



ENGLISH LANGUAGE INSTITUTE

ELI 215: Academic Reading/Writing
Course Syllabus: Spring 2016
Monday-Thursday 1:00-3:00
Hall of Languages (HL), Room 301

Instructor: Caroline Carlson

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Office Hours: Monday 11am-1pm or by appointment

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Preferred form of communication: email

Response time: 1 business day

Textbook and Materials:

Zwier, L., & Snow, M. (2011). Q: Skills for Success 4: Reading and Writing. Oxford: Oxford University Press.

ISBN-10: 0194819264

ISBN-13: 978-0194819268

*****Do not purchase used textbooks. The textbooks that the ELI requires are unused workbooks. Used books will not be helpful to your learning of English if your books already have the answers written in them!**

Technology Requirements:

- Flash drive or other means of storing digital versions of essays and other written material you generate (always, always keep a backup of everything you turn in!)
- A TAMU-C email address that you check often (every day)
- Regular internet access (additional readings and homework will be online)
- Access to a computer with a word processing program and a printer (assignments must be typed and printed)

Course Description:

This course is designed to build writing skills through authentic readings and a multi-drafting process approach to writing, in order to prepare for academic work in English. Reading exercises

in this course focus on comprehension, vocabulary development, and study skills. Writing exercises emphasize sentence structure, paragraph organization, short essays, and the use of formal English grammar. This is an intermediate-level course with placement into the ELI by exam or by completion of the beginning level.

Course Objectives:

Reading/ Writing

- Make inferences based on what is read.
- Determine meaning of increasingly complex passages by using contextual clues.
- Use background knowledge and contextual clues to infer the meaning of unknown words.
- Draw conclusions from specific details in a passage.
- Write compositions with repeated process of editing.
- Use formal English grammar.

Student Learning Outcomes:

By the end of this class students will be able to:

- Use syntactic clues to interpret the meaning of complex sentences or new vocabulary. Find information by using dictionary, and other sources including online resources.
- Monitor comprehension and adjust reading strategy as measured by unit reading responses, reading tests, and quizzes.
- Understand writing process and method as measured by written essays, reading responses, and research paper.

Course Requirements

Minimal Technical Skills Needed

Basic computer skills, access to internet, email, and knowledge of Microsoft Word.

Instructional Methods:

This is a face-to-face course, in which you will attend class and submit all class work on time. There will be daily reading and writing activities along with group and individual projects. The syllabus is subject to change.

Preparation for the next class is strongly encouraged because the class will be conducted based on the assumption that students have prepared for the class. Moreover, students need to become accustomed to the habit of preparation because all university classes require reading books or papers before the class; professors anticipate that students bring up questions about topics.

Student Responsibilities

Students are expected to be prepared for class by doing all assigned reading as well as weekly homework assignments to be completed outside of class. Homework must be turned in on-time. No late work will be accepted.

Assessment and Grading:
Reading & Writing

Assignments and Tests	PERCENTAGE OF GRADE
Mid-term exam	15%
Participation	15%
Daily Assignments, quizzes, and homework	30%
Final Paper	20%
Final Exam	20%

This course uses the standard scale for grades: A= 90-100, B=80-89, C=70-79, D=60-69. Please remember you must have a “B” or better in your course to progress. A grade of “C” or below is failing.

Quizzes, daily assignments, and homework: Each day there will be some sort of assignment, quiz, or homework due that will count toward 30% of your grade. These must be turned in to the instructor on time with your name, class level, CWID and the date.

Mid-term exam: Mid-term exam will be comprehensive

Participation: Participation is critical to success in this course. Students are expected to participate in class discussions as well as ask and answer questions.

Final Exam: The final exam will be comprehensive.

Final Paper: The final paper will be a continuing project throughout the semester. It is required to be **at least three** pages but **no longer than five** pages. You are required to have at least five valid scholarly sources. Grade will include peer reviews, the instructor’s assigned grade, and the optional revisions.

Additional Details about all assignments will be given in class

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer

- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website.
[Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

- 1.Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
- 2.Students must file their problem with the helpdesk and obtain a helpdesk ticket number

3.Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4.I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo.
<https://leo.tamuc.edu>


Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>
FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Communication is key to success in completing this course. While the instructor does expect assignments to be done on time and for reading to be done before coming to class, it is also important to communicate when you are feeling overwhelmed or if you feel incapable of completing assignments. There are high expectations for this class, and students are expected to show significant effort. However, the purpose of this class is for acquiring reading and writing skills, not for copious amounts of busy work. Please email the instructor if you have any concerns or wish to make an appointment. There are

university services available to students that can help a student succeed. The instructor will acknowledge your email within 1 business day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Please remember that you are required to attend every class.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Program Progress

Earn a grade of “B” or better to progress to the next level.

Attendance Policy

A student must attend a minimum of 85% of all scheduled ELI classes in order to receive a Certificate of Participation from the English Language Institute. A student’s failure to attend class may result in lower grades, may cause failure of the course, may lower exit test scores, may inhibit transfer to another school, and may cause dismissal from the Institute which, in turn, may cause loss of the student’s F-1 visa status. Absences are reported to the Director; the campus immigration officer is also informed of excessive absences. A student with excessive unexcused absences will be a candidate for dismissal from the program.

Excused absences are defined as:

1. Personal illness. Return to class with a physician’s note.
2. Participation in an institute-wide or university sponsored trip. Notification is to be given to the instructor before the day of absence.
3. Attendance at the funeral of an immediate family member.

If you have an “excused absence,” you will be able to make up the course assignments you missed within one week of your return to class. It is your responsibility to meet with your instructor to determine the assignments missed. Failure to meet with the instructor regarding an excused absence may result in an “F” for that assignment. **Excused absences still count toward the 15% of classes you can miss.**

If you have an unexcused absence, you may not be permitted to make up assigned course work. An unexcused absence means missing class for any reason other than those mentioned above.

Attendance will impact your overall participation grade which is 15% of your grade for this class.

- **Three** absences will drop the participation grade by **one letter grade**.
- **Six** absences will drop the grade by **two letter grades**.

Tardy Policy

In American universities, it is customary for students to be seated in the classroom before the instructor enters. To be late, or tardy, to a class is not acceptable because a student entering class late interrupts the instructor and interferes with the learning of fellow students. Like all university students, ELI students are requested to be seated in the classroom at the beginning of the class hour.

Class begins at 1:00 pm, and arrival after 1:00 pm is considered a tardy. 20 minutes late to class is considered an absence. You will receive a 1 point deduction for being 5 minutes late and a 2 point deduction for being 10 or more minutes late on your daily participation grade. More than 20 minutes late counts as an absence, and all participation points are deducted for that day.

You may go to the restroom without informing the teacher, but if you do not return within 10 minutes, one tardy will be marked on your attendance; if you do not return within 20 minutes, you will receive an absence for the day.

Phones in the Classroom

No cellphone/smartphone use during class. Check messages before or after class. Taking a call or texting (which includes reading incoming texts) during class is a distraction, inappropriate and disrespectful. Use of cellphones in class will receive a 1 point deduction on your daily participation grade.

Technology in the Classroom

Only technology used for instructional purposes is allowed in the classroom. Using a dictionary or translator on a computer or a smartphone is NOT allowed during class. Electronic dictionaries are acceptable as long as they are not on a smart device.

Homework/Assignment Submission

Only submissions made by the due date/time are accepted. Assignments will be collected in class on the due date typed and printed. **No late work will be accepted.**

When you miss class for any reason, you are still responsible for information presented and assignments given in class. Due dates remain the same whether you are in class or not. Contact a fellow student and the teacher for missed assignments.

Make-ups

Do not miss class on test days. You will only be allowed to make up one test. Make up tests will be given on a designated day later in the semester. Full credit will be given.

Use of English

English is the language of instruction for the English Language Institute. Students are expected to use English only in the classrooms, hallways, and at all ELI functions. Please do not speak your native language during class because not everyone speaks your language.

We have many languages represented in the ELI, and we do not want to exclude anyone. We need to speak the language we all have in common which is English. Speaking a language other than English during class will result in a 1 point deduction on your daily participation grade.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>
Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Calendar (subject to change):

WEEK	Topic	Class	ASSIGNMENTS/TESTS
Week 2 September 5-8 Intro & Unit 1	Week 1: August 31-September 1	Introduction to: classmates, ice-breaker, syllabus, Plagiarism, Research paper & essay writing, and Presentation (L&S), textbooks.	

		Final project topic: overview of writing a research paper, brainstorming research ideas and narrowing down a topic.	
	(September 5th Labor Day UNIVERSITY COSED) Unit 1	Unit 1 Reading: Previewing and Predicting Vocabulary: Using the dictionary Writing: Writing a well-structured paragraph Grammar: Restrictive relative clauses Final project topic: Learn how to make an outline. What is a thesis statement? Paragraphs, main ideas, topic sentences, conclusions and concluding statements	Due September 6 th : Submit 3 ideas for your research paper.
Week 3 September 12-15 Unit 1&2	Unit 1& 2:	Unit 2 Reading: Annotating and highlighting Vocabulary Skill: Collocations with nouns Writing: Writing a descriptive essay Grammar: Definite and indefinite articles Final project topic: How to write a research proposal	Due September 12 – Unit 1 Assignment pages 24-26 Pick a topic for your research paper.
Week 4 September 19-22 Unit 3	Unit 2& 3:	Unit 3 Reading: Making inferences Vocabulary: Prefixes and suffixes Writing:	Due September 19 – Unit 2 Assignment pages 50-52 Final project proposal due September 20 th .

		<p>Organizing a narrative essay</p> <p>Grammar: Past perfect</p> <p>Final project topic: How do make an annotated bibliography, and what valid sources are.</p>	
<p>Week 5 September 26-29 Unit 4</p>	Unit 3 & 4	<p>Unit 4</p> <p>Reading: Understanding purpose and text organization</p> <p>Vocabulary: Synonyms</p> <p>Writing: Writing a five-paragraph essay</p> <p>Grammar: Real conditionals</p> <p>Final project topic: Expand your outline and taking notes. Writing an introductory paragraph and thesis statement.</p>	<p>Due September 26: Narrative essay - Unit 3 Assignment pages 77-78</p> <p>September 29th: Library day. We will not meet in the classroom. You will use your class time to find three to five sources for your research paper. You must sign in and sign out with the library desk for class participation credit.</p>
<p>Week 6 October 3-6 Unit 5</p>	Unit 4& 5	<p>Unit 5</p> <p>Reading: Understanding compare and contrast organization</p> <p>Vocabulary: Using the dictionary</p> <p>Writing: Writing a compare and contrast essay</p> <p>Grammar: Subordinators and transitions to compare and contrast</p> <p>Final project topic: Writing an introductory paragraph and thesis statement.</p>	<p>Due October 3: Unit 4 Assignment pages 100-102</p>
<p>Week 7</p>	Unit 5& 6:	Unit 6	Due October 10:

October 10-13 Unit 6		<p>Reading: Recognizing bias Vocabulary: Cause and effect collocations Writing: Writing a cause and effect essay</p> <p>Final project topic: Writing the body of your research paper.</p>	<p>Compare and contrast essay - Unit 5 Assignment pages 126-128</p> <p>Due October 11: introductory paragraph due</p> <p>Homework assignment for next week: go through the first six chapters and make note of any topics that are confusing for you or that you don't understand. Be ready to ask these questions in class next week.</p>
Week 8 October 17-20	Review units 1-6 Midterm	<p>Review Units 1-6: What to expect on your exam.</p> <p>Midterm October 18th</p> <p>Final project topic: APA formatting your paper</p>	<p>Due October 19: Cause and effect essay - Unit 6 Assignment pages 152-154</p>
Week 9 October 24-27 Review & Mid-term	Resumes and cover letters	<p>Writing resumes and cover letters.</p> <p>Final project topic: Peer review body paragraph 1. Check for APA format.</p>	<p>October 24th Body paragraph 1 due for peer review</p> <p>October 27th Resumes and cover letters due</p>
Week 10 October 31- November 3 Unit 7	Unit 7:	<p>Introduction to Unit 7</p> <p>Reading: Using an outline Vocabulary: Word forms Writing:</p>	<p>October 31st body paragraph 2 due for peer review</p>

		<p>Writing a summary</p> <p>Grammar: Reported speech with the present tense</p> <p>Final project topic: Developing the next main body paragraphs</p>	
<p>Week 11 November 7-10 Unit 8</p>	Unit 7&8	<p>Unit 8</p> <p>Reading: Understanding the purpose of quoted speech</p> <p>Vocabulary: Word Roods</p> <p>Writing: Writing an opinion essay</p> <p>Grammar: Adverb phrases of reason</p> <p>Final project topic: Developing the conclusion</p>	<p>Due November 7 Unit 7 Assignment pages 178-180</p> <p>Due November 10: Body Paragraph 3 for peer review</p>
<p>Week 12 November 14-17 Unit 9</p>	Unit 8& 9:	<p>Unit 9</p> <p>Reading: Taking episodic notes</p> <p>Vocabulary: Metaphors</p> <p>Writing: Varying sentence patterns</p> <p>Grammar: Parallel structure and ellipses</p> <p>Final project topic: Transitions, connecting ideas, and the flow of the essay.</p>	<p>Due November 14 Opinion essay - Unit 8 Assignment pages 201-204</p> <p>Due November 15 – Conclusion for peer review</p>
<p>Week 13 November 21-22 (November 23-24 NO CLASS</p>	Unit 9& 10:	<p>Unit 10</p> <p>Reading: Identifying counterarguments and refutations</p>	<p>Due November 21 Unit 9 Assignment pages 226-227</p> <p>Due November 22 – First draft of paper for peer review</p>

Happy Thanksgiving!)			
Unit 10			
Week 14 November 28- December 1	Unit 10	Continue unit 10 Vocabulary: Collocations and prepositions Writing skill: Writing a persuasive essay Grammar: Adverb clauses of concession Final project topic: Finish writing paper, ask any questions	December 1st – Final paper due to instructor
Week 15 December 5-8	Research paper & Catch-up	Review for final exam	Due December 5 – Persuasive essay - Unit 10 Assignment due pages 250-252 AND December 8th: Optional revised paper due
Week 16 December 12-15 Review & Finals		December 12th and 13th, all class presentations Final exam: December 14th	Final Exam

**** This calendar is likely to change in order to accommodate learning needs.**