

English 101: Composition and Rhetoric Section 101-033 (CRN 80332)	
Fall Semester, 2015 Building: Clark Hall Room: 212 (Tuesdays), 410 (Thursdays)	
Instructor: Frank Izaguirre	
Email: frizaguirre@mix.wvu.edu	Phone: 304-293-3107 (English Department)
Office: Colson Hall G19	Office Hours: 10:00am – 11:00am Tuesday or by appointment

REQUIRED TEXTS AND MATERIALS

- English 101 Faculty. *Work in Progress (WiP)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.
- Loose leaf paper or spiral notebook.
- Pen.
- Notecards

INTRODUCTION

English 101: Composition and Rhetoric is an introductory writing course designed to help students improve their writing ability. This is accomplished through four major writing projects, several smaller writing assignments, and class participation. Each English 101 course and instructor is different, but they all follow several core standards detailed in *Work in Progress*.

ENGLISH 101 AND WVU'S GENERAL EDUCATION FOUNDATIONS

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 101 addresses several of the learning outcomes described in WVU's GEF program; however, this course focuses most explicitly on the outcomes for written communication and critical thinking. By the end of English 101, students should be able to do the following:

- Understand the roles of context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Use appropriate, relevant, and compelling content to explore and develop ideas for an audience.
- Use appropriate genre and grammatical conventions for varying communication situations.
- Integrate credible, relevant sources into writing to support ideas.
- Draw conclusions about topics or issues based on a wide range of information, viewpoints, and related outcomes.

To learn more about WVU's General Education Foundations visit <http://registrar.wvu.edu/gef>.

OFFICE HOURS & E-MAIL:

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that. My office hours are 10:00am – 11:00am Tuesday or by appointment.

ATTENDANCE

Attendance is required for this course. We know that sometimes personal situations and required university events make it impossible for you to be in class. That's why a few absences are allowed, but make sure you use them for emergencies. Students are allowed two absences with no penalty. Beginning with the third absence, students may be penalized up to one letter grade for each additional absence. Students who miss seven classes will fail the course. All absences (*including excused*

absences) incurred from the date you register for the course will count toward the total number allowed. For more information on the attendance policy, see pg. 5-6 in *Work in Progress*.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately and we may be able to negotiate a special arrangement. Special arrangements like this require a formal, written request that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that I will be able to grant your request.

Extended Absences. If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a **military serviceperson** with possible drill events or deployments please speak to me about a plan for successfully completing all required coursework.

Conferences. As part of our regular class meetings, the English 101 curriculum uses small group conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with small groups of peers four times. You can also expect that during a conference week, one regular class meeting will be cancelled in order to make room in our schedule for the conferences.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project.
- your exploratory writing you have completed for the current project.
- any drafting you have completed for the current project.

FEEDBACK AND GRADES

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

Formal Writing (i.e. Portfolio) = 70%

Formal writing assignments include the major projects (narrative, profile, rhetorical analysis, and exploratory research paper) as well as reflective writing. For more about the formal writing grade, see page 2 of *Work in Progress*.

Exploratory Writing = 20%

Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the Exploratory Writing grade see page 3 of *Work in Progress*.

Participation = 10%

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class, and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade see page 4 of *Work in Progress*.

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

LATE WORK

Late work is unacceptable and may affect your participation, exploratory writing, and portfolio writing grades. See pg. 6 in *Work in Progress* for additional information.

SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

ACADEMIC INTEGRITY

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. Here are some things you need to know:

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It may also result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

RESOURCES

The Eberly Writing Studio

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in Go2 Colson Hall. For more information about the Eberly Writing Studio look at page 7 in *Work in Progress* or visit speakwrite.wvu.edu/writing-studio.

Well WVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about their programs, see their ad at the beginning of *Work in Progress*.

SCHEDULE OF WORK

This course will regularly meet in Clark 212 at 8:30AM on Tuesdays. All sections of English 101 spend 50% of their time in computer classrooms. Therefore we will also meet in Clark 410 at 8:30AM on Thursdays. Please pay attention to the schedule of work and regularly check your email so that you arrive at the correct location on the correct day. The schedule of work below is subject to minor changes based on our progress. Final Portfolios will be returned during our course's scheduled final exam time. The final exam schedule can be found here: http://registrar.wvu.edu/current_students/finals/fall-2015

Weeks	Topics and Activities	Assignments and Readings
Week 1 Aug 17 – 21 * Aug 21 is the last day to register, add new courses, make section changes.	Introductions. Syllabus discussion. Begin Sequence 1: The Personal Narrative Why Is Writing Well Important? What Is Rhetoric? What Are Ethos, Pathos, and Logos? Understanding the Different Genres of Creative Nonfiction.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 1 – 46. <u>Due:</u> Writing Assignment #1.
Week 2 Aug 24 – 28	How to Incorporate Details and Senses in Your Writing. Thursday: Group Conferences.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 47 – 68.

Weeks	Topics and Activities	Assignments and Readings
Week 3 Aug 31 – Sep 4	How to Create Tension in Your Writing. Begin Sequence 2: The Profile. How to Pick a Subject.	<u>Readings:</u> Aaron Behnke profile in <i>Morgantown</i> magazine. <i>Work in Progress</i> , pgs. 69 – 88. Due: Narrative Project.
Week 4 Sep 7 – 11 *Sep 7 is Labor Day. No class meetings.	How to Interview Well. How to Write a Good Lede.	<u>Readings:</u> Lede handout, selected interviews. <u>Due:</u> Writing Assignment #2.
Week 5 Sep 14 – 18 * Sep 14 is Rosh Hashanah (Day of Special Concern)	How to Pick a Good Angle. Thursday: Group Conferences.	<u>Readings:</u> <i>New Yorker</i> profile.
Week 6 Sep 21 – 25 * Sep 23 is Yom Kippur (Day of Special Concern)	How to Integrate the Interview. Begin Mid-semester Portfolio Revision. How to Revise Well.	<u>Readings:</u> Interview handout. Due: Profile Project.
Week 7 Sep 28 – Oct 2 *Oct 2 is the mid-semester point	How to Write a Good Reflective Cover Memo. Begin Sequence 3: The Rhetorical Analysis How to Analyze Audience, Purpose, and Historical Relevance.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 85 – 94. Due: Midterm Portfolio.
Week 8 Oct 5 – 9 *Mid-Semester Reports due by noon	How to Write a Good Thesis Statement. How to Find Sources and Use Citations.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 95 – 99. <u>Due:</u> Writing Assignment #3.
Week 9 Oct 12 – 16 *Oct 12 and 13 is Fall Break Recess. No class meetings.	Fall Recess. No class on Tuesday 10/13! How to Structure a Rhetorical Analysis.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 100-101. <u>Due:</u> Writing Assignment #4.
Week 10 Oct 19 – 23 *Oct 23 is the last day to drop a class.	Begin Sequence 4: The Exploratory Essay. How to Pick a Topic for the Exploratory Essay and Write a Thesis. Tuesday: Group Conferences.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 100 – 116. Due: Analysis Project.
Week 11 Oct 26 – 30	How to Identify Stakeholders. How to Conduct Research.	<u>Readings:</u> <i>Easy Writer</i> , pgs. 178 – 185. <u>Due:</u> Writing Assignment #5.
Week 12 Nov 2 – 6	How to Evaluate and Integrate Sources. Thursday: Group Conferences.	<u>Readings:</u> <i>Easy Writer</i> , pgs. 186 – 197.

Weeks	Topics and Activities	Assignments and Readings
<p>Week 13 Nov 9 – 13</p> <p>*Nov 11 is Veterans Day (Day of Special Concern)</p> <p>*Nov 12 is Birth of Baha'u'llah (Day of Special Concern)</p>	<p>How to Organize Your Research.</p> <p>Begin Final Portfolio.</p> <p>Strategies for Successfully Revising Your Portfolio.</p>	<p><u>Readings:</u> <i>Work in Progress</i>, pgs. 147 – 185.</p> <p><u>Due:</u> Research Project.</p>
<p>Week 14 Nov 16 – 20</p> <p>*Fall Recess begins on November 21.</p>	<p>How to Polish Your Paper by Writing More Clearly.</p> <p>How to Stay Creative at the End of the Semester and Beyond.</p>	<p><u>Readings:</u> Creativity handout.</p> <p><u>Due:</u> Writing Assignment #6.</p>
<p>Week 15 Nov 23 – 27</p> <p>*Nov 23-27 is Fall Recess. No class meetings.</p>	<p>Thanksgiving Break. No class Tuesday or Thursday!</p>	
<p>Week 16 Nov 30 – Dec 4</p>	<p>How to Reflect on Your Final Portfolio.</p> <p>How to Write a Cover Letter.</p>	<p><u>Readings:</u> <i>Easy Writer</i>, pgs. 204 – 207.</p> <p><u>Due:</u> Writing Assignment #7.</p>
<p>Week 17 Dec 7 – 11</p> <p>*Dec 7 is the last day to withdraw from the university</p> <p>*Dec 8 is the last day of classes</p> <p>*Dec 9 is a prep day for finals</p>	<p>Last day of class. Final writing activity.</p>	<p><u>Due:</u> Final Portfolio on Tuesday.</p>

English 101: Composition and Rhetoric Section 101-034 (CRN 82072)	
Fall Semester, 2015 Building: Clark Hall Room: 206 (Tuesdays), 404 (Thursdays)	
Instructor: Frank Izaguirre	
Email: frizaguirre@mix.wvu.edu	Phone: 304-293-3107 (English Department)
Office: Colson Hall G19	Office Hours: 10:00am – 11:00am Thursday or by appointment

REQUIRED TEXTS AND MATERIALS

- English 101 Faculty. *Work in Progress (WiP)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.
- Loose leaf paper or spiral notebook.
- Pen.
- Notecards

INTRODUCTION

English 101: Composition and Rhetoric is an introductory writing course designed to help students improve their writing ability. This is accomplished through four major writing projects, several smaller writing assignments, and class participation. Each English 101 course and instructor is different, but they all follow several core standards detailed in *Work in Progress*.

ENGLISH 101 AND WVU'S GENERAL EDUCATION FOUNDATIONS

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 101 addresses several of the learning outcomes described in WVU's GEF program; however, this course focuses most explicitly on the outcomes for written communication and critical thinking. By the end of English 101, students should be able to do the following:

- Understand the roles of context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Use appropriate, relevant, and compelling content to explore and develop ideas for an audience.
- Use appropriate genre and grammatical conventions for varying communication situations.
- Integrate credible, relevant sources into writing to support ideas.
- Draw conclusions about topics or issues based on a wide range of information, viewpoints, and related outcomes.

To learn more about WVU's General Education Foundations visit <http://registrar.wvu.edu/gef>.

OFFICE HOURS & E-MAIL:

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that. My office hours are 10:00am – 11:00am Tuesday or by appointment.

ATTENDANCE

Attendance is required for this course. We know that sometimes personal situations and required university events make it impossible for you to be in class. That's why a few absences are allowed, but make sure you use them for emergencies. Students are allowed two absences with no penalty. Beginning with the third absence, students may be penalized up to one letter grade for each additional absence. Students who miss seven classes will fail the course. All absences (*including excused*

absences) incurred from the date you register for the course will count toward the total number allowed. For more information on the attendance policy, see pg. 5-6 in *Work in Progress*.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately and we may be able to negotiate a special arrangement. Special arrangements like this require a formal, written request that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that I will be able to grant your request.

Extended Absences. If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a **military serviceperson** with possible drill events or deployments please speak to me about a plan for successfully completing all required coursework.

Conferences. As part of our regular class meetings, the English 101 curriculum uses small group conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with small groups of peers four times. You can also expect that during a conference week, one regular class meeting will be cancelled in order to make room in our schedule for the conferences.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project.
- your exploratory writing you have completed for the current project.
- any drafting you have completed for the current project.

FEEDBACK AND GRADES

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

Formal Writing (i.e. Portfolio) = 70%

Formal writing assignments include the major projects (narrative, profile, rhetorical analysis, and exploratory research paper) as well as reflective writing. For more about the formal writing grade, see page 2 of *Work in Progress*.

Exploratory Writing = 20%

Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the Exploratory Writing grade see page 3 of *Work in Progress*.

Participation = 10%

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class, and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade see page 4 of *Work in Progress*.

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

LATE WORK

Late work is unacceptable and may affect your participation, exploratory writing, and portfolio writing grades. See pg. 6 in *Work in Progress* for additional information.

SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

ACADEMIC INTEGRITY

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. Here are some things you need to know:

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It may also result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

RESOURCES

The Eberly Writing Studio

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in Go2 Colson Hall. For more information about the Eberly Writing Studio look at page 7 in *Work in Progress* or visit speakwrite.wvu.edu/writing-studio.

Well WVU: The Students' Center of Health

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about their programs, see their ad at the beginning of *Work in Progress*.

SCHEDULE OF WORK

This course will regularly meet in Clark 206 at 11:30AM on Tuesdays. All sections of English 101 spend 50% of their time in computer classrooms. Therefore we will also meet in Clark 404 at 11:30AM on Thursdays. Please pay attention to the schedule of work and regularly check your email so that you arrive at the correct location on the correct day. The schedule of work below is subject to minor changes based on our progress. Final Portfolios will be returned during our course's scheduled final exam time. The final exam schedule can be found here: http://registrar.wvu.edu/current_students/finals/fall-2015

Weeks	Topics and Activities	Assignments and Readings
Week 1 Aug 17 – 21 * Aug 21 is the last day to register, add new courses, make section changes.	Introductions. Syllabus discussion. Begin Sequence 1: The Personal Narrative Why Is Writing Well Important? What Is Rhetoric? What Are Ethos, Pathos, and Logos? Understanding the Different Genres of Creative Nonfiction.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 1 – 46. <u>Due:</u> Writing Assignment #1.
Week 2 Aug 24 – 28	How to Incorporate Details and Senses in Your Writing. Thursday: Group Conferences.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 47 – 68.

Weeks	Topics and Activities	Assignments and Readings
Week 3 Aug 31 – Sep 4	How to Create Tension in Your Writing. Begin Sequence 2: The Profile. How to Pick a Subject.	<u>Readings:</u> Aaron Behnke profile in <i>Morgantown</i> magazine. <i>Work in Progress</i> , pgs. 69 – 88. <u>Due:</u> Narrative Project.
Week 4 Sep 7 – 11 *Sep 7 is Labor Day. No class meetings.	How to Interview Well. How to Write a Good Lede.	<u>Readings:</u> Lede handout, selected interviews. <u>Due:</u> Writing Assignment #2.
Week 5 Sep 14 – 18 * Sep 14 is Rosh Hashanah (Day of Special Concern)	How to Pick a Good Angle. Thursday: Group Conferences.	<u>Readings:</u> <i>New Yorker</i> profile.
Week 6 Sep 21 – 25 * Sep 23 is Yom Kippur (Day of Special Concern)	How to Integrate the Interview. Begin Mid-semester Portfolio Revision. How to Revise Well.	<u>Readings:</u> Interview handout. <u>Due:</u> Profile Project.
Week 7 Sep 28 – Oct 2 *Oct 2 is the mid-semester point	How to Write a Good Reflective Cover Memo. Begin Sequence 3: The Rhetorical Analysis How to Analyze Audience, Purpose, and Historical Relevance.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 85 – 94. <u>Due:</u> Midterm Portfolio.
Week 8 Oct 5 – 9 *Mid-Semester Reports due by noon	How to Write a Good Thesis Statement. How to Find Sources and Use Citations.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 95 – 99. <u>Due:</u> Writing Assignment #3.
Week 9 Oct 12 – 16 *Oct 12 and 13 is Fall Break Recess. No class meetings.	Fall Recess. No class on Tuesday 10/13! How to Structure a Rhetorical Analysis.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 100-101. <u>Due:</u> Writing Assignment #4.
Week 10 Oct 19 – 23 *Oct 23 is the last day to drop a class.	Begin Sequence 4: The Exploratory Essay. How to Pick a Topic for the Exploratory Essay and Write a Thesis. Tuesday: Group Conferences.	<u>Readings:</u> <i>Work in Progress</i> , pgs. 100 – 116. <u>Due:</u> Analysis Project.
Week 11 Oct 26 – 30	How to Identify Stakeholders. How to Conduct Research.	<u>Readings:</u> <i>Easy Writer</i> , pgs. 178 – 185. <u>Due:</u> Writing Assignment #5.
Week 12 Nov 2 – 6	How to Evaluate and Integrate Sources. Thursday: Group Conferences.	<u>Readings:</u> <i>Easy Writer</i> , pgs. 186 – 197.

Weeks	Topics and Activities	Assignments and Readings
<p>Week 13 Nov 9 – 13</p> <p>*Nov 11 is Veterans Day (Day of Special Concern)</p> <p>*Nov 12 is Birth of Baha'u'llah (Day of Special Concern)</p>	<p>How to Organize Your Research.</p> <p>Begin Final Portfolio.</p> <p>Strategies for Successfully Revising Your Portfolio.</p>	<p><u>Readings:</u> <i>Work in Progress</i>, pgs. 147 – 185.</p> <p><u>Due:</u> Research Project.</p>
<p>Week 14 Nov 16 – 20</p> <p>*Fall Recess begins on November 21.</p>	<p>How to Polish Your Paper by Writing More Clearly.</p> <p>How to Stay Creative at the End of the Semester and Beyond.</p>	<p><u>Readings:</u> Creativity handout.</p> <p><u>Due:</u> Writing Assignment #6.</p>
<p>Week 15 Nov 23 – 27</p> <p>*Nov 23-27 is Fall Recess. No class meetings.</p>	<p>Thanksgiving Break. No class Tuesday or Thursday!</p>	
<p>Week 16 Nov 30 – Dec 4</p>	<p>How to Reflect on Your Final Portfolio.</p> <p>How to Write a Cover Letter.</p>	<p><u>Readings:</u> <i>Easy Writer</i>, pgs. 204 – 207.</p> <p><u>Due:</u> Writing Assignment #7.</p>
<p>Week 17 Dec 7 – 11</p> <p>*Dec 7 is the last day to withdraw from the university</p> <p>*Dec 8 is the last day of classes</p> <p>*Dec 9 is a prep day for finals</p>	<p>Last day of class. Final writing activity.</p>	<p><u>Due:</u> Final Portfolio on Tuesday.</p>