



EAST TEXAS A&M
UNIVERSITY

English 100 (04E)

Introduction to College Reading and Writing

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Gouda Taha

Office Location: DTH 214

Office Hours: MWF: 11:00 AM- 12:00 PM

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 East Texas A&M University’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

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 that the instructor 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.

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 and essays
- Demonstrate revision and reflection

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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

This class will be delivered completely online using Desire2Learn Brightspace (D2L), the new Learning Management System used by East Texas A&M University. To get started with the course, go to [MyLeo](#). You will need your CWID and password to log in to the course. Students are required to have regular access to a computer with an Internet connection. 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. If you experience problems in accessing the course site or have other technological difficulties, please contact the CITE Help Desk at 903.468.6000 or helpdesk@etamu.edu.

Basic Skills Policy

The syllabus/schedule are subject to change.

Students in ENG 100 and ENG 1301 cannot drop the course per the Basic Skills Policy:
<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/11centersDeegreesPrograms/undergraduate/11.04.99.R0.02.pdf>.

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.

Student Responsibilities

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:

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*, 3rd edition. For the full version of these strategies, see your textbook in Top Hat.

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 **are not a D2L compliant file type**.

Instructional Methods

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

Attendance

I take attendance during our icebreaker or review part at the beginning of each class. I will maintain an attendance record all semester, but attendance is not directly factored into your

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grade, yet you need to keep in mind that class participation does factor into your grade. Therefore, 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). This ensures that you do not miss any course announcements, reminders, lectures, or activities.

Moreover, attending your writing class is important beyond receiving information because your writing classes are not primarily “lecture” courses. Instead, English 100 helps you build your critical reading, writing, and thinking skills through class discussions, in-class activities, and peer-to-peer collaboration.

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

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@etamuc.edu). In the case when the Director of Writing is the instructor, the student should contact **Dr. Charles Woods, Chair of the Department of Literature and Languages** (Charles.woods@etamuc.edu). Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

GRADING

Assessment 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

Total points corresponding to the final letter grades

- A = 900 - 1000 Points
- B = 800 - 899 Points
- C = 700 - 799 Points
- D = 600 - 699 Points
- F = 0 - 599 Points

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ASSESSMENTS

As an instructor, my approach to classroom assessment is based on providing corrective feedback, either direct or indirect. I highly encourage students to actively engage with the feedback received to enhance their writing skills. Providing feedback, I aim 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. I will provide written revision-based feedback in D2L for each project 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.

Additionally, 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 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 writing assignment prompts give you room to explore, certain requirements still need to be met, including engaging with the core concepts and questions 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.

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

Writing Assignments	40%
<ul style="list-style-type: none"> • Writing Histories and Your Goals Reflection <i>complete/incomplete</i> • Analysis Paper • Response to Anchor Texts • Critique Paper 	
Writing Activities (in-class)	30%
<ul style="list-style-type: none"> • Collaborative projects • Class writing practices • Semester Glossary 	
English 100 Semester Portfolio	20%
<ul style="list-style-type: none"> • Revised Response Papers • Reflection on Writer's Process 	
TOPHAT Readings	10%
<ul style="list-style-type: none"> • Answering TOPHAT Activities 	
TOTAL	100%

Extra Credit: There will be extra credit opportunities offered towards the end of the term.

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, Analysis, and Critique Papers: 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. Collaborative Writing Projects: These projects showcase your awareness of employing academic writing features introduced in the courses, including developing a good thesis statement, well-developed paragraphs, integrating sources, and using rhetorical devices and moves to produce well-structured and developed products.
4. Semester Glossary: Keep a glossary of key terms, concepts, and new vocabulary from all assigned readings, course lectures, or your research. This will help you build your understanding of these concepts and integrate them into your written pieces.

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5. Final Portfolio: Provide revised versions of some writing projects along with feedback response forms specifying the feedback you received, its types, and the writing changes you have made to make your writing better. Also, you will reflect on your writing process and revisit all the goals you set at the beginning of the semester in a multimodal course narrative.

TECHNOLOGY REQUIREMENTS

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@tamuc.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, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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>

Interaction with Instructor Statement

The syllabus/schedule are subject to change.

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.

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.

Note: 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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>

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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>

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 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:

[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>

AI Use in Courses

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that have 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

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East Texas A&M University Writing Program Artificial Intelligence Policy and Resources

East Texas A&M University (ETAMU) Writing Program acknowledges that there are legitimate uses of Artificial Intelligence (AI), Generative Artificial Intelligence (GenAI), and Artificial General Intelligence (AGI). The ETAMU Writing Program is guided by national, flagship organizations representing the discipline of English and the field of Writing Studies, including the Modern Language Association (MLA), National Council on the Teaching of English (NCTE), and the Conference on College Composition and Communication (CCCC) regarding the theorization and teaching of critical AI literacy. ETAMU Writing Program values a spectrum of beliefs about AI, GenAI, and AGI, ranging from ethical integration to absolute refusal. ETAMU Writing Program believes in and practices critical AI literacy alongside ethical, responsible integration of AI, GenAI, and AGI in our writing instruction, appropriately. We teach students to document their AI use in their writing and other curriculum deliverables while highlighting educational concerns about using these technologies. ETAMU Writing Program instructors share their position on and preferences for AI, GenAI, and AGI integration with students, and students follow the instructor's guidelines and the requirements of the course. Undocumented uses of AI, GenAI, and AGI can constitute an instance of academic dishonesty, including cases related to issues like plagiarism and misrepresentation in student deliverables.

Resources

1. East Texas A&M University Undergraduate Academic Dishonesty Protocol:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03.pdf>
2. ETAMU AI Policy (2023):
<https://acrobat.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A5f636e19-c70f-3f14-a988-18140fdf69f8&viewer%21megaVerb=group-discover>
3. Modern Language Association:
<https://style.mla.org/citing-generative-ai-updated-revised/>
4. MLA-CCCC Joint Task Force Working Papers:
<https://cccc.ncte.org/mla-cccc-joint-task-force-on-writing-and-ai>
5. Texas A&M University Guidance:
<https://ai.tamu.edu/teach-with-ai/use-guidelines-and-ethics.html>

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

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Email: studentdisabilityservices@tamuc.edu

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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.

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](#)

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.

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

Department or Accrediting Agency Required Content

Departmental-Specific Procedures

Student 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 the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a

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meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05](#) (“Student Appeal of Instructor Evaluation”).

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students’ course grades or GPAs.

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COURSE CALENDAR

Week	Focus / Learning Outcomes	TopHat Readings (AV)	Assignments & Activities
1	<ul style="list-style-type: none"> • Introduction to the course • Writing as a process • Characteristics of good writing 	<ul style="list-style-type: none"> • Introduction for the Student New to College • What Writing as a Process Means • What Prewriting, Drafting, and Revising Are 	<ul style="list-style-type: none"> • <i>Histories of Writing</i> (Due Sunday) • Begin Semester-long Glossary
2	<ul style="list-style-type: none"> • Paragraph writing 	<ul style="list-style-type: none"> • What Topic Selection and Topic Narrowing Are • What Paragraphs Do • What Counts as Text 	<ul style="list-style-type: none"> • In-class writing activities
3	<ul style="list-style-type: none"> • Rhetorical Analysis 	<ul style="list-style-type: none"> • What the Rhetorical Situation Is (Parts 1 & 2) <ul style="list-style-type: none"> • What Ethos, Logos, Pathos, and Kairos Are 	<ul style="list-style-type: none"> • “Who Am I?” graphic
4	<ul style="list-style-type: none"> • Essay structure Eng. 1301 – Unit 2 texts 	<ul style="list-style-type: none"> • What a Thesis Is • What Argument Means • What Counts as Evidence 	<ul style="list-style-type: none"> • Hull, Shelton, & McKoy: Analysis paper Interests, Agreements, Disagreements, Questions
5	<ul style="list-style-type: none"> • Practice essay writing and using sources to build better arguments 	<ul style="list-style-type: none"> • What Quoting Sources Looks Like • What Summary, Paraphrase, and Quotation Are 	<ul style="list-style-type: none"> • Work on the Response Paper 1
6	<ul style="list-style-type: none"> • Finding & integrating sources • Writing a response paper 	<ul style="list-style-type: none"> • What Integrating Sources Means • What Synthesizing Means • What Analyze, Report, and Respond Mean 	<ul style="list-style-type: none"> • Response Paper 1 (Due Sunday)
7	<ul style="list-style-type: none"> • Plagiarism • Writing support 	<ul style="list-style-type: none"> • What Plagiarism Is 	<ul style="list-style-type: none"> • In-class writing activities
8	<ul style="list-style-type: none"> • Collaborative writing • Eng. 1301 – Unit 3 texts 	<ul style="list-style-type: none"> • What Argument Means • What Counts as Evidence • What Peer Review Is 	<ul style="list-style-type: none"> • Work on Response paper 2
9	Spring Break	—	March 9–13
10	<ul style="list-style-type: none"> Writing a critique 	<ul style="list-style-type: none"> • What Critique and Application Are 	<ul style="list-style-type: none"> • Response Paper 2 (Due Sunday)

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		• What Point-and-Support Writing Is	
11	• Critical thinking & writing • Adding value to writing	• What Problematizing Is	• In-class writing activities
12	• Continue discussion • Writing support	• What Analytical Summary Is	• In-class writing activities
13	• Final Portfolio & Reflection • Review Semester Glossary	—	• Critique Paper
14	• Writing workshop • Writing support	• Return to What Prewriting, Drafting, and Revising Are	• Semester Glossary due
15	Reflection on course objectives and outcomes	• Course evaluation survey	• Work on final project
16	Last Day of Classes: December 5th	—	• Final Portfolio & Reflection Assignment

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