

English 101 - First Year Composition

Your Theme Here

Spring 2020

<p>Section 6: Monday, Wednesday, Friday, 12:00-12:50 Section 7: Monday, Wednesday, Friday, 1:00 - 1:50</p>	<p>Instructor: Erica J. Ringelspaugh Office: CCC 434 Email: eringels@uwsp.edu Phone Number: 715-346-4533 Office Hours: Tuesday and Thursday 1:00-3:30 and always by appointment</p>
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Course Purpose:

No matter what you're majoring in, or what career you hope to have after college, you will want to effectively, clearly, passionately, and concisely communicate your ideas, to tell people what you're thinking, to convince them that you're right, and to show why what you're doing is important. Really, at the end of First Year Composition, I hope that you can look at your own writing and know that your first draft is not your best draft, that it takes days and sometimes weeks to hone a piece that effectively communicates your ideas. Throughout First Year Composition, we're going to build a process to help you find the right structures and the right words in order to help other people see what you're thinking.

General Education Foundation Level Learning Outcomes:

- Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback

Major Learning Outcomes:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career
 - a. Consult professional advice about structure, discourse, and syntax
 - b. Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
 - c. Utilize prewriting, drafting, revising, and editing strategies strategies that work for you to develop your best pieces
- **Writing Product:** Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

Major Assessments:

1	<p>Writing process: Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revising and editing</p>	<p>Canvas Postings and Discussions: Consult professional advice, analyze professional and student examples, and reflect on them</p>	30%	
		<p>Draft Completion and Revision: Make significant and purposeful revisions throughout the drafting process</p>		
2	<p>Write: Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument</p> <ul style="list-style-type: none"> ○ Apply effective structure that matches a reader's needs and expectations for the piece and genre ○ Develop thorough, concise, and insightful content that engages a reader ○ Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas. 	<p>Memoir: What's one of your experiences with your theme? How did that experience affect you?</p>	<p>MLA Set-Up Describing Exploring, Planning, and Drafting Dialogue Narrating Finding the Right Words Editing and Proofreading</p>	60%
		<p>Profile: Interview someone else involved in your theme. What are their experiences and perceptions around your theme?</p>	<p>Interviewing Prefer Active Voice Cause and Effect Sentence Types Manipulating Tone Beginning and Ending Provide some variety</p>	
		<p>Evaluation: How well does something around your theme do something?</p>	<p>Arguing Comparing and Contrasting Ethos, Logos, and Pathos Using Specific Evidence Guiding your Reader Phrase Types Sources and MLA</p>	
		<p>Choose your own genre: What else do you have to say about your topic? What genre works best to say it?</p>	<p>Balance Parallel Ideas Semi-Colons Dashes Classifying and Dividing Explaining Processes Defining Tighten Wordy Sentences</p>	
3	<p>Reflection: Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas</p>	<p>Midterm Reflection: Analyze your progress and process as a writer</p>	10%	
		<p>Final Essay Revision and Reflection: Revise an essay you've already turned in. Analyze how you have improved or changed as a writer since the beginning of the course.</p>		

Course Materials:

1. Purchase textbook: *Rules for Writers* (9th Edition for UWSP), Diana Hacker and Nancy Sommers
2. Text Rental textbook: *The Norton Field Guide to Writing with Readings* (4th Edition), Richard Bullock and Maureen Daly Goggin
3. A notebook and folder dedicated to this course.
4. Digital device (could totally be your cell phone), preferably with a QR code reader app

Canvas Postings and Discussions

Learning Goals:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revising and editing
 - Consult professional advice about structure, discourse, and syntax
 - Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

You'll often read sections from our textbook or other course readings in order to build foundational skills, get background about how writing works, and look carefully at examples of the kinds of pieces we'll be writing. Each time that there is an assigned reading for class you have an accompanying Canvas posting/upload due by the beginning of the period so that you can bring a considered understanding of the day's reading to each class, so that we can begin with discussion and application; Canvas dropbox folders, complete with directions and prompts, will be available throughout the semester. As you post, keep a running document to which you add each subsequent posting, with the most recent posting at the top of the document; do please backup this document!

Canvas Postings Basic Requirements:

After each assigned reading, complete a posting following the directions/prompts outlined in the Canvas dropbox.

1. Upload your response by the beginning of each class.
2. Add new responses to the beginning of the document (i.e. reverse chronological order)

Canvas Postings will be graded entirely on completion. If your posts are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit.

While I strongly recommend preparing for class discussion and activities by turning in each Canvas Posting on time, you may turn them in late. Postings due between the beginning of the semester and mid-term may be turned in late until mid-term. Postings due between mid-term and the end of the semester may be turned in until the last day of regular class.

Draft Completion and Revision

Learning Goals:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revising and editing
 - Utilize prewriting, drafting, revising, and editing strategies that work for you to develop your best pieces

Each piece of writing we compose for class will require multiple drafts and revisions. You'll often start a draft, complete peer feedback and make a revision plan, or practice a skill or strategy in class, and then take that work back to your draft to improve your writing product and skill. I'll be looking for you to implement your peers' feedback, my feedback, and the work we do in class to make your final product as effective as it can be. When you turn in a final draft of any work, you'll also turn in all of your printed intermediate drafts with your revision notes on them. Looking at your draft progression is one way that I assess your writing process.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (6)
Three major revisions <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Change sentence structures for effect ● Takes risks 	Two major revisions <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Change sentence structures for effect 	Two major revisions: <ul style="list-style-type: none"> ● Adds some more content to the vomit first draft, and/or deletes unnecessary bits ● Moves pieces around, and ● Responds to peer and teacher feedback. 	Adds some more content to the vomit first draft to get to a final draft.	The vomit first draft is also the final draft.

Major Writing Pieces

Learning Goals:

- **Write:** Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

You'll choose your own theme to write around for the whole semester. Then, you'll write four completed 3-5 page pieces in the genres listed above that all explore your theme from different angles.. The essays we write and the skills we learn have been carefully scaffolded and sequenced to build on each other and help you become better writers. You will revise each piece multiple times in order to polish and perfect it, and add comments to reflect about what you did to improve and where you're still struggling at the end of each draft. Please use MLA formatting guidelines outlined in your Rules for Writers text, which we will also discuss in class. Expect an individual rubric for each piece when we are working with it.

On days when drafts are due, please bring a printed copy of whatever you're working on to class. You'll need it. For each draft of each essay, I'll ask you to submit a copy in Canvas as a record of your progress. For the final draft of each piece, I'll enable TurnItIn.com, which will show where you have writing that is not original to you.

When you turn in your printed Final Draft, you'll also submit all the previous printed intermediate printed copies with your revision and editing notes on them. Looking at all the drafts with your revision notes on them is one way that I assess your writing process.

With each Final Draft, I'll conference with you and we'll collaboratively score your writing on the rubric. Some of those conferences can happen in class, and some will happen outside of class in my office. You can choose which conference time and location work best for you.

If you do not schedule a Final Draft feedback conference with me within three weeks of the due date of the essay, I reserve the right to score it individually without giving you feedback.

Mid-Term Reflection

Learning Goals:

- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

At midterm, you'll do a short, one to two page reflection on your progress and performance in the course overall. You'll look back on your electronic writer's notebook, your in-class notebook, your essays turned in so far, and your writing process to assess your own habits and performance and set goals for the rest of the semester. Find more detailed prompts in this assignment on Canvas.

This midterm reflection is scored simply on completion. You turn it in on time and address all of the prompts, you're good.

Final Exam

Learning Goals:

- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

For your final exam, you'll take any one of your already submitted and assessed essays and revise it again, including work time during the final exam period. You'll apply what you've learned throughout the course and implement teacher feedback from the final draft. I'll rescore the essay and enter the new, updated scores into the gradebook. This could absolutely improve your overall letter grade in the course.

In addition, you'll include a narrative section at the end of your essay where you examine and evaluate your own writing, detailing what you learned in the course, what skills you found particularly challenging and how you overcame them, what you still need to work on to improve your writing, what the writing process looks like for you, how you are now a better writer, and how you've found meaning in this process to better understand your writing and its power, with specific evidence from this essay.

Exemplary (10)	Effective (9)	Developing (8)	Acceptable (7)	Unacceptable (6)
<p>Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using specific and insightful details from the revised essay, other essays, and in-class notebook, Canvas postings, and Canvas discussions notebook to support and explain.</p> <p>Discusses their personalization of the writing process and their goals for their writing growth in the future.</p>	<p>Reflection examines and evaluates the writer's performance, growth, strengths, and weaknesses in the course, using details from the revised essay, other essays, and their writer's notebook to support and explain.</p> <p>Discusses their personalization of the writing process</p>	<p>Reflection examines the writer's growth or performance, strengths or weaknesses, using mentions of class content as activities to support and explain.</p> <p>Mentions their application of the writing process.</p>	<p>Reflection provides a broad overview of the strengths or weaknesses of the writer as a whole.</p> <p>Does not consider their writing process.</p>	<p>Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.</p> <p>Does not consider their writing process.</p>

End of Semester Letter Grades:

Each assessment will be evaluated on a rubric or points scale. I will always give you the rubric way ahead of time--you'll see some here in the syllabus and you'll get rubrics for the major assessments when we start working on those projects. I'll enter each assessment out of ten points. Then, end of semester letter grades will be determined based on a percentage scale.

However, if, in your end of semester reflection, you make a successful and convincing argument for a letter grade other than the one mathematically averaged from your overall scores, I may change your letter grade to match your argument.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-94	93-91	90-88	87-84	83-81	80-78	77-74	73-71	70-68	67-64	63-60	59-0

Class Policies:

Attendance: Please come to class and participate fully. I do hope that you'll find that frequent attendance is necessary for effective learning. Please do contact me ahead of time when you are going to be absent; I worry about you. Physically coming to class but being unprepared or engaging in activities not conducive to learning (such as texting, sleeping, being disruptive to other students, etc) may result in an absence for the day. If you miss a class, please do check the class presentation on Canvas, email me, visit my office hours, or make an appointment to discuss what you've missed.

If you are absent more than 10% of the time (5 periods or more), I may lower your overall letter grade a half of a grade (B to a B-). If you are absent more than 25% (12 periods or more) of the time, I may lower your overall letter grade a full grade (B to a C). If you are absent more than 33% of the time (15 periods or more), you will not be able to pass the class. If at any point you are absent more than three straight weeks without contacting me, you will not be able to pass the class.

Classroom and Canvas Discussion: Some of the issues we will discuss in class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others' views in our writing. However, I trust that you will not let disagreement become disrespect and that you will remain respectful in your language, behavior, and actions at all times. It is perfectly okay to disagree on issues and to voice disagreement as long as you remember that individual perceptions are shaped by individual experiences and backgrounds and the differences must be approached with respectful and tolerant attitudes.

Timeliness: Please turn work in on time. All work is due at the beginning of class on the due date. The work we do in class is carefully scaffolded and sequenced in order to ensure your learning. When you do not come to class having considered the reading or with whatever essay draft is due, you are really cheating yourself out of the learning sequence.

If you are absent on a day when work is due, please turn in the electronic version of the work and contact me to make arrangements for any physical versions required. If you have trouble turning in an assessment on time, please come talk to me at least 24 hours before the due date/time and we'll work something out together. If you do not turn in work on the due date/time and do not talk to me ahead of time, I will assume that you do not have work to turn in and mark a zero in the gradebook.

Plagiarism: Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism--a very serious offense. Writers generally borrow from others in two ways:

- 1) Paraphrasing, quoting directly, or using a combination of paraphrasing and direct quotation. Please use the MLA citation guidelines to properly cite the types of borrowing outlined above. We'll discuss the MLA guidelines in class.
- 2) Deliberately placing your name on someone else's written work--using file papers, copying and pasting from the internet without citation, letting friends or hired professionals write your papers, etc. This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct. See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>.

Electronic Devices and Video: Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off or silence cell phones and put them out of sight. Violating the device policy will result in an absence for the day.

To respect the privacy of those in class, students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom and possibly being reported to the Dean of Students.

Email: I will do my best to respond to emails within 24 hours (or within 48 hours on the weekends) except in the following circumstances: you are asking for information that can be found on the syllabus or class presentations, you are asking me to cover an entire class period via email because you have missed a class, or the tone of your email is rude or disrespectful.

Canvas: Canvas is the web-based software program UWSP uses to create class homepages. We'll use Canvas for nearly every class period. You can access Canvas by going to the UWSP homepage, finding the "Log-ins" drop-down menu in the top right corner of the screen and hovering over it. When the menu appears, click on Canvas. You'll turn in your intermediate drafts, final drafts, and postings to me via Assignments, I'll post supplementary materials for you to read and view, we'll occasionally have electronic discussions, and you'll find updated scores and grades there.

I will use Canvas to communicate with you about your assignments. I strongly recommend turning on the Canvas option to have Canvas email you whenever a professor makes a comment on an assignment. I will expect that you have seen those "submission comments" and will respond to them.

Preferred/Chosen Name & Gender Pronouns: Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity or expression. Students will be asked to indicate the name and gender pronouns that they use for themselves. A student's chosen name and pronouns are to be respected at all times in the classroom.

If you're struggling: Hey, I care about you. Come talk to me. We'll work together to find a solution.

Available University Resources :

- **The Writing Lab at the Tutoring Learning Center (TLC) ALB 018:** The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing. All services in the Writing Lab are free. By appointment or drop-in times available
- **UWSP's Office of Disability Services:** Students with learning differences can visit the Office of Disability Services on the 6th floor of the University Library, room 609, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Emergency Procedures:

- In the event of a medical emergency call 9-1-1 or use Red Emergency Phone outside room 227. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

- In the event of a tornado warning, move to an interior location. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in the parking lot F across the street. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Class Schedule:

Week	Monday	Wednesday	Friday
1		<p>January 21</p> <p>Welcome to our community of writers!</p>	<p>January 23</p> <p>Reading Due: Memoir, <i>Guide</i> pages 216-223 Reading Due: Exploring, Planning and Drafting, <i>Rules</i> pages 3-20</p>
2	<p>January 27</p> <p>Writing Due: Theme Choice Reading Due: Finding the Exact Words, <i>Rules</i> 158-164</p>	<p>January 29</p> <p>Writing Due: Memoir First Draft Please bring a printed copy to class.</p> <p>In-class conferences on Memoir First Draft</p>	<p>January 31</p> <p>Reading Due: Describing, <i>Guide</i> pages 399-408</p>
3	<p>February 3</p> <p>Reading Due: Dialogue, <i>Guide</i> pages 408-413 and Canvas Video</p>	<p>February 5</p> <p>Writing Due: Memoir Second Draft. Please bring a printed copy to class. Do not put your name on it.</p>	<p>February 7</p> <p>Reading Due: Narrating, <i>Guide</i> pages 419-427</p>
4	<p>February 10</p> <p>Discussion Due: Two memoir examples, <i>Guide</i> pages 848-883</p> <p>Meet in the Computer Lab, CCC 307</p> <p>In-class Conferences on Memoir Revisions</p>	<p>February 12</p> <p>Writing Due: Memoir Third Draft Please bring a printed copy to class.</p> <p>Reading Due: MLA Formatting, <i>Rules</i> pages 464-466 or video</p> <p>In-class Peer-Feedback on Memoir Third Draft</p>	<p>February 14</p> <p>Reading Due: Editing and Proofreading, <i>Guide</i>, pages 313-317</p>
5	<p>February 17</p> <p>Writing Due: Memoir Final Draft. Please bring a printed copy to class.</p> <p>Sign-up for Memoir Final Draft conference outside of class</p>	<p>February 19</p> <p>Reading Due: Profile, <i>Guide</i> pages 224-234</p>	<p>February 21</p> <p>Reading Due: Interviewing, Canvas</p>

6	<p>February 24</p> <p>Reading Due: Tone, Canvas</p>	<p>February 26</p> <p>Writing Due: Profile First Draft Reading Due: Prefer Active Voice, <i>Rules</i> pages 108-110 or video</p> <p>In-class conferences on Profile First Draft</p>	<p>February 29</p> <p>Reading Due: Cause and Effect, <i>Guide</i> 350-354</p>
7	<p>March 2</p> <p>Reading Due: Sentence Types, video</p>	<p>March 4</p> <p>Writing Due: Profile Second Draft. Please bring a printed copy to class. Do not put your name on it.</p>	<p>March 6</p> <p>Reading Due: Beginnings and Endings, <i>Guide</i> pages 331- 343</p>
8	<p>March 9</p> <p>Discussion Due: Two Profile Examples, <i>Guide</i> from pages 884-910</p> <p>Meet in the Computer Lab, CCC 307</p> <p>In-class conferences on Profile Revisions</p>	<p>March 11</p> <p>Writing Due: Profile Third Draft Please bring a printed copy to class.</p> <p>In-class Peer-Feedback on Profile Third Draft</p>	<p>March 13</p> <p>Reading Due: Provide Some Variety, <i>Rules</i>, pages 142-144</p> <p>Reflection Due: Midterm Reflection</p> <p>Last day to turn in late Canvas Postings from beginning of semester to Mid-Term</p>
SPRING BREAK			
9	<p>March 23</p> <p>Writing Due: Profile Final Draft Please bring a printed copy to class.</p> <p>Sign up for out of class conference on Profile Final Draft</p>	<p>March 25</p> <p>Reading Due: Evaluation, <i>Guide</i>, pages 197-205</p>	<p>March 27</p> <p>Reading Due: Arguing, <i>Guide</i> pages 355-373 Reading Due: Compare and Contrast, <i>Guide</i> pages 380-387</p>
10	<p>March 30</p> <p>Reading Due: Phrase Types, Canvas videos</p>	<p>April 1</p> <p>Writing Due: Evaluation First Draft. Reading Due: Ethos, Logos and Pathos Reading, Canvas</p>	<p>April 3</p> <p>Reading Due: Acknowledging Sources and Avoiding Plagiarism, <i>Guide</i> pages 491-495</p>

		In-class conferences on Evaluation First Draft	
11	<p>April 6</p> <p>Writing Due: Evaluation Second Draft. Please bring a printed copy to class. Do not put your name on it.</p> <p>Reading Due: Guiding your Reader, <i>Guide</i>, pages 344-349</p>	<p>April 8</p> <p>Discussion Due: Two Evaluation Examples, <i>Guide</i>, pages 764-789</p> <p>Meet in the Computer Lab, CCC 307</p> <p>In-class conferences on Evaluation Revisions</p>	<p>April 10</p> <p>Writing Due: Evaluation Third Draft (Please bring a printed copy to class.)</p> <p>In-class Peer-Feedback on Evaluation Third Draft</p>
12	<p>April 13</p> <p>Writing Due: Evaluation Final Draft. Please bring a printed copy to class.</p> <p>Sign up for out of class conference on Evaluation Final Draft</p>	<p>April 15</p> <p>Reading Due: Choice Genre, <i>Guide</i>. Choose one:</p> <ul style="list-style-type: none"> • Analyzing Text, pages 94-128 • Argument, pages 156-182 • Annotated Bibliography, pages 188-196 • Reflection, pages 245-252 	<p>April 17</p> <p>Reading Due: Balance Parallel Ideas, <i>Rules</i> pages 111-114</p>
13	<p>April 20</p> <p>Reading Due: Tighten Wordy Sentences, <i>Rules</i> pages 145-149</p>	<p>April 22</p> <p>Writing Due: Choice Genre First Draft.</p> <p>In-class conferences for Choice Genre First Draft</p>	<p>April 24</p> <p>Reading Due: (Choose one, based on your choice genre)</p> <ul style="list-style-type: none"> • Classifying and Dividing, <i>Guide</i>, pages 374-379 • Defining, <i>Guide</i>, pages 388-398 • Explaining Processes, <i>Guide</i>, pages 414-418

14	<p>April 27</p> <p>Reading Due: The Semicolon, <i>Rules</i> pages 286-289 or video Writing Due: Choice Genre Second Draft. Please bring a printed copy to class. Do not put your name on it.</p>	<p>April 29</p> <p>Discussion Due: Two Choice Genre Examples, Guide</p> <ul style="list-style-type: none"> • Textual Analysis, pages 639-662 • Arguments, pages 730-763 • For Annotated Bib, read MLA style, pages 500-548 • Reflections, pages 939-963 <p>Meet in the Computer Lab, CCC 307</p> <p>In-class conferences for Choice Genre Second Draft</p>	<p>May 1</p> <p>Writing Due: Choice Genre Third Draft. Please bring a printed copy to class. Reading Due: Dashes Video, Canvas</p> <p>In-class peer feedback on Choice Genre Third Draft</p>
15	<p>May 4</p> <p>Writing Due: Choice Genre Final Draft. Please bring a printed copy to class.</p> <p>Sign up for out-of-class conferences on Choice Genre Final Draft</p>	<p>May 6</p>	<p>May 8</p> <p>Last day to turn in late Canvas Postings from Mid-Term to End of Semester</p>
<p>Final Exam (CCC 307):</p> <p>Section 6: Monday, May 11, 2020 10:15-12:15 Section 7: Tuesday, May 12, 2020 12:30-2:30</p> <p>Work Time on Revision of Previous Essay and Final Exam Reflection Thank You Notes</p>			