

Disclaimer: Due to unforeseen circumstances, changes to the syllabus may be necessary. I will inform you of any changes in class.
A+ = 97-100  B+ = 87-89  C+ = 77-79  D+ = 67-69  F = 59 and below
A = 93-96    B = 83-86   C = 73-76   D = 63-66
A- = 90-92   B- = 80-82  C- = 70-72  D- = 60-62

I utilize the full range of grades, from A to F (including plusses and minuses) in keeping with UNCG grading policies (http://web.uncc.edu/reg/Bulletin/Current/AcaRegs/Grading/GradingSystem.aspx). Your final course grade will be based on your individual grades for the following components that make up our work for the semester. UNCG defines an A as excellent; a B as good; a C as average; a D as lowest passing grade; and an F as failure. In adherence to this scale, you should understand that a C means you successfully met the requirements of the course, not that you did poorly, which would be indicated by either a D or an F. Likewise, an A or B indicate that you met and exceeded course requirements.

**Breakdown of Grade (Overview)**
- Final Portfolio: 40%
- Essay #1: 10%
- Essay #2: 15%
- Essay #3: 20%
- Class Participation: 10%
- Quizzes: 5%

**Final Portfolio (SLOs 1-6): 40% of final course grade**
The final portfolio is a required common assignment across all sections of English 101 in all academic sessions (Fall, Spring, Summer).

> Portfolios must include both a rationale essay and evidence of drafting and revision in order to receive a passing grade (D- or above). Students who do not submit a portfolio will automatically receive an “F” for English 101, regardless of the quality of work otherwise submitted prior to the portfolio.

**A. Required Components of the Final Portfolio:**
1. 12-15 pages of polished prose, distributed across 2-3 formal essay assignments. The assignments/prose has been further revised, beyond any prior course-based instructor assessments, upon inclusion in the portfolio.
2. The drafts and any earlier graded versions of the included formal essay assignments, including peer comments. Students may also include other evidence of process, such as outlining, brainstorming, or other notes or exercises.
3. Assignment sheets/handouts/guidelines for each formal essay included in the portfolio.
4. A critical rationale essay of 4-6 pages (see guidelines below). **Please note:** The rationale essay is not included in the 12-15 pages of polished prose required for the portfolio.
5. A cover page with the student’s full name, section number, and the date of submission
6. A detailed table of contents that guides the reader(s) of the portfolio.
7. A secure method of binding

**Your portfolio, due on April 30,** will be the representative, final product of your work in this course. Your portfolio will include a critical rationale essay and revisions of your major assignments completed across the semester. Include in it your best work, along with evidence of the revision of your drafts that have led to your best work. **Keep all drafts:** At minimum, include in your portfolio, your peer-review draft, your instructor graded draft, and your revised final draft.

When you have all of the components prepared and printed, you will have them bound as a booklet at UNCG Graphics and Printing for a small fee. **Note: I will not accept unbound portfolios.**

The **Critical Rationale Essay** (SLOs 5-6) will be a 4-6 page document that:
- Assesses how individual pieces of writing as well as the collective contents of the portfolio illustrate the student’s experience as a writer throughout English 101.
- Illustrates an awareness of rhetorical choices across contexts and an understanding of course materials, including the Student Learning Outcomes for English 101.
- Offers a deep and sustained critical reflection on the writing and revision process that resulted in these polished essays and other writings.

Unlike the assignments, I will not grade the rationale essay separately. Instead, it will serve as an extended analysis of your work this semester, and thus it is a crucial component of the Final Portfolio. Rationale essays do not evaluate the **quality or validity** of individual assignments or course texts, nor do they assess my capabilities as an instructor. Rather, rationale essays...
should illustrate how you have met the Student Learning Outcomes (SLOs) in College Writing I. You will submit a draft of the rationale essay for peer review before submitting the revised essay in the Final Portfolio.

Note: In keeping with department policy, your final portfolio must include both a critical rationale essay and evidence of drafting and revision to receive a passing grade (D- or above). Additionally, students who do not turn in a portfolio will receive an “F” for English 101, regardless of the quality of the work submitted prior to the portfolio.

Formal Assignments (SLOs 1-5): 45% of final course grade
You will regularly submit formal assignments, and late assignments will receive no credit. These grades do not constitute any part of your Final Portfolio grade. Each assignment is designed to meet SLOs 1-5. Below are brief descriptions of these formal assignments. Each assignment will have a corresponding full assignment prompt on Blackboard. All formal assignments will be peer reviewed. A revised essay will then be due for a grade. After this, essays must undergo further revisions for inclusion within the portfolio.

- Essay #1 “This I Believe” Essay 10% (SLOs 1-5): The first essay serves as an introduction to writing with the rhetorical triangle in mind, meaning to recognize the importance of the relationship between what you write, to whom you write, and for what context you write. This assignment asks you to discover your own writing voice, develop your prose, construct a thesis, and support that thesis. Your task will be to write a thesis-driven essay modeled on the NPR sample “This I Believe” essays. This essay should be 500-800 words (2-3 pages in length, not including works cited or appendices).

- Essay #2 Rhetorical Analysis and Response 15% (SLOs 1-5): The second essay serves as a way to demonstrate your understanding of rhetoric. You will be required to think through and clarify your understanding of the rhetorical triangle, the canons, and the appeals. Your task will be to write a thesis-driven analytical essay that examines the argument inherent in a written argument. You will select from one of the approved essays on Blackboard and compose a thesis driven analysis on that selected text. Following your analysis, you will construct a short personal reaction to the text, which will allow you to voice your opinion both on what the rhetor argued and on the topic, in general. The analysis portion of your essay should be 1000-1300 words (4-5 pages) and the response portion of your essay should be 500-800 words (2-3 pages, not including works cited or appendices).

- Essay #3 Entering the Conversation Essay 20% (SLOs 1-5): The third essay allows for you to take what you learned in the first two essays and incorporate those techniques into an argument of your own. You should research a particular aspect that interests you in relation to a current social issue. This essay allows for you to enter the conversation and will require you to bring in outside research. You will receive explicit instructions in class on how to do college-level research and where to go for acceptable sources. This essay should be 1300-1500 words (5-6 pages, not including works cited or appendices).

Class Participation & Discussion (SLOs 1, 3-6): 10% of your final course grade
In order to be considered prepared and ready to participate in class, you need to have completed all of the assigned readings and writings as well as to have both the assigned readings and writings with them. If you are not prepared for class, I reserve the right give you a zero for class participation on that day.

Assignments such as rough drafts, reflection essays, in-class activities (including peer review), Blackboard posts, and in-class writing assignments will factor into your participation average.

Throughout the semester, you are expected to come to class prepared and to contribute to class discussions. Because much of our class will involve discussion, I expect regular participation in class discussions from each of you. If you remain silent throughout the semester, you should expect to earn no credit for participation. To ensure you receive credit, you need to regularly and thoughtfully contribute to discussion.

Quizzes (SLOs 1): 5% of your final course grade
You are expected to read the assigned texts closely and carefully. You can expect to be quizzed on any of the assigned readings. Quizzes will assess comprehension only. If you miss a quiz due to a tardy or absence, you will not be able to makeup that quiz.

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*It is your responsibility to know and follow the class policies. Ignorance does not equal an excuse for improper behavior.*

**Accommodations**
Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources and Services on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: ods@uncg.edu.

**Academic Integrity**
“Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” (from UNCG’s Academic Integrity Policy). To ensure that you understand the university’s policy on academic integrity, review the guidelines and list of violations at <http://academicintegrity.uncg.edu>.

I expect you to abide by the Academic Integrity Policy. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/. Penalties for plagiarism, among other forms of academic dishonesty or unethical intellectual property appropriation, may range from an automatic zero on the assignment, to being dropped from the class with an F, to administrative censure from the university.

Part of your work and responsibility as a scholar is that you accept the rules and ethics of writing and documenting your outside sources. In addition to downloading a paper off of the Internet or getting someone to write one for you, plagiarism is:

- Word-for-word copying without proper acknowledgement—whether you copy a phrase, a sentence, a paragraph, or a whole paper, the source material must be introduced, in quotation marks, and documented.
- Paraphrasing without proper acknowledgement—reworded source material must be introduced and documented; again, the length of the paraphrased material doesn’t matter—you still have to cite it!
- Failing to acknowledge sources—any time you use sources, you need to identify the source material both within the essay and on a works cited page.
- Use of others’ ideas or work without acknowledgement (this includes another student’s work).

When you submit work, your reputation as a writer is at stake. Do not risk your grade on an essay or in the course by either deliberately or accidentally plagiarizing.

**Attendance Policy**
You should attend every class and be on time. Students in TR classes are allowed a maximum of two absences without a grade penalty (to be defined by the individual instructor); Attendance at the final exam period is included in this maximum allowance. Students who miss four classes on a TR schedule will fail the course. **Translation:** 1 or 2 absences = no grade penalty; 3 absence = 5 points off your final grade; 4 absences = F.

This attendance policy does not differentiate between "excused" and "unexcused" absences; thus, it is the student’s responsibility to plan for absences within the policy concerning program fieldtrips, athletic events, work-related absences, advising sessions, minor illnesses, family and/or friend events, etc. For this English course, the College Writing Program’s attendance policy supersedes any other.

TARDIES: In addition, it is vital get to class on time. **If you are more than fifteen minutes late, I will record this as an absence.** Persistent inability to make it to class in a timely fashion will be dealt with as though they were absences. **Every four tardies is equivalent to one absence.** If you miss a class, regardless of the reason, you are responsible for contacting a classmate so that you can arrange a way to get notes.

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Students are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximums allowed above. If a student plans to miss class due to a religious holiday, he or she must notify the instructor at least 48 hours prior to the absence.

If you have extenuating circumstances such as a death in the family, chronic illness/injury requiring prolonged medical treatment, prolonged psychological issues, etc., then you should immediately contact the Dean of Students Office for advocacy (http://sa.uncg.edu/dean/). You can use that department email, (deanofstudents@uncg.edu) and provide your name, your UNCG ID number, a telephone number that you can be reached, and a general description of why you would like to meet with a staff member. If your situation is urgent, you may opt for a walk-in appointment (Monday – Friday from 9:00 am to 4:00 pm), and the staff will connect you with the appropriate person as soon as possible. The Dean of Students office is located on the second floor of the Elliott University Center (EUC).

**Assigned Readings**
When you are required to complete readings for homework, the expectation is that you will fully and carefully read them. Reading is essential to success in this course, and homework reading is often vital to the learning happening in class. When there is a reading from Blackboard, that essay should be printed and brought to class. Should you come to class, and I can tell you have not completed the reading, you will lose your participation grade for the day.

**Assignment Submission**
All formal essays will be submitted electronically to cmateyuncg@gmail.com. I only use this email for accepting papers, so please send other emails to my university email address at the top of page 1. Please check the calendar for due date times, as they vary, depending on the assignment: Gmail time stamps emails, so I will know if your submission is late. If it is late, it will not be accepted. Work is late if it is time stamped AFTER the time it is due.

When naming files, begin with your last name, then identify the assignment and the draft. Ex. “smith – ad analysis draft 1.docx”. All files must be formatted in either .doc or .docx (compatible with Microsoft Word). I will return your draft with comments, using Track Changes. There are only two exceptions to this policy: 1) You will post rough drafts to Blackboard for peer review. 2) The Writing Portfolio is a printed document that you must submit in person at the end of the semester.

**Behavior**
Students with disciplinary problems tend to be few and far between at the college level; however, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class session with points deducted from his/her participation grade and an absence for the day. Types of unacceptable behavior include unauthorized use of electronic devices, sleeping, and/or excessive socializing. Disruptive behavior can include any form of disrespectful comment or action directed toward the instructor, another student, or the subject matter under discussion for a given unit’s content focus. I reserve the right to interpret inappropriate behaviors as I see fit and address them accordingly, and it goes without saying that remaining enrolled in my class is a tacit acknowledgment of this right.

**Conferences**
We will meet for conferences in my office twice to discuss your writing. I cancel two class meetings for each round of conferences. Therefore, if you miss a conference, you will receive two absences. Come to conferences prepared to discuss your works-in-progress and ask questions about the course.

**Electronic Equipment**
All cell phones, smart phones, and iPods should be turned completely off and put away in your bag before class begins. If you foresee an emergency that will require you to access your cell phone, you must notify me at the beginning of class and I will use my discretion. The first time the electronics policy is violated (such as a phone ringing during class or a student is caught text messaging or surfing the web), that student will be given a warning. The second and subsequent times, the student will be asked to leave the class and will be counted absent for the day.

NO LAPTOP COMPUTERS, TABLETS, OR OTHER INTERNET-ENABLED DEVICES MAY BE USED IN CLASS: Students should print out all Blackboard readings and bring these to class rather than accessing them online during class. Exceptions to this policy will only be made in cases where there is documented evidence of a learning disability or other situation where a computer is necessary. In these cases, you must consult with the instructor and provide appropriate documentation.

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Email Policy
Email is the best way to reach me. You can reasonably expect responses from me within twenty-four hours, excluding weekends and university holidays. It is good practice to treat email as a writing situation that reflects on you as an individual. Use appropriate language and etiquette: present yourself professionally. This doesn’t mean emails have to be long and elaborate, but they should be moderately professional forms of communication with your instructor. Please be aware that you should not email me after you receive a graded assignment back until 24 hours have passed.

Late Work
I do not give credit for late work. I do accept early work; if you know you are going to miss a class, turn in your work before it is due. Computer problems do not qualify as cause for extra time. If your personal computer gives you trouble, leave time to work in one of the computer labs around campus.

MLA Citation and Format
I expect you to responsibly cite all material you use in your work. (See “Academic Integrity.”) Both in-text citations and references must be in MLA format. Purdue University’s OWL is an excellent resource for learning how to properly cite sources. I also expect you to use MLA formatting for all papers. Please see Blackboard for examples of proper formatting.

Peer Review
Peer review is a vital component of this class and should be approached seriously. On days when a draft is due for peer review, if you do not participate fully in the process, you will receive a 50% on your rough draft. Participating fully means that you submitted a complete, not partial draft.

Should you not post a draft to Blackboard, you will receive a zero for your rough draft and you will be unable to get higher than a C on your instructor-graded draft.

The University Writing Center: This free service exists solely to help you become a better writer. Take papers at any stage of completion to the center for a one-on-one consultation. The center is located in MHRA 3211. No appointment is necessary. It is also worthwhile to note that you can take advantage of the Online Writing Center to work with a consultant on work that is a maximum of five pages in length. You can access this service by using Meebo Chat on the Writing Center’s website or by messaging uncgaskthewc@gmail.com through your iSpartan account.

Tentative Course Schedule

Due to unforeseen circumstances, this schedule may be altered if necessary; you will be informed of any changes in class and/or via Blackboard announcements.

RACW: Rhetorical Approaches to College Writing
TSIS: They Say/I Say
BB: PDF/DOC on Blackboard

Assignments are due on the day of class. Readings, Blackboard postings, and any other homework assignments are due by the time class begins.

Week 1

T – 1/13  Introductions to the Course
BB: Print out and bring to class a copy of the syllabus
TSIS: “Hidden Intellectualism”

R – 1/15  TSIS: “I Take Your Point”
BB: “The Novice as Expert: Writing the Freshman Year”
BB: Post to Discussion Board on “The Novice as Expert”
RACW: “An Introduction to Rhetoric and the Rhetorical Triangle”

F – 1/16  Last day to drop for tuition and fees refund

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Week 2

T – 1/20  RACW: “Reading an Assignment Sheet”
RACW: “Academic Integrity”
RACW: “The Writing Center: Where Writers Meet”
BB: Read and bring to class Assignment Sheet for Essay #1
BB: “Do What You Love”

R – 1/22  RACW: “Reading Critically” and BB: Tips for Annotating a Text Read these first, and follow the advice when reading the other assigned texts for today and in the future.
BB: “Shitty First Drafts”
BB: “The Essential Delay: When Writer’s Block Isn’t.”
BB: Respond to discussion board on writing process by the start of class
RACW: “How the Thesis Guides Effective Writing”

Week 3

T – 1/27  RACW: “Viewing Peer Review as a Rhetorical Process”
RACW: “Rhetorical Context is (Almost) Everything”
BB: “Admittance to a Better Life”
BB: Post to Blackboard Discussion Board on Peer Review

R – 1/29  TSIS: Chapter 9 “Ain’t So/Is Not”
RACW: “The Play of Style”
BB: “My Husband Will Call Me Tomorrow”
BB: “I Am Not My Body”

Week 4

T – 2/3  BB: Post your rough draft to your group on Blackboard by class time
BB: “From Hip-Hop Comes Hope”
Bring all five samples of “This I Believe” essays with you to class

R – 2/5  Peer Review Paper #1 Discussion: Bring peer reviewed drafts and filled out peer review sheets to class. Be prepared to discuss in groups
RACW: “Revision is Writing”
TSIS: He Says Contends

Week 5

T – 2/10  Typed Peer Evaluations due in class: Questions on Blackboard
BB: Print out and bring to class paper #2 assignment sheet
BB: “Ain’t I a Woman?”
RACW: “The Canons of Rhetoric as Phases of Composition”
Practice in class with rhetorical analysis

R – 2/12  Paper #1 Revisions Due – Email and attach per syllabus instructions and send to cmateyuncg@gmail.com by 11:59 PM
RACW: “Reading for the Rhetorical Appeals”
TSIS: “So What? Who Cares?”
BB: “Jesus is a Brand of Jeans”
In Class Practice with Appeals

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Week 6

T – 2/17  Typed Reflection on Essay #1 due in class. Questions to address on Blackboard
RACW: “The Art of Summarizing, Paraphrasing, and Quoting”
TSIS: Chapter 2: “Her Point Is”
TSIS: Chapter 3: “As He Himself Puts It”
Bring Kilbourne’s essay back to class, having annotated/highlighted for the appeals

R – 2/19  In class: Beginning and Ending with Power
BB: “Lecture Delivered at Franklin Hall”
BB: Post a practice rhetorical analysis of “Lecture Delivered at Franklin Hall”
TSIS: “As a Result”

Week 7

T – 2/24  BB: Print out Sample Draft for Paper 2 and bring to class
BB: Post your rough draft to your peer review group on Blackboard by 6:00 PM

R – 2/26  RACW: “Conferencing Rhetorically”
Peer Review Paper #2 Discussion: Bring peer reviewed drafts and peer review sheets to class. You should have printed out the essays, written on them with suggestions, and filled out the peer review sheet.
Come to class prepared to discuss your suggestions with the writers of the papers.

Week 8

T – 3/3  No class - Conferences
R - 3/5  No class – Conferences
For conferences: Come prepared with questions and bring your typed Peer Evaluations

F – 3/6  Last day to drop without academic penalty

Week 9

T – 3/9  No Class: Spring Break
R – 3/11  No Class: Spring Break

Week 10

T – 3/17  Paper 2 Revisions Due: Email and attach per syllabus instructions and send to cmateyuncg@gmail.com by the start of class
BB: Print out and bring to class the assignment sheet for Paper #3
RACW: “Invention, Asking Questions to Find a Starting Point”
TSIS: Chapter 1 “They Say”

R – 3/19  No Class: I’m at a Conference
Typed Reflection on Essay #2 – email to cmateyuncg@gmail.com class time
Typed Proposal due—email topic and working thesis to cmateyuncg@gmail.com by class time
BB: Read Essays on College Level Research
RACW: “Situating Evidence through Contextualization”
BB: Post to Discussion Board

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Week 11
T - 3/24 Meet in Jackson Library in the CITI Lab for Class
R - 3/26 RACW: “Writing with the Rhetorical Appeals”
TSIS: Read ALL of Part Two (“Yes/No/Okay, But,” “And Yet,” and “Skeptics May Object”)
TSIS: Chapter 14 “What’s Motivating This Writer?”
BB: Gladwell “Small Change: Why the Revolution Will Not Be Tweeted”

Week 12
T - 3/31 TSIS: “But Don’t Get Me Wrong”
RACW: “Understanding the Rhetorical Dimensions of Academic Citations”
In class practice with MLA citation
R - 4/2 In Class Peer Review: Come to class with both 2 hard copies of your essay and 1 peer review checklist, printed from Blackboard.

Week 13
T - 4/7 Typed Peer Review Evaluation due in class
BB: Print out and bring to class a reviewed/edited copy of student sample drafts for essay #3
R - 4/9 Paper #3 Revisions Due. Email and attach per syllabus instructions and send to cmateyuncg@gmail.com by 11:59 PM.
RACW: “The Portfolio Process”
BB: Print out documents for the Portfolio and bring to class
BB: Print out the assignment sheet for Critical Rationale Essay and bring to class

Week 14
T - 4/14 Conferences
R - 4/16 Conferences

Week 15
T - 4/21 BB: Sample Critical Rationale Essays. Read and come to class with comments and grades for each.
Course Evaluations
R - 4/23 Peer Review of Critical Rationale Essay; bring two hard copies to class and email me your draft to cmateyuncg@gmail.com by the start of class.
BB: Print out and bring to class two peer review sheets

Week 16
T - 4/28 University follows a Friday schedule, so this class does not meet
W 4/29 Reading Day
R - 4/30 Final Exam Day: A bound, hardcopy of your portfolio is due today! Drop off your portfolio at 12:00 in my office.

****You can pick up your graded portfolio on Monday, May 4 between 3:00-4:00 at my office.

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