



## English 100, 02E- 04E

### Introduction to College Reading and Writing

COURSE SYLLABUS: Fall 2024

#### INSTRUCTOR INFORMATION

Instructor: Gouda Taha

Office Location: DTH 214

Office Hours: WMF: 11- noon

University Email Address: Gouda.taha@tamuc.edu

Communication Response Time: Respond within 48 hours on M – F from 9:00 a.m. to 5:00 p.m.

#### COURSE INFORMATION

**Textbook(s) Required:** For this course, we will be using a platform called Top Hat that is included through A&M-Commerce’s Inclusive Access fee that was charged to your bursar account when you registered for this course. **You will not need to make any additional purchases.** Top Hat will be accessible through our course shell in D2L. While you will receive an email about being able to opt out of this inclusive access, Top Hat is required for the course.

To gain access to Top Hat, you will create an account using your LeoMail (university email) when you receive an email from the campus bookstore. Be on the lookout for this email at the start of the semester. If you have any issues with Top Hat, you should contact **support@tophat.com**.

To join Top Hat, you must click on the *Top Hat* link in your D2L course on a web browser. A Deep Link or the Top Hat launch link should be in the “Content” menu. Upon being re-directed to Top Hat, you can create an account if you are new to Top Hat or log in if you have an existing account. ***Please follow your teacher’s specific directions and report any access issues immediately.***

Through Top Hat, you will gain access to the following course materials:

Klausman, Jeffrey. Active Voices. Fountain Head Press/Top Hat, 2021.

You will also need access to your English 1301 textbook, *Writing Inquiry*.

#### Software Required:

- D2L
- Top Hat
- LeoMail
- A word processing program: *Students have free access to [Office 365](#).*

## Course Description

### ENG 100 - Introduction to College Reading & Writing

#### Hours: 3

Eng. 100 is a non-credit course providing an introduction to the elements of literacy necessary for college-level reading and writing. In this course, students receive substantial feedback and instructors tailored to their specific needs. This course serves as a support course for ENG 1301 and is required of those students who are not Texas Success Initiative (TSI) complete in either reading and/or writing, but this course is also available to anyone who may desire additional support for ENG 1301. May not be used to satisfy any degree requirement.

*If you have completed courses that exempt you from ENG 100 and you believe you have been misplaced in this course, notify your instructor ASAP.*

## Eng.100 Learning Outcomes Course Objectives

In English 100, students can expect to

Practice critical reading skills

- Build a rhetorical vocabulary and individualized writing process
- Develop original responses and make claims about a range of texts
- Use evidence to support claims, including quoting, paraphrasing, and summarizing
- Place sources in conversation through synthesis
- Organize ideas in paragraphs
- Demonstrate revision and reflection

These Learning Outcomes are designed to align with the Learning Outcomes for English 1301.

## Instructional Methods

Through readings, in-class discussions, and small response papers, students develop critical reading practices as well as individualized writing processes. The course begins with discussing the writing process (generally) as well as establishing a rhetorical vocabulary to aid in analysis. Anchor texts from ENG 1301 will be used to help students “breakdown” complex texts and develop original responses that build writing skills. The course concludes with a portfolio and reflection assignment.

## COURSE REQUIREMENTS

### Student Responsibilities or Tips for Success in the Course

For each class meeting, come to class on time and prepared. Coming to class prepared means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and note-taking.

Here is a brief list of responsibilities and tips for success:

2- The syllabus/schedule are subject to change.

1. Successful students refer to the syllabus frequently throughout the semester.
2. Successful students attend class regularly.
3. Successful students communicate with their professors and peers regularly and respectfully.
4. Successful students plan their weeks with organizational tools.
5. Successful students study effectively with techniques like practice testing and distributed practice.

Note: This information is taken from “Some Habits for Success in College” in *Writing Inquiry*, 3<sup>rd</sup> edition. For the full version of these strategies, see your textbook in Top Hat.

## COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is based on providing corrective feedback, either direct or indirect, and I encourage students to do collaborative processing of feedback to enhance their writing skills. The feedback is provided to help students see their areas of improvement, and I encourage all students to reach out to me in case they have any inquiries about the received feedback. My approach to classroom assessment is based on dynamic assessment. That is, it is performance enhancement, and feedback and revision-focused. This means that if you turn in your work on time, meet all the requirements of the assignment, and your submission demonstrates critical thinking and strong effort, then you will receive full credit.

### The reasons you may not receive full credit on an assignment are:

1. **Late submissions:** The original deadline is important—both for you and your instructor! The day that you submit a major writing assignment marks the end of one unit and the beginning of a new one. This means that it is hard to catch up if you get behind. The deadline is also important for your instructor to provide feedback in a timely manner. However, I understand that sometimes mental or physical illness, family emergencies, work, and other unforeseen circumstances may affect your ability to complete work on time. If you need more time to complete an assignment, reach out to me before the due date. *You will only lose points on a late assignment if you DO NOT email me.* You will not lose points for a late assignment if reach out asking for an extension before the due date.
2. **Short projects:** Each major writing assignment you complete this semester gives you room to explore the unit’s concepts within a certain length—a word count for an essay, a time length for a podcast or video, etc. You will not lose points if you’re within 50 words for minor assignments and 100 words for longer assignments (or 30 seconds for minor assignments and 1 minute for longer assignments). However, you may lose points if your project is significantly shorter than required.
3. **Misunderstood-the-assignment projects:** Although many of the writing assignment prompts give you room to explore, there are certain requirements that still need to be met including engaging with the core concepts and questions included in the prompt. For example, if the prompt asks you to define X and analyze Y and Z in contexts

1 and 2, but you only define X and summarize what that looks like in one context, then you may not receive full credit. Or, if an assignment asks you to support your argument with credible sources and you do not include any secondary sources or only include sources that are not credible, then you may not receive full credit.

For each project, I will provide written revision-based feedback in D2L focused on higher-order concerns. This feedback is meant to promote improvement in your writing process so that your writing improves with each new assignment. For more information about higher-order concerns and the writing process, see “Making Collaboration Worth It” and “Good Writing is Always Hard” in Unit 10 of *Writing Inquiry* on Top Hat.

Midterm and final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

<b>Writing Assignments</b>	<b>30%</b>	
• Writing Histories and Your Goals Reflection		<i>complete/incomplete</i>
• Response to Anchor Texts (4@5%)		20%
• Semester Glossary		10%
<b>Writing Activities</b>	<b>20%</b>	
• Peer Review		10%
• Other writings assigned by the instructor		10%
<b>English 1301 Semester Portfolio</b>	<b>40%</b>	
• Revised Response Papers		
• Reflection on Writer’s Process		
<b>TOPHAT Readings</b>	<b>10%</b>	
• Answering TOPHAT Activities		10%
<hr/>		
<b>TOTAL</b>	<b>100%</b>	

### Assignments

**Full prompts for assignments are available in Top Hat and/or D2L. Below is a summary of each:**

1. Writing Histories and Your Goals Reflection: Briefly describe your previous experiences with writing, what the course objectives mean to you, and create 2-4 learning goals.

2. Reading Response: Reflect on the assigned texts by tapping on the main concepts/experiences covered, how they compare and contrast, and how you relate to them.
3. Semester Glossary: Keep a glossary of key terms, concepts, and new vocabulary from all assigned readings, course lectures, or your own research. This will help you build your understanding of these concepts and integrate them into your written pieces.
4. Final Portfolio: Revise at least three response papers into having a solid thesis with solid topic sentence relationships and compose a reflection on your writing process.

## TECHNOLOGY REQUIREMENTS

### Minimal Technical Skills Needed

#### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### ACCESS AND NAVIGATION

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](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### *Email Etiquette*

For a light-hearted and humorous explanation of academic email etiquette, read “How to Email Your Professor (without being annoying AF)” by Laura Portwood-Stacer [here](#).

In sum, all emails to your instructor should include the following elements:

1. Subject Line: Your subject line should be clear and specific. Recommended format: Name. Class and Section #. Topic of Email.
2. Salutation: Greet your instructor by their preferred name.
3. Body: Keep your message clear, concise, and respectful (it should not look like a text message). Use a respectful tone throughout. Remember to keep your audience in mind and that every interaction is a reflection of your academic persona.
4. Closing: End your email with an appropriate closing followed by your full name.

For more details about these elements, an example email, and a template, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

### ***Attendance***

I take attendance during our icebreaker or review session at the beginning of each class. I will maintain an attendance record all semester, but attendance is not directly factored into your grade, yet you need to keep in mind that class participation does factor into your grade.

While your attendance does not directly impact your grade, “it is important to attend class on time and come to class prepared (preparation means having completed any reading/homework beforehand and bringing the required materials like a charged device for textbook access and notetaking). Attending class on time ensures that you do not miss any course announcements, reminders, lectures, or activities. Attending your writing class is important beyond receiving information because your writing classes are not primarily “lecture” courses. Instead, English 1301 and English 1302 help you build your critical reading, writing, and thinking skills through class discussions, in-class activities, and peer-to-peer collaboration. Learning, in these classes specifically, is a social activity that is only impactful if you attend, engage, and participate.”

For more information about attendance and participation, see “Some Habits for Success in College” in *Writing Inquiry* through your Top Hat platform.

### ***Submission Guidelines***

You will submit your writing assignments on D2L. You must use a **D2L-compliant file** type such as Word .docx, PDF, PowerPoint .pptx, etc. Apple Users: Pages **is not a D2L compliant file type**.

### ***Civility***

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. Your instructor reserves the right to ask any student to leave the class if any student proves distracting or disruptive to their instructor and/or peers. If

a student is asked to leave, the student must meet with the instructor during office hours before returning to class.

### Interaction with Instructor Statement

My goal is to be as flexible and compassionate as possible. If you have questions or need support, please email me, or come to my office hours. I will do whatever I can to help you meet your learning goals. To answer emails as quickly and accurately as possible, please follow the email etiquette guidelines described above and in “Some Habits for Success in College” in *Writing Inquiry* (available on Top Hat). I respond to emails within 48-hours, Monday-Friday, 8 a.m. – 5 p.m.

### Basic Skills Policy

Students in ENG 100 and ENG 1301 cannot drop the course per the Basic Skills Policy:

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/11centersDegreesPrograms/undergraduate/11.04.99.R0.02.pdf>.

### Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Gavin P. Johnson, the Director of Writing** ([gavin.johnson@tamuc.edu](mailto:gavin.johnson@tamuc.edu)). In the case when the Director of Writing is the instructor, the student should contact **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** ([hunter.hayes@tamuc.edu](mailto:hunter.hayes@tamuc.edu)). Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

### 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.

### 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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

## **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.

## **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>

## **AI Use in Courses (Draft)**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

## **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **Collection of Data for Measuring Institutional Effectiveness**

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

### **Students with Disabilities-- ADA Statement**

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 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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto: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/>

### **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.

## RESOURCES

### A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.tamuc.edu/writing-center>

### Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with our [chat service](#) on the main Library page: <https://www.tamuc.edu/library/>
- **Email** [ask@tamuc.libanswers.com](mailto:ask@tamuc.libanswers.com). We will respond to your email within 24 hours, often much sooner.
- **Text** your question to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us!** We'd love to meet you in-person!
  - Waters Library Research Office: Second Floor, Room 213

- Waters Library University Archives: 4<sup>th</sup> Floor, Room 406A
- A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

## Student Career Preparedness Office

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing [hirealion@tamuc.edu](mailto:hirealion@tamuc.edu) or go online by clicking [schedule an appointment](#).

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

ENGLISH 100 Semester Outline Fall 2024
Week #1: August 26-30 <i>Monday, August 26 is the first day of class.</i>
<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• Discuss the syllabus, course objectives, and discuss student goal setting               <ul style="list-style-type: none"> <li>• <b>Writing Histories and Establishing Goal Reflection</b></li> </ul> </li> <li>• Semester glossary</li> <li>• <b>Readings</b> <ul style="list-style-type: none"> <li>○ Introduction for the Student New to College (AV)</li> <li>○ What Writing as a Process Means (AV)</li> <li>○ What Prewriting, Drafting, and Revising Are (AV)</li> <li>○ What Note-Taking for Writing Means (AV)</li> </ul> </li> </ul>
Week #2: September 2-6 <i>Labor Day Campus closed September 2</i>
<b>Unit 1: Interpreting the World with Rhetoric</b> <ul style="list-style-type: none"> <li>• Readings and in-class writing</li> <li>• note-taking strategies</li> <li>• rhetorical vocabulary</li> <li>• Writing support (1301)</li> <li>• Readings               <ul style="list-style-type: none"> <li>○ What the Rhetorical Situation Is (Parts 1&amp;2) (AV)</li> <li>○ What Ethos, Logos, Pathos, and Kairos Are (AV)</li> <li>○ What Counts as Text (AV)</li> </ul> </li> <li>• <b>Early Writing Task Due</b></li> </ul>
Week #3: September 9-13 <i>Census Day is September 11.</i>

**Unit 1 continued**

- rhetorical vocabulary
- identifying an argument
- identifying evidence in an argument
- Writing support
- **Readings**
  - Hull, Shelton, and McKoy, “Dressed but Not to Impress” (1301 Anchor Text) (WI)
  - What Argument Means (AV)
  - What Counts as Evidence (AV)
  - What Analyze, Report, and Respond Mean (AV)

**Week #4: September 16-20****Unit 2.1: Interpreting the Self through Literacy**

- Class discussion on assigned readings and complete in-class writing practice
- Analyze paragraph structure
- the rhetoric use of genres
- Practice summarizing
- Writing support
- Readings
  - What Paragraphs Do (AV)
  - What Modes and Genres Are (AV)
  - What Analytical Summary Is (AV)
- **Response to Anchor Text #1 due**

**Week #5: September 23-27****Unit 2 continued**

- Literacy as a concept
- Class discussion on assigned readings and complete in-class writing practice
- identifying a thesis (implicit or explicit)
- Practice summary, paraphrase, and quoting
- Writing support
- Readings
  - 1301 Anchor Text #2 (instructor choice) (WI)
  - What a Thesis Is (AV)
  - What Summary, Paraphrase, and Quotation Are (AV)
  - What Quoting Sources Looks Like (AV)

**Week #6: September 30-October 4****Unit 2 continued**

- Class discussion on assigned readings
- integrating sources
- Discuss plagiarism
- Writing support
- Readings
  - What Integrating Sources Means (AV)
  - What Plagiarism Is (AV)

<ul style="list-style-type: none"> <li>○ What Point-and-Support Writing Is (AV)</li> <li>• <b>Response to Anchor Text #2 with source integration due</b></li> </ul>
<p>Week #7: October 7-11</p> <p><b>Unit 2.2: Interpreting the Self Through Language</b></p> <ul style="list-style-type: none"> <li>• Discuss code-switching as a concept</li> <li>• Class discussion on assigned readings and complete in-class writing practice</li> <li>• Practice synthesis</li> <li>• Writing support</li> <li>• Readings <ul style="list-style-type: none"> <li>○ 1301 Anchor Text (instructor choice) (WI)</li> <li>○ What Language to Write In (AV)</li> <li>○ Action Points: Chandra Arthur TEDx on Code Switching (AV)</li> <li>○ What Synthesizing Means (AV)</li> </ul> </li> </ul>
<p>Week #8: October 14-18</p> <p><b>Unit 2.2 continued</b></p> <ul style="list-style-type: none"> <li>• Catch up week/writing workshops/student meetings</li> <li>• <b>Response to Anchor Text #3 with synthesis due</b></li> </ul>
<p>Week #9: October 21-25</p> <p><i>Midterm grades due October 21 at 5:00 pm</i></p> <p><b>Unit 2.2 continued</b></p> <ul style="list-style-type: none"> <li>• Work on Pressure to Perform essay</li> <li>• Peer Review of Pressure to Perform essay</li> <li>• Readings <ul style="list-style-type: none"> <li>○ What Peer Review Is (AV)</li> </ul> </li> </ul>
<p>Week #10: October 28-November 1</p> <p><b>Unit 3: Interpreting the Body</b></p> <ul style="list-style-type: none"> <li>• Class discussion on assigned readings and complete in-class writing practice</li> <li>• Practice engaging with a text</li> <li>• Review rhetorical vocabulary</li> <li>• Readings <ul style="list-style-type: none"> <li>○ 1301 Anchor Text (instructor choice) (WI)</li> <li>○ What Critique and Application Are (AV)</li> <li>○ What Problematizing Is (AV)</li> <li>○ <i>Return to rhetoric readings from Week 2</i></li> </ul> </li> </ul>
<p>Week #11: November 4-8</p>

<p><b>Unit 3 continued</b></p> <ul style="list-style-type: none"> <li>• Continue discussion</li> <li>• Writing support</li> <li>• Readings <ul style="list-style-type: none"> <li>○ What Topic Selection and Topic Narrowing Are (AV)</li> <li>○ <i>Return to What a Thesis Is (AV)</i></li> </ul> </li> <li>• <b>Response to Anchor Text #4 with thesis due</b></li> </ul>
<p>Week #12: November 11-15</p>
<p><b>Unit 4: Interpreting Your Writing</b></p> <ul style="list-style-type: none"> <li>• Final Portfolio &amp; Reflection Assignment</li> <li>• Review Semester Glossary</li> <li>• Discuss and practice revision</li> <li>• Writing support</li> <li>• Readings <ul style="list-style-type: none"> <li>○ <i>Return to What Prewriting, Drafting, and Revising Are</i></li> </ul> </li> </ul>
<p>Week #13: November 18-22</p>
<p><b>Unit 4 continued</b></p> <ul style="list-style-type: none"> <li>• Workshops and writing support for final assignments</li> <li>• Review important topics and readings as needed</li> <li>• <b>Semester Glossary due</b></li> </ul>
<p>Week #14: November 25-29 <i>Observe Thanksgiving. Campus closed/no classes November 27-29</i></p>
<p><b>Unit 4 continued</b></p> <ul style="list-style-type: none"> <li>• Workshops and writing support for final assignments</li> <li>• Review important topics and readings as needed</li> </ul>
<p>Week #15: December 2-6 <i>Last Day of Classes December 6</i></p>
<p><b>Last Week of Class</b></p> <ul style="list-style-type: none"> <li>• Workshops and writing support for final assignments</li> <li>• Review important topics and readings as needed</li> <li>• Wrap up class</li> <li>• Reflect on semester objectives, outcomes, and goals</li> <li>• Complete course evaluations</li> </ul>
<p>Week #16: December 9-13 <i>Finals Week.</i></p>
<p><b>Finals Week</b></p> <ul style="list-style-type: none"> <li>• <b>Final Portfolio &amp; Reflection assignment due</b></li> </ul>