General Education Competency Area: Written Communication

Course Description
The fundamental skills of reading and writing the essay. Specific attention to personal, descriptive, expository, and persuasive writing. Writing intensive. Successful students will be able to:

- Understand writing as a process, including prewriting, revision, and editing
- Read and respond thoughtfully and analytically
- Control a main idea
- Develop and organize support for a main idea
- Develop a logical argument
- Identify and write to a variety of audiences
- Develop writing that is appropriate in academic and occupational settings
- Write clearly, concisely, and vigorously
- Use correct spelling, punctuation, and grammar
- Use basic word-processing skills to produce and revise an essay.

General Education Learning Outcomes
Upon completion of a course in this category, students are able to demonstrate the following competencies:

- Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
- Adopt strategies and genre appropriate to the rhetorical situation.
- Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
- Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
- Address readers' biases and assumptions with well-developed evidence-based reasoning.
- Use appropriate conventions for integrating, citing, and documenting source materials as well as for surface-level language and style.

Instructor:

Dr. Lauren Connolly
Preferred pronouns: she/her
Address as: Dr. Connolly
Contact information
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Office: Admin 206
Office Hours: MW 9-10; Tues 9-11:30; other days & times by appointment
Required Materials

- **Ballanger, Bruce. Curious Writer.** 4th or 5th edition.
- Access to a computer, Blackboard, & your LCSC email account. as well as Microsoft Word, Apple Pages, or Google Docs for writing your assignments. If you do not have a computer or your computer breaks, the LCSC Library and the SUB has laptops to loan, in addition to having the computer labs to complete work.
- **Google Drive** to back up written work and **Google Hangout** for online conferences & collaborative work.
- **Report folders** for working and final portfolios.
- **Post-it notes** for taking notes and as tabs in working portfolios.
- **Printer or enough print credits** to print out your homework or essays.
- **Book of your choice for reading** – You may pick out a book from my collection, the LCSC Library, or Lewiston Public Library, or purchase a book to read. It may be fiction or non-fiction. This book should be something your interested or enjoy readings.

**What should my expectations of the class be? (or how much work do I have to do to pass this class?)**

There is a lot of reading and writing in this class. Expect to have about 10-20 pages of reading, 5-15 minutes of video assignments, and 3-5 pages (750-1250 words) of writing **every week**. When considering how much time to spend on your homework, generally it is expected that you will spend a minimum of 2 hours outside of class for every hour spent in class. Note that this is only a guideline. You will need to consider the time it takes for you to read and write which may take more or less time than the suggested.

Studies show that the way to get better at writing is to write frequently, revise your writing, as well as read quality writing. In this class we will be doing all of these things. In addition, the writing process as an important part of this course. This involves responding to writing, writing notes, pre-drafts, rough drafts, in addition to the final draft. There is a expectation that you will complete the daily reading and writing assignments for this course. These assignments prepare you to write the drafts of the major assignments.

**What do I miss if I am not in class?**

The most important part of attending class is the information you will receive about the writing assignments, how to make your writing better, and to discuss the readings as they relate to the writing assignments. Homework is submitted during class time and I frequently answer questions, as well as help with writing in class, so if you miss class you may miss information to help with the assignments. Anecdotal evidence shows that students who attend class have higher grades in the class.

**What do I do if I miss class?**

You are responsible for completing work, whether or not you come to class. If you miss class you will want to check Blackboard class details, as well as check with classmates for notes. I will provide a space for students to submit class notes on Blackboard for extra credit. You can check and see if
anyone has posted notes. Missing class does not directly impact your grade, but if you do not turn in assignments, turn them in late, or miss in-class work, then that can impact your grade.

Absence policy for official LCSC activities/sports

If you will be absent from class due to an official LCSC activity (sports, club activities, or class field trip), you must make arrangements with me in advance. At the beginning of the semester you should notify me that you participate in LCSC activities and you anticipate being absent during the semester. Have your coach, advisor, or instructor fill out the College-related Student Travel Form verifying the times/dates of your absence. The week prior to being absent make sure to let me know via email and in person, to plan on completing the assignments prior or during your absence. All work must be turned in on time, otherwise it will be counted as late.

What are the required assignments?

- Daily reading & writing assignments: This includes most homework and in-class work, journal writing, reading responses and peer-review memos.
- Writing Center Meetings – You are required to visit the LCSC Writing Center a minimum of twice over the course of the semester. You must complete one visit before the end of Week 8. The second visit can be at any time after the first one. Note that you can make appointments and schedule visits to received feedback on your writing as much as you need to.
- Writing Conferences: You will receive detailed feedback on your assignments during writing conferences. In addition to discussing your draft you will bring your writing reflection to the conference.
- Inquiry Project #1: This I Believe about Writing narrative essay & working portfolio This essay based on your reading and writing experiences. You will submit drafts, as well as your working portfolio on this essay.
- Inquiry Project #2 Reading profile essay & working portfolio For this assignment you will interview another student in English 102 about their reading habits. You will learn how to write interview questions, conduct an interview, as well as incorporate the interview into the essay.
- Inquiry Project #3 Rhetorical analysis essay & working portfolio For the rhetorical analysis you will analyze the syllabus and the PowerPoint presentations of the syllabus from the first week of class. The essay will consider the rhetorical situation, as well as the rhetorical appeals used in each section. From this you will learn rhetorical issues that can be applied to all documents.
- Inquiry Project #4 Opinion essay & working portfolio The opinion essay will consist of the following: 1) Write a letter to a future LCSC student with specific advice about their first semester in college; 2) Write a letter to the editor of student paper, The Pathfinder, to address an issue on the LCSC campus; or 3) Write a memo to a LCSC administrative office about an issue at LCSC.
- Final portfolio: The final portfolio will consist of revised drafts of 3 of the 4 essays completed for class, as well as a written reflection on your writing process. You are required to include a revised version of the rhetorical genre analysis essay, as well as include two other revised assignments from class.

Working portfolio

Working portfolios include your final and rough drafts of the assignment, as well as prewriting activities for the essay. The working portfolio will be in a report folder with tabs, dividing each
Instructor Feedback on Assignments

For feedback on the narrative, reading profile, analysis, and opinion essays, we will meet for individual writing conferences outside of class time. During our writing conferences we will discuss your development of the essay and how to improve it for the final portfolio. I will give you detailed feedback on a variety of aspects of your draft, as well as providing you Essay Evaluation Rubric. This rubric will give you an overview on the quality of your assignments. You can find a copy of the rubric at the end of the syllabus.

Final Course Grading

You are guaranteed a B in this class if you:

- Complete homework and in-class assignments, as well as essays by the due date and meet all of the writing criteria for the assignments.
- Participate in class exercises, discussions, and activities.
- Collaborate effectively with your peers for writing workshops and other collaborative assignments. (e.g. syllabus presentation)
- Demonstrate effort on each draft of all papers. This is shown through the willingness to revise drafts, meet with your instructor, and going to the writing center.
- Make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up. This means responding to feedback from peer-reviews, writing center visits, and instructor comments.
- Copy-edit all final revisions of essay assignments until they conform to the conventions of standard academic English
- Attend all writing conferences with the teacher
- Utilize the writing center a minimum of twice over the course of the semester to help revise drafts
- Submit your final portfolio that demonstrates the effort of revision and an effective self-reflection on your writing process over the course of the semester.

Completing all of these requirements for this class will allow you to earn the grade of B entirely on the basis of what you do—on your thoughtful effort and participation. The grade of B is not based on my evaluation about the quality of your writing. Grades higher than B, however, rest on completing additional work for the final portfolio and my evaluation of your writing quality. To earn a higher grade, you must consistently produce writing—particularly for your final portfolio—that I deem to be of high-quality college-level writing.

How are individual assignments graded?

Assignments are not graded, they are evaluated for completeness. For the essays, checklists are provided to make sure you have all of the required parts. The gradebook in Blackboard will show the following:
Complete – This means that the assignment was completed according the guidelines provided. Minimum word count was achieved and/or all of the points were discussed. It was turned in on-time. It is clear that a meaningful effort was made to complete the assignment as was expected.

Late – This means that the assignment is Complete, but it was turned in late. This can also mean that an assignment that was listed as Incomplete or Missing was turned in Complete.

Incomplete – This means that the assignment was not completed according to the guidelines. It could be short on word count and/or not all of the points were addressed.

Missing – Simply, this means an assignment that was not attempted or turned in.

Extra – Completion of an extra credit assignment.

Complete-Extra – This means that an extra credit assignment was applied to a Late assignment.

A note about extra credit and the impact on your grade. Extra credit is offered for limited circumstances. What extra credit can do is turn an assignment marked as Late into a Complete assignment. This can help your grade.

What do I have to do to make sure I receive a Complete on my assignments?

In order to receive credit for assignments you will need to do the following:

- All assignments must be submitted on time, according to the guidelines for credit. No assignments will be accepted via email without prior approval.

- Drafts of major assignments (narrative, profile, analysis and opinion essays) must go through the whole writing process. Final drafts will not be accepted, read, or evaluated if the it did not go through a pre-writing process including writing a rough draft, as well as participating in peer-review (or the alternative of going to the Writing Center if you missed peer-review.)

- All in-text and reference citations are in APA format.

- Format of homework: 1” margins, 12 point, Times or Times New Roman font. Homework may be single-spaced and printed on both sides of the page. Final drafts of major assignments must be double-spaced and printed on one side of the page.

- Assignments labeled Incomplete may be revised and resubmitted. Once the assignments are considered complete, they are then identified as Late.

About grades lower than B

I hope no one will aim for these grades. The quickest way to C, D, or F is to miss class, not read assignment instructions and/or failing to complete assignments. The chart at the end of the syllabus outlines the final grading process for the class.

What happens if I turn in my work late?

All work is accepted late and is marked as such. Rough drafts of essays are accepted late, as long as they go through a revision & peer-review process and are revised prior to submitting the final draft. Work that is turned in late, will not have the same response time. Writing conferences may be delayed.
What do I do if I have questions outside of class?

First, check Blackboard and the syllabus and see if your answer is there. Then, contact your instructor. The best way is by email: lmconnolly@lcsc.edu. I respond to emails within 24 hours Monday-Friday between 8am – 3pm. Put English 101 in the subject of your emails and send your emails from your LCMail account. Make sure to sign your name and tell me which class you are in. (e.g. English 101 10:30am) Use a salutation and signature and the tone of the writing should be professional. See the suggestions on Blackboard.

Extra credit

There are few extra credit opportunities for this class. Extra credit assignments can change Late homework assignment into a Complete assignment.

- Posting class notes for those who miss class. I will have a weekly discussion area for class notes. You can find the discussion group in Class Notes on Blackboard. Each two sets of notes will count towards one Late assignment.
- There may be occasional opportunities to do work that will enhance your writing. These will be announced in class and posted on Blackboard. They will usually involve writing an essay. These will usually count towards one Late assignment.

Digital Technology Policy

- Silence devices for class period.
- Use headphones, laptops and/or tablets may be used during independent writing times.

Best use of digital technology for this class:

- **Cell phones**
  - To look up definition of words. There are some free, good quality, dictionary apps available.
  - Wikipedia app is helpful to look up quick facts.
  - Camera can be of use to take photos of notes from the whiteboard or of your assignments.
- **Laptops or tablets**: If you have one you are welcome to bring them to class for independent writing times.

LCSC Writing Center

The Writing Center offers free writing tutoring assistance for all LCSC students. The tutors are undergraduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. They offer in-person tutoring on a walk-in basis and online tutoring by appointment. Please see their website at http://www.lcsc.edu/writing-center/ For this class, you are required to visit the writing center a minimum of twice over the course of the semester. One visit must be completed before the end of week 8. The second may be complete anytime before the final portfolio is submitted.
Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation is required in order to provide an accommodation and/or adaptation.

Student Veterans

If you are a veteran, you may be eligible for VA educational benefits and support as a veteran, a dependent of a veteran, a guardsman, or a reservist. The LCSC Veterans Coordinator can help! You may contact them by dropping into their office, in RCH 212, email veterans@lcsc.edu or call 208-792-2473.

Student Life Support

Any student who has difficulty affording or accessing sufficient food to eat; who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact Student Affairs or Student Support Services. If they cannot provide a service, chances are good that you can receive a referral to a department or agency that can assist you in meeting your need. We have the LCSC Warrior Pantry for some canned and fresh food for more immediate food needs. More information is posted under LCSC Resources on Blackboard. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any other resources that I may possess.

Academic Integrity

Students are responsible for knowing policy regarding academic integrity. Plagiarism and cheating are serious offenses in the academic world. LCSC’s Academic Dishonesty Policy is found at http://www.lcsc.edu/student-affairs/student-code-of-conduct/academic-dishonesty/

Consequences of plagiarism

In cases of cheating, the student will fail the course and are referred to the Vice President of Student Affairs. If the student is caught plagiarizing, the student will fail the assignment and may fail the class. All cases of plagiarism may be referred to the Vice President of Student Affairs. In addition to the academic penalty of receiving an F on the assignment and/or in the course, a student may also be subject to other disciplinary penalties, which may include suspension of expulsion. The plagiarism will be demonstrated in two ways:

1) by identifying the source of the original material
2) by showing the discrepancy of style between the student’s previous written work and the work in question.

How can I figure out my current grade in the class?

The evaluations for all of the assignments are posted on Blackboard. There are no points given for any assignments. During the semester the highest grade posted is a B. Grades higher than a B are evaluated only at the end of the semester with the final portfolio.
To figure out your current grade answer the following questions:

- Do you have the word “Complete” posted as a grade for ALL of your assignments or fewer than 6 assignments marked as “Late” and the rest marked as “Complete”? If so, then you have a B in the class.
- Do you have more than six Late assignments or up to six Incomplete homework assignments or have one major assignment marked as Incomplete, but no Missing assignments? If so, then you have a C in the class.

All other circumstances means that your grade is below a C, which is not passing. If you do not have all of your assignments marked as Complete then you need to take a closer look at your assignments.

If your grade has any of the following:

- More than six homework assignments marked as Late or Incomplete
- Up to six homework assignments marked as Missing
- Up to one major essay assignment marked as Missing
- More than one major essay marked Incomplete

Then you currently have a “D” in the class.

If you have more than six or more homework assignments are marked as “Missing” or two major essays marked as “Missing”, then you currently have a “F” in the class.

**How can I improve my grade?**

- If you have Missing assignments, then turn them in.
- If you have Incomplete assignments, revise and resubmit them for credit.
- If you have Late assignments, you may complete extra credit assignments to covert a Late assignment to a Complete one. Two Class Notes assignments = grade improvement for one homework assignment; One extra credit assignment that includes an essay = grade improvement for one homework assignment.
## Final Course Grade Chart for English 101

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Assignments</th>
<th>Working portfolios</th>
<th>Writing quality</th>
<th>Final Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A grade is earned by completing all the work for a B grade &amp; the final writing portfolio is evaluated as exceptional.</td>
<td>All assignments are turned in &amp; marked Complete. No more than 6 Late &amp; no Incomplete or Missing assignments.</td>
<td>All working portfolios are Complete. No Incomplete or Missing portfolios.</td>
<td>Writing is exceptional, with minimal errors.</td>
<td>Revised and resubmitted the 4 major essays. And Fulfilled all portfolio requirements. And Writing was exceptional, with minimal errors. All essays &amp; reflection were in the Advanced stages of writing. Reflection contained detailed self-awareness about writing development.</td>
</tr>
<tr>
<td>B</td>
<td>B is the default grade for completing all assignments satisfactorily. All categories must be in the B column.</td>
<td>More than 6 Late, but no Incomplete or Missing assignments.</td>
<td>1 Incomplete &amp; no Missing portfolios.</td>
<td>Assignments are Complete, but work is needed to improve writing.</td>
<td>Revised &amp; resubmitted 3 of the 4 essays, including the analysis essay. Fulfilled all portfolio requirements. Some essays may still be in the middle stages of writing and/or reflection contained some self-awareness of writing development, but needed improvement.</td>
</tr>
<tr>
<td>C</td>
<td>Too many assignments are Late or Incomplete.</td>
<td>More than 6 Incomplete and/or 1-6 Missing assignments.</td>
<td>2 or more Incomplete or 1 Missing portfolios.</td>
<td>Assignments are Complete, but significant work is needed to improve writing.</td>
<td>Revised &amp; resubmitted 3 of the 4 essays, including the analysis essay. Fulfilled all portfolio requirements. Some essays may still be in the early to middle stages of writing and/or reflection contained minimal self-awareness of writing development.</td>
</tr>
<tr>
<td>D</td>
<td>Assignments are missing and/or not following the guidelines for final portfolio.</td>
<td>More than 6 Missing assignments.</td>
<td>Missing 2 portfolios.</td>
<td>Writing assignments are Incomplete &amp; significant work is needed to improve writing.</td>
<td>Did not follow all of the portfolio guidelines. Revisions were not completed on all of the essays and/or the reflection did not contain any self-awareness of writing development.</td>
</tr>
<tr>
<td>F</td>
<td>Too many missing assignments and/or missing portfolio.</td>
<td></td>
<td></td>
<td></td>
<td>Did not submit a writing portfolio or the writing portfolio was missing essays and/or reflection.</td>
</tr>
</tbody>
</table>

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**Assignments:**
- All assignments are turned in & marked Complete. No more than 6 Late & no Incomplete or Missing assignments.

**Working portfolios:**
- All working portfolios are Complete. No Incomplete or Missing portfolios.

**Writing quality:**
- Writing is exceptional, with minimal errors.
- Assignments are Complete, but work is needed to improve writing.
- Assignments are Complete, but significant work is needed to improve writing.
- Writing assignments are Incomplete & significant work is needed to improve writing.

**Final Portfolio:**
- Revised and resubmitted the 4 major essays. And Fulfilled all portfolio requirements. And Writing was exceptional, with minimal errors. All essays & reflection were in the Advanced stages of writing. Reflection contained detailed self-awareness about writing development.
- Revised & resubmitted 3 of the 4 essays, including the analysis essay. Fulfilled all portfolio requirements. Some essays may still be in the middle stages of writing and/or reflection contained some self-awareness of writing development, but needed improvement.
- Revised & resubmitted 3 of the 4 essays, including the analysis essay. Fulfilled all portfolio requirements. Some essays may still be in the early to middle stages of writing and/or reflection contained minimal self-awareness of writing development.
- Did not follow all of the portfolio guidelines. Revisions were not completed on all of the essays and/or the reflection did not contain any self-awareness of writing development.
- Did not submit a writing portfolio or the writing portfolio was missing essays and/or reflection.
Essay Evaluation Rubric  *Early, Middle, and Advanced do not represent traditional grades; they are not comments on the quality of the writing. They are designed to let you know how much more revising each paper needs for the final portfolio in this class.*

<table>
<thead>
<tr>
<th></th>
<th>Early</th>
<th>Middle</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>Early &quot;means that your draft seems to be an early one—one that could benefit from some rethinking and re-seeing. The draft may not fully explore the ideas it has introduced or may lack a clear focus on its subject or a clear sense of purpose. Perhaps it could benefit from a stronger sense of organization&quot; (Helton &amp; Sommers, 2000).</td>
<td>Middle &quot;means that your draft appears to be in the middle states of the writing process. This drafts has some solid and interesting ideas, but it could benefit from some revision and editing in order to prepare it for presentation. Usually, these drafts have established a clearly focused subject and have begun to explore the subject in ways that suggest a strong sense of purpose. Sometimes, middle drafts need further fleshing out of ideas or sharpening of the structure through which these ideas are presented&quot; (Helton &amp; Sommers, 2000).</td>
<td>Advanced &quot;means that your draft is close to being a &quot;portfolio draft&quot;—a draft that is ready to be presented in your portfolio,. These drafts usually have a clearly focused discussion with sufficient substance to achieve their purpose. The writing itself may not yet be as clear and effective as it might be. This draft probably needs some polishing and editing&quot; (Helton &amp; Sommers, 2000).</td>
</tr>
<tr>
<td><strong>Claim / Thesis</strong></td>
<td>Needs a clear &amp; focused thesis.</td>
<td>May have a thesis, but it needs to be make more clear and focused.</td>
<td>Contains a clear and focused thesis.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Needs organization &amp; structure. Introduction, body and/or conclusion may need to be more clear. Needs transitions between paragraphs.</td>
<td>May need a clear introduction, body, and/or conclusion. Paragraphs may need to be more clear or need the appropriate transitions.</td>
<td>Contains a clear introduction, body &amp; conclusion. Paragraphs are clear &amp; linked with appropriate transitions.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Ideas need to be developed.</td>
<td>Ideas have some development, but they need to be improved.</td>
<td>Ideas are logically developed. Readers can readily follow the ideas.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Needs detailed analysis.</td>
<td>Contains some analysis, needs to be improved.</td>
<td>Detailed and thorough analysis.</td>
</tr>
<tr>
<td><strong>Details / Evidence</strong></td>
<td>Need detailed support; needs evidence to support ideas &amp; depths of analysis.</td>
<td>Needs more evidence to support ideas.</td>
<td>Sufficient details to support ideas.</td>
</tr>
<tr>
<td><strong>Audience / Tone</strong></td>
<td>Needs to be appropriate for the audience. May contain inappropriate tone/language/slang for academic writing.</td>
<td>Language generally appropriate for audience, could be improved.</td>
<td>Language appropriate for audience.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Needs appropriate style. Needs variety in sentence structure and/or vocabulary.</td>
<td>Needs appropriate style at times. Needs variety in sentence structure and/or vocabulary could be improved.</td>
<td>Reflects appropriate style. Contains variety in sentence structure and vocabulary.</td>
</tr>
<tr>
<td><strong>Grammar Punctuation Spelling</strong></td>
<td>Contains grammar errors, misspelling or punctuation errors. Errors may detract from the general understanding of the essay.</td>
<td>Contains some errors, but they not detract from the general understanding of the essay.</td>
<td>May contain errors and should be closely proofread and edited.</td>
</tr>
<tr>
<td><strong>Formatting</strong></td>
<td>Does not conform to the appropriate format.</td>
<td>May contain some formatting errors.</td>
<td>Formatted as per the guidelines.</td>
</tr>
</tbody>
</table>

English 101 Schedule

This a general outline, details for daily assignments are on Blackboard.

Written assignments are to be typed, printed and brought to class on the date listed below

**Unit 1: Inquiry Project #1 | Writing a literacy narrative**

- **Week 1** – Introduction to College Writing; Introduction to course & syllabus presentations
- **Week 2** – Reading & writing assignments posted on Blackboard; Introduction letter due.
- **Week 3** – 9/3 LCSC Holiday; Have your book picked out for your reading.
- **Week 4** – Peer-Review drafts and memos due. Suggestion: Go to the writing center to review your assignment. First visit due by end of week 7.

**Unit 2: Inquiry Project #2 | Profile about Reading essay**

- **Week 5** – Literacy Narrative working portfolio due; Student conferences; Start Profile essay.
- **Week 6** – Readings on profiles essay. Reading & writing assignments posted on Blackboard.
- **Week 7** – Peer-Review drafts and memos due. Suggestion: Go to the writing center to review your assignment. First visit due this week.

**Unit 3: Inquiry Project #3 | Rhetorical Analysis essay**

- **Week 8** – Profile about Reading working portfolio due; Student conferences; Intro to rhetorical analysis
- **Week 9** – Reading & writing assignments posted on Blackboard.
- **Week 10** – Peer-Review drafts and memos due. Suggestion: Go to the writing center to review your assignment.

**Unit 4: Inquiry Project #4 | Opinion essay**

- **Week 11** – Rhetorical analysis working portfolio due; Student conferences
- **Week 12** – Reading & writing assignments posted on Blackboard.
- **Week 13** – Peer-Review drafts and memos due. Suggestion: Go to the writing center to review your assignment.

**Thanksgiving Week Holiday 11/19-23**

**Unit 5: Final Portfolio**

- **Week 14** – Rhetorical analysis working portfolio due, Student conferences
- **Week 15** – If you want to visit the writing center this week, make an appointment in advance.
- **Week 16** – Finals Week: M 12/10 Final Portfolio due