



EAST TEXAS A&M
UNIVERSITY

English 100, SECTION 09 E
Introduction to College Reading and Writing
COURSE SYLLABUS: Fall 2025

Tuesdays and Thursdays from 11 a.m. – 12:15 p.m. in EDS 127

INSTRUCTOR INFORMATION

Instructor: Yu Lei

Office Location: David Talbot Hall (DTH) 214

Office Hours for Students: T, R, 4:30 pm – 6 pm or by appointment

University Email Address: Yu.Lei@etamu.edu

Communication Response Time: I reply to emails within 48-hours, M-F, 8 a.m. – 8 p.m.

COURSE INFORMATION

Textbook(s) Required: For this course, we will be using a platform called Top Hat that is included through East Texas A&M'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.

The syllabus/schedule are subject to change.

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

A non-credit course providing an Introduction to College Reading and Writing. Three semester hours (3 lecture). (Non-credit) 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.

English 100 Learning Outcomes

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

This is a F2F section that meets Tuesdays and Thursdays from 11 a.m. – 12:15 p.m. in EDS 127 unless there is a University holiday. Please be aware that we may transition to an online format if the University deems it necessary to do so. If this happens, I will discuss with the class what and how we will continue at that time. We will cover the material weekly as scheduled unless the instructor makes changes. Any changes will be communicated to the students in advance and are in response to unforeseen circumstances, student needs, etc.

The syllabus/schedule are subject to change.

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

Please participate in the class discussions and activities in each session, and make sure you complete the reading assignment so you can participate fully and make the most of the discussion. This can include asking a question about the reading, answering a classmate’s question, bringing up something that made you think differently, or something that made you curious. It makes class more interesting when everyone participates and deepens learning.

Please complete your writing assignments on time. If you need extra time for an assignment, let’s talk about it. I can be very flexible if I know about it beforehand. Late Assignment Policy: If you submit your assignment two weeks after the due date of that assignment, you will only receive half of the credits for that assignment.

Please be considerate of others and follow these guidelines:

- silencing your phone during the class
- put your phone away and avoid texting/net surfing while in class unless the instructor asks you to search for information through your electronic devices.
- prepare before coming to class by completing any reading & writing assignments
- be on time
- participate by engaging in class discussions, listening attentively, taking notes, asking questions when confused, answering questions, etc.
- stay in class until dismissed

COURSE ASSESSMENT

As an instructor, my approach to classroom assessment is ...

As an instructor, my approach to classroom assessment is mainly labor-based assessment.

The final project will be graded as letter grades, and other assignments will be graded as: Accept (full credit), Revise (half credit), or No credit (0).

In the D2L gradebook, assignments except the final project will be marked as:

- Full Credit when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident and only minor revisions would be beneficial.
- Half Credit when elements of the project are incomplete and/or the project was not turned in promptly. Some effort is evident but major revisions would be beneficial. For assignments marked Half Credit, you are able and encouraged to revise and resubmit.
- No credit when a project wasn’t completed and/or wasn’t turned in.

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

The syllabus/schedule are subject to change.

- 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.

Writing Assignments	50%
<ul style="list-style-type: none"> ● Writing Histories & Goals Reflection ● Response to Anchor Texts (4 @ 10%) ● Semester Glossary 	<i>complete/incomplete</i> 40% 10%
Writing Activities	5 %
Final Portfolio and Reflection	45 %
<ul style="list-style-type: none"> ● Revised Response Papers (4 @ 10%) ● Reflection on Writer's Process 	40 % 5 %
<hr/>	
TOTAL	100%

Assignments

Full prompts for assignments are available in D2L.

Writing Histories and Goals – a short piece of writing wherein the student introduces their experiences with writing and considers goals for the semester. This can be built from/alongside the assignment in 1301.

Response to Anchor Texts (4) – Four responses to 1301 anchor texts. Approximately 2 pages each with increasing complexity.

Semester Glossary– a semester-long tracking of rhetorical terms and meta-vocabulary. Students should aim to have 20-24 entries by the end of the term.

Final Portfolio and Reflection – students revise previous response papers to include thesis, topic sentences, evidence, and clear organization. A 1-2 page cover letter uses evidence from previous assignments to reflect on the writer's process and growth in Eng 100 as well as the transfer of skills beyond 100.

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TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

LMS

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

Zoom Video Conferencing Tool

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@etamu.edu.

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, an East Texas A&M 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.

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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:

Since this class is about writing, we will make it a priority to write. Therefore, it is necessary for you to be here for every class to receive full points for your writing assignments. Please bring a pen/pencil and paper for each class. Your attendance will be recorded through EAB for each class.

The University has no policy for “excused absences” except for University sanctioned events, so please save your absences for illness, court appearances, childcare arrangements, or other situations where you must miss class. If you miss class, email or see me so we can discuss the assignments.

Interaction with Instructor Statement

Communication is a key part of success in this course. If you have any questions or are having difficulties with the course, please contact me. My email is listed above as well as open office hours. If you need to see me outside those times, email me to make an appointment. I am a support person dedicated to your success in this course. Allow me to be that person for you.

Accountabilibuddy: Write down the contact information for one or two other classmates below. If you are absent, contact one of these classmates to ask about what you might have missed, provide one another support—we’re all in this together!

These classmates might be the first ones you turn to when you are confused, have a question about what’s due/when it’s due, or are running late to class.

Name	Email	Phone (optional)

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. Charles Woods, the Director of Writing** (Charles.Woods@etamu.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@etamu.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

The syllabus/schedule are subject to change.

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

East Texas A&M University 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

East Texas A&M University 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).

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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.

For ENG 100, you are allowed to use AI to assist you with brainstorming, proofreading, and editing. However, you are NOT allowed to use AI to generate assignments for you by inputting the prompts. If you do so, you will receive a score of 0 for that assignment.

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 East Texas A&M University 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:

The official departmental policy: "Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (East Texas A&M University Code of Student Conduct 5.b [1,2,3])

I want to share this quote by Kevin Gannon in his article in *The Chronicle of Higher Education*:

Creators should be able to control what we create; appropriating others' ideas or labor without credit or attribution is theft; no creators want their stuff stolen. The entire scholarly enterprise depends upon an adherence to those norms. Citation and attribution are also important ways to ensure that scholarly discourse is open to all voices and does not silence marginalized or minority perspectives. In that regard, plagiarism can be a form of censorship, in that it removes someone's voice (and by extension, scholarly identity) from the conversation.

I like to think of plagiarism in this light. Most of the time this happens unintentionally. If you ever have any questions about a particular use of a source, always ask your instructor (me). They (I) want you to avoid plagiarism, too, so they (I) will help you do so whenever and wherever they (I) can. Do what you can to take advantage of this support – to look innocent in addition to being innocent when it comes to charges of plagiarism. Students guilty of academic dishonesty or plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

[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>

The syllabus/schedule are subject to change.

[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 may 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 for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<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 East Texas A&M University 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 East Texas A&M 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](#)

The syllabus/schedule are subject to change.

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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

RESOURCES

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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

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. 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!

The syllabus/schedule are subject to change.

- Waters Library Research Office: Second Floor, Room 213
- Waters Library University Archives: 4th 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@etamu.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>

COURSE OUTLINE / CALENDAR

*The syllabus is subject to change. Please see the policy above.

Academic Calendar: <https://inside.tamuc.edu/admissions/registrar/academicCalendars/>

ENGLISH 100 Semester Outline Fall 2025	
Week #1: August 25-29	<i>Tuesday, August 26 is the first day of this class</i>
Course Introduction <ul style="list-style-type: none"> ● Discuss the syllabus, course objectives, and discuss student goal setting ● Assign Writing Histories and Establishing Goal Reflection ● Assign semester glossary ● Readings <ul style="list-style-type: none"> ○ Introduction for the Student New to College (AV) ○ What Writing as a Process Means (AV) ○ What Prewriting, Drafting, and Revising Are (AV) 	
Week #2: September 1-5	<i>Labor Day – Campus closed September 1</i>

The syllabus/schedule are subject to change.

Unit 1: Interpreting the World with Rhetoric

- Discuss readings and in-class writing
- Practice note-taking strategies
- Identify rhetorical vocabulary
- Review and “break-down” rhetorical analysis assignment from 1301
- Writing support
- Readings
 - What the Rhetorical Situation Is (Parts 1&2) (AV)
 - What Ethos, Logos, Pathos, and Kairos Are (AV)
 - What Counts as Text (AV)

Week #3: September 8-12

Census Day is September 10

Unit 1 continued

- Practice rhetorical vocabulary
- Practice identifying an argument
- Practice 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)
 - What Note-Taking for Writing Means (AV)

Week #4: September 15-19

Unit 2.1: Interpreting the Self through Literacy

- Discuss readings and complete in-class writing practice
- Analyze paragraph structure
- Consider 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 22-26

Unit 2 continued

- Discuss literacy as a concept
- Discuss readings and complete in-class writing practice
- 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 29- October 3

Unit 2 continued

- Continue discussions
- Practice integrating sources
- Discuss plagiarism
- Writing support
- Readings
 - What Integrating Sources Means (AV)
 - What Plagiarism Is (AV)
 - What Point-and-Support Writing Is (AV)
- **Response to Anchor Text #2 with source integration due**

Week #7: October 6-10

Unit 2.2: Interpreting the Self Through Language

- Discuss code-switching as a concept
- Discuss readings and complete in-class writing practice
- Practice synthesis
- Writing support
- Readings
 - 1301 Anchor Text (instructor choice) (WI)
 - What Language to Write In (AV)
 - Action Points: Chandra Arthur TEDx on Code Switching (AV)
 - What Synthesizing Means (AV)

Week #8: October 13-17

<p>Unit 2.2 continued</p> <ul style="list-style-type: none"> ● Catch up week/writing workshops/student meetings ● Response to Anchor Text #3 with synthesis due
<p>Week #9: October 20-24</p>
<p>Unit 2.2 continued</p> <ul style="list-style-type: none"> ● Support Pressure to Perform essay ● Conduct Peer Review of Pressure to Perform essay ● Readings <ul style="list-style-type: none"> ○ What Peer Review Is (AV)
<p>Week #10: October 27-31</p>
<p>Unit 3: Interpreting the Body</p> <ul style="list-style-type: none"> ● Discuss readings and complete in-class writing practice ● Practice engaging with a text ● Review rhetorical vocabulary ● Readings <ul style="list-style-type: none"> ○ 1301 Anchor Text (instructor choice) (WI) ○ What Critique and Application Are (AV) ○ What Problematizing Is (AV) ○ <i>Return to rhetoric readings from Week 2</i>
<p>Week #11: November 3-7</p>
<p>Unit 3 continued</p> <ul style="list-style-type: none"> ● Continue discussion ● Writing support ● Readings <ul style="list-style-type: none"> ○ What Topic Selection and Topic Narrowing Are (AV) ○ <i>Return to What a Thesis Is (AV)</i> ● Response to Anchor Text #4 with thesis due
<p>Week #12: November 10-14</p>
<p>Unit 4: Interpreting Your Writing</p> <ul style="list-style-type: none"> ● Introduce Final Portfolio & Reflection Assignment ● Review Semester Glossary ● Discuss and practice revision ● Writing support ● Readings <ul style="list-style-type: none"> ○ <i>Return to What Prewriting, Drafting, and Revising Are</i>
<p>Week #13: November 17-21</p>

The syllabus/schedule are subject to change.

<p>Unit 4 continued</p> <ul style="list-style-type: none"> • Workshops and writing support for final assignments • Review important topics and readings as needed • Semester Glossary due
<p>Week #14: November 24-28</p> <p style="text-align: right;">Thanksgiving Break- Campus Closed 27th-28th</p>
<p>November 25, Catch Up</p>
<p>Week #15: December 2-5</p> <p style="text-align: right;">December 5, Fall Last Class Day</p>
<p>Last Week of Class</p> <ul style="list-style-type: none"> • Workshops and writing support for final assignments • Review important topics and readings as needed • Wrap up class • Reflect on semester objectives, outcomes, and goals • Remind students about course evaluations
<p>Week #16: December 6-12</p> <p style="text-align: right;"><i>Finals Week. No regular classes held. Final Grades due December 15 at 5:00 pm</i></p>
<p>Finals Week</p> <ul style="list-style-type: none"> • Final Portfolio & Reflection assignment due