

**MARION TECHNICAL COLLEGE
COURSE SYLLABUS FOR ENGLISH COMPOSITION I**

WELCOME!

**THIS SYLLABUS COVERS GENERAL POLICIES FOR ANY ENGLISH
COMPOSITION I CLASS AT M.T.C.**

**SPECIFIC POLICIES FOR ANNA'S CLASS CAN BE FOUND IN THE
SPECIFIC SYLLABUS LINKED DIRECTLY BELOW THIS ONE.**

COURSE NUMBER &
NAME: ENG 1000

TERM/YEAR: Fall 2019

DAY/TIME: T/R 9:30-10:50, BR115

DEPARTMENT
NAME: Arts & Sciences

TAG/OTM/CTAG¹

COURSE #: TME0001
(if applicable)

DELIVERY METHOD: Traditional Blended Online

CREDIT
HOURS: 3

PREREQUISITE(S): Completion of ENG 0990 or currently taking
ENG 0991 or competency score on Compass
or ACT; completion of OIS 1240 or concurrent
enrollment in the course; familiarity with
Canvas

INSTRUCTOR(S)
: Dr. Anna Bogen

TELEPHONE: (740) 386-4141 EMAIL/OTHER CONTACT
INFO: bogena@mtc.edu

BLDG/OFFICE
NO: BR 169H OFFICE HOURS: (for
student support) see Canvas

IN CASE OF
EMERGENCY: Dial 9-911 from any office or courtesy phone on-campus.

COURSE

¹ Approved TAG and OTM courses carry the guarantee that the courses and their credits will transfer and apply toward the major at any of Ohio's public institutions of higher education, provided they were taken when the courses were equivalent. Additional Ohio transfer information may be obtained at <http://regents.ohio.gov/transfer/>

DESCRIPTION:

The course covers the fundamentals of rhetoric, research and writing academic essays. More specifically, this course introduces students to the requirements and conventions of academic writing, including clear expression, focused purpose, and audience awareness. It focuses on college-level critical thinking to be demonstrated by analysis, argument and skillful support of a thesis. The course also includes instruction on the stages of the writing process, from prewriting exercises through rough drafts and revisions.

CREDIT HOUR DEFINITION

Credit Hour: Marion Technical College subscribes to the federal definition of the “credit hour” endorsed by the Higher Learning Commission that typically requires students to work on out-of-class assignments a *minimum* of twice the amount of time as the amount of formalized instruction.

Examples:

Minimum Homework Hours Per Week for 3 Credit Course (16-Week Term)	
Delivery Format	Homework Per Week
Traditional	6 hours
Blended	6.75 – 8.25 hours
Online	9 hours

Minimum Homework Hours Per Week for 3 Credit Course (8-Week Term)	
Delivery Format	Homework Per Week
Traditional	12 hours
Blended	13.5 – 16.5 hours
Online	18 hours

COLLEGE GRADUATE COMPETENCIES

Assessment begins with a clear understanding of what students are expected to learn. College Graduate Competencies (CGCs) are common to all areas of study and apply to all students. The individual sub-skills defined in each CGC are taught, reinforced, and/or periodically measured in various courses throughout the curriculum. The six CGC areas and statements are:

1. **Communications:** Communicate effectively both written and orally.
2. **Mathematics:** Solve problems using mathematics.
3. **Problem-Solving:** Solve problems through analysis, creativity, and synthesis to make informed decisions.
4. **Professionalism:** Demonstrate good work habits, effective interpersonal and teamwork skills, and a high level of professionalism.
5. **Technology:** Use technology tools efficiently and effectively to perform personal and professional tasks.
6. **Diversity:** Exhibit respect and sensitivity for individual and institutional differences.

COURSE LEARNING OBJECTIVES

1. Rhetorical Knowledge

- Understand how genre conventions shaped the texts they read and should shape the texts they compose.
- Understand the possibilities of electronic media/technologies for composing and publishing texts for a variety of audiences.
- Compose texts that
 - Have a clear purpose.
- Respond to the needs of intended audiences.
- Assume an appropriate stance.
- Adopt an appropriate voice, tone, style, and level of formality.
- Use appropriate conventions of format and structure.

2. Critical Thinking, Reading, and Writing

- Use reading and writing for inquiry, learning, thinking, and communicating.
- Locate and evaluate secondary research materials, including visual texts such as photographs, videos, or other materials.
- Analyze relationships among writer, text, and audience in various kinds of texts.
- Use various critical thinking strategies to analyze texts.

3. Knowledge of Composing Processes

- Recognize that writing is a flexible, recursive process that typically involves a series of activities, including generating ideas and text, drafting, revising, and editing.
- Understand that writing is often collaborative and social. To demonstrate that understanding, students should be able to
 - o Work with others to improve their own and others' texts.
 - o Balance the advantages of relying on others with taking responsibility for their own work.
- Apply this understanding and recognition to produce successive drafts of increasing quality.
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts.

4. Knowledge of Conventions

- Recognize the genre conventions for structure, paragraphing, tone, and mechanics employed in a variety of popular forums.
- Learn to control syntax, grammar, punctuation, and spelling through practice in composing and revising.
- Select and employ appropriate conventions for structure, paragraphing, mechanics, and format in their own writing.

- Acknowledge the work of others when appropriate.
- Use a standard documentation format as needed.

ACADEMIC MISCONDUCT

Examples of dishonest or unacceptable scholarly practice at Marion Technical College include but are not limited to:

- A. Work copied verbatim from an original author; work copied practically verbatim with some words altered from the original without proper credit, i.e., reference citations, being given; a copyright explanation and more information is available at www.copyright.com.
- B. Copying answers [and/or electronic data] from another's test paper, quizzes, notes, book, etc.
- C. Evidence of a deliberate and calculated plan to engage in a dishonest academic practice, such as gaining access to examinations prior to the time the exam was to be given or the extraction of information regarding an examination from other students.
- D. Falsification of clinical, practicum, or laboratory records.
- E. Plagiarism – using someone else's ideas or words as your own. In an educational setting you can avoid plagiarism by providing appropriate source documentation. For more information on plagiarism, visit www.plagiarism.org.
- F. Unauthorized collaboration with others or use of prior work (e.g., submitted for another assignment in a different course) without permission or citation (if previously published).

Note: Please also see the Academic Misconduct section in the **Student Handbook** on the college website at <http://www.mtc.edu>

ACCOMMODATIONS FOR DISABILITIES

If you have any kind of visible or non-visible disability -- learning, emotional, physical, health, or cognitive - - and you may need some accommodations for your lectures, assignments, or exams, please feel free to contact the Office of Student Disability Services as early as possible to discuss reasonable accommodations for your access needs. The Office of Student Disability Services is located in the Student Resource Center (SRC), BR Room 183F; the phone number for the Office of Student Disability Services is 740.386.4222. Please also feel free to email Jenifer Montag, the Director of the Office of Disability Services, at montagj@mtc.edu. If you have a diagnosis, Disability Services can help you document your needs and create an accommodation plan. By making a plan through Disability Services, you can facilitate appropriate

accommodations without disclosing your condition or diagnosis to course instructors.

TITLE IX NON-DISCRIMINATION FOR STUDENTS

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance.

- Sexual harassment and acts of sexual violence such as rape, sexual assault, sexual exploitation, dating violence, domestic violence, are forms of sex discrimination prohibited.
- Also non-discrimination for students experiencing pregnancy/childbirth/parenting impacts on their education

Report any discrimination, or ask questions of the Title IX Coordinator and Deputy Coordinators.

- Title IX Coordinator: Brenda Feasel (feaselb@mtc.edu; (740) 386-4189)
- Deputy Title IX Coordinators: Shannon Niedzwicki (niedzwickis@mtc.edu; (740) 386-4176) & Cretia Johnson (johnsonc@mtc.edu; (740) 386-4195)
- Pregnancy/Childbirth/Parenting adjustments or concerns – contact Jenifer Montag, Director MTC Disability Services (montagj@mtc.edu; (740) 386-4222)

The following information is provided to help make you more aware of resources which may aid in your academic success. For additional information, please refer to www.mtc.edu, the MTC Student Handbook, or ask a MTC staff or faculty member.

Academic Advising: All students at MTC are assigned to an academic advisor. Your advisor is available to guide you in course selection and registration, assist you with career and academic planning, discuss your academic difficulties and personal goals, and refer you to campus and community resources to support your success. Get to know your academic advisor and communicate with them on a regular basis. If you are not sure of your advisor's name or contact information, log-in to My Plan (academic planning website) through My MTC. You can also check with your academic department secretary or the Student Resource Center.

Tutoring: MTC offers free one-on-one, small group, and online tutoring services for many of the classes you take at MTC. If you are having difficulties in a course, it is very important to seek out assistance as soon as possible so you do not fall behind. For more information about tutoring, please contact Kathy Rice in the Academic Success Center in Bryson Hall, Room 197 or email ricek@mtc.edu.

Your instructors want to see you succeed and are available to answer questions before, during, and after class as well as during weekly office hours. Other academic success strategies include forming a study group, completing assignments early/not procrastinating, managing your time using a weekly planner, and prioritizing to-do lists. Your academic advisor can assist you with developing strong study skills.

Drug/Alcohol & Mental Health Concerns: MTC has a licensed mental health counselor on staff to guide you on getting help with personal matters that may impact your studies and academic performance. Contact Mike Stuckey at stuckeym@mtc.edu or 740-386-4171 if you believe a counselor can be of assistance regarding topics such as depression or persistent sadness, feeling overwhelmed, stress, difficulties making decisions, anxiety, or substance abuse.

Illegal use, possession, or distribution of alcohol or drugs is strictly prohibited on the Marion Campus. As of August 1st, 2016, the Marion Campus, which includes all buildings, grounds, and parking lots, is now tobacco free. For more information, please visit MTC's website.

Basic Needs: MTC recognizes that students often face challenges outside of the classroom which impact their academic success. Any student who is experiencing food insecurity (limited/lack of food), housing insecurity or homelessness, transportation issues, limited access to childcare, or any other concern is encouraged to reach out to Heath Ring, Student Resource Navigator. He has office hours Mondays 8-11am and Thursdays 2-5pm in Room 143, Bryson Hall. You can also email him at ern.marionmatters@gmail.com.

The Marion Campus Food Pantry and Fresh Express Market (free fresh produce), located in the Alber Student Center, are available to all students to address food insecurity and hunger. You must present your student ID. Hours vary by term. Please check your MTC email, campus signage, or visit the Student Resource Center for more information.

Financial Aid: Regularly attending class is critical in achieving academic success. If you receive some form of financial aid, such as the Pell Grant and/or the Federal Direct Student Loan, ***federal regulations require you to attend classes***. In part, this is why your instructor records attendance. Maintaining satisfactory academic progress (SAP) is important in preserving your future eligibility for financial resources. If you ever have questions or concerns, please contact the Office of Financial Aid.

Emergency Procedures

MTC is committed to providing a safe and secure environment for students. We want you to have the resources and knowledge that aid your response to emergency situations in an appropriate and confident manner. MTC shares Public Safety Services with the Ohio State University at Marion (OSUM) and employs police officers. Additionally, MTC and OSUM contracts with the Marion County Sheriff's Office to cover campus security when needed.

“Buckeye Alert” Emergency Notification System: MTC students are automatically signed up to receive campus wide emergency notifications when they provide their cell phone number during the admission process. Buckeye Alert will be used to notify the campus community of campus wide emergencies, closings, and crime alerts. Emergency notifications for the campus may be generated by the OSU Public Safety Services. Phone numbers are not related to other parties and are strictly used for emergency notifications only.

911 Emergencies: In the event of a medical, fire, or safety/security incident requiring an emergency response, please call 911. Phones are located in most MTC classrooms.

Important Numbers:

740-725-6300	Marion Campus Public Safety (Non-Emergency)	
740-382-8244	Marion County Sheriff's Office (Non-Emergency)	
387-5404	Marion Township Fire Dept (Non-Emergency)	740-

Public Safety Escort: A safety escort is available during campus hours. The service is free and requires your MTC identification card. To arrange a safety escort, contact the Marion Campus Public Safety Office at 740-725-6300.

Active Shooter: Be familiar with your options in the event of an active shooter. If you can escape, do so immediately! Run away from the campus. If you cannot escape, lock and barricade the door. Remain quiet and silence all electronic devices and phones. Do NOT huddle together or stay close. Spread out in the room and develop a way to attack the shooter if they enter the room. An informative six minute video “Surviving an Active Shooter” is available for viewing at <https://www.youtube.com/watch?v=9Z9zkU--FLQ>. We encourage you to watch this video to better prepare should an active shooter incident take place on campus.

Building Evacuation Maps: There are building evacuation maps located in each campus building. Maps in the single floor buildings are located near the doors. Maps are located in multiple floor buildings at the top of each staircase. The maps include the following information: exit and exit routes (for evacuation), assembly points (to meet in the event of an evacuation), severe weather shelter areas (in the event of a tornado or inclement weather), and AEDs (Automated External Defibrillator – for use in the case of a heart attack).

Be prepared in the event of an emergency. Familiarize yourself with the maps in each building you utilize. Note where the fire extinguishers are located in each building along with fire alarm pull stations.

Emergency Procedures Flip Charts: Familiarize yourself with the quick reference flip charts, conveniently hung on hooks in all classrooms and department areas close to the doors. They provide information on various emergency procedures and contain safety information that is beneficial for you to know.

MTC Website: Additional safety and security information can be found online at <https://www.mtc.edu/current-students/health-safety-services/>, or go to the MyMTC website and scroll down to Campus Resources. Note: some links will route you to the OSU Safety and Security website.

Syllabus for ENG1100-01

Welcome! This document gives you all the information that you need about taking ENG1100-01 with Dr. Anna Bogen in Fall 2019. I'm really excited to be teaching you this semester; my goal is to be as supportive as possible to help you succeed in this class. This document goes over my classroom policies and procedures, as well as grading and assignment info. Please read through it carefully and feel free to email me at bogena@mtc.edu with any questions. There are no stupid questions and I will always be happy to hear from you!

Please note: this is the specific syllabus for OUR class. For general MTC policies, refer to the general syllabus linked above.

Let's get started!

1. Contacting the Professor

I understand that it can sometimes feel intimidating to reach out to the instructor. Please do so! I am more than happy to discuss any aspect of the course with you at any time. I'd prefer that you call me by my first name, "Anna," since I will address you by your first name. If you're really uncomfortable with that, you can call me "Dr. Bogen," which is my title. Please do NOT call me "Miss Bogen" or "Mrs. Bogen," since I am neither.

The best way to get ahold of me outside of class is **always via email**. You can email me directly (bogena@mtc.edu) or via Canvas (click on the email icon on the left-hand side). I will reply to your email within 24 business hours—that

means not necessarily on the weekend, so time your email accordingly! If you don't get a response within 24 business hours, please email me again. I also have some simple email guidelines that I'd like you to follow:

- 1) Please start your email with some type of greeting like "Hello" or "Dear Anna." Please do not say "Hi there!"—we are not in kindergarten.
- 2) Please check your email before sending to make sure it makes sense and is written in sentences with capital letters.
- 3) Please sign your name at the end. **I will not respond to unsigned emails.**

Even if you'd like to talk to me on the phone or meet with me in person (both good options!), **please email me first rather than call my office phone, as I am not always in the office.**

2. Technology

You will need computer access and some basic skills for this class. We will submit all assignments through Canvas in one of three forms: PDFs, Word Docs, or Google Docs. If you have a Mac computer, you'll need to save things as PDFs, because I cannot access documents in Pages format. If anything happens to your computer access, please let me know right away.

As a student at MTC, you are also eligible to get free access to Microsoft Office—follow this link: (<https://help.mtc.edu/students/other/162-student-access-to-office-365-proplus>).

Finally, to be successful in this course you should be comfortable with the following skills:

- Regularly checking your MTC email (this is how I will communicate with you!)
- Sending email with an attachment
- Browsing the internet
- Accessing Canvas and submitting assignments
- Opening ppx, pdf and doc files
- Saving files in different formats

If you have computer problems or questions, you can get free help from the IT Helpdesk at 740-389-4636 extension 288, or helpdesk@mtc.edu. It is your responsibility to seek help for computer issues. Please note: you do not need to be on campus to get help from the helpdesk.

3. Handing in Work

In this class, you'll be submitting all of your work via Canvas. Work will be due before class in most instances. You will find these due dates on the class schedule at the end of this document, as well as on Canvas. Please check carefully, because sometimes due dates change!

We will be using APA format in this class for certain assignments only. I have provided a template for you to use on our home page, and I will also go through it with you before you need to turn it in. I don't mind which font you type in, but please make sure it is at least 12 points (so I can read it!) and relatively clear.

Finally, **I do not usually accept late work**. However, there are exceptions. If you are concerned about meeting a deadline, contact me before the deadline to discuss strategies for completing the work. **If you miss an assignment, contact me right away to discuss options.**

4. Getting Help

This is a challenging class, and I encourage you to seek support and help. There are several ways to do this.

- First of all, if you have any kind of disability (visible or non-visible, including learning, emotional, physical, health or cognitive), contact the **Office of Student Disability Services** as soon as possible to speak to Jenifer Montag, the Director. Her email is montagj@mtc.edu and her office is in the Student Resource Center Room 183F—just ask the Receptionist to direct you. See the General Syllabus for more information.
- MTC also offers **free tutoring**, both in-person and e-tutoring. Follow this link for more information: <https://www.mtc.edu/current-students/tutoring/>. This service is FREE and I highly recommend you take advantage of it. You can get tutoring for this class, or for any other MTC class you are currently taking.
- You are also welcome to set up a one-on-one meeting with me, either electronically, on the phone or in person. I am always happy to meet with students! You can come to my office hours without an appointment (see Canvas for times) or if those times don't work for you, send me an email and we will set up another time.
- Finally, a word of warning—although it's great to ask for help, **don't ask someone else to edit (or rewrite) a paper for you**. This becomes

plagiarism. Getting your parents or high school teachers to edit for you will not help you learn, and doesn't belong in a college class. If you are concerned about editing or proofreading, feel free to email me and I can give you some comments and advice.

5. A Note on Plagiarism

Plagiarism means representing someone else's work as your own. It is taken very seriously in college, where it is considered "academic misconduct" and can go on your permanent file. **In our class, plagiarized work will receive a grade of "0" for the assignment. A second incident of plagiarism will result in you failing the course.**

Here are some examples of plagiarism that you should avoid:

- Copying any part of an assignment from another student or from the internet
- Working together on an assignment with someone else, unless the instructions specifically ask you to do this
- Having another person edit and proofread your paper for you
- Using source material in your paper without citing it (even if it's not a direct quotation)
- Using a paper or assignment that you wrote for another class for this class

It has been my experience as a teacher that the students who are most afraid of "accidentally" plagiarizing are the ones who never do so! If you work on your own, ask your instructor for help, and give credit to any sources you use, you can avoid plagiarism. If you are ever unsure, feel free to email me before the assignment is due with any questions about plagiarism. You can also visit the website www.plagiarism.org. Finally, you will find the official MTC "Academic Misconduct" rules on the general syllabus linked above this one.

6. Class Interaction Guidelines

English Composition II is a discussion-based class, which may be new to some of you. Instead of lectures and note-taking, most of the time in class you will be interacting with the instructor and your fellow students. We'll often be discussing controversial or emotional topics, so here's some guidance to help you develop your discussion skills. Please note: all of these apply online as well, whenever you are interacting with anyone (including me!)

Ultimately, I want you to remember that **a college classroom is a diverse place**. Not everyone in the class will have the same background as you, and often may hold very different views. When you are interacting, please make sure that you:

- Disagree **respectfully** with your colleagues, if you're going to disagree. That means **no name-calling or personal attacks**. This is a social, but it is an academic/professional space, so make sure your tone and language reflects this.
- Bearing in mind that your colleagues may have very different backgrounds and views than your own, **try to avoid making over-generalized statements about groups of people**. For example, one semester I had a student say that drug addicts were "losers" who should "just be shot." Several of her colleagues were former addicts, and this was extremely hurtful. When you share your views, make sure that you are not exaggerating, and that you can support those views with evidence beyond your personal experience. One way to do this is to preface your statement with something like, "In my experience" or "My experience so far has been..."
- In a similar vein, in this class you should avoid **making prejudicial comments when interacting with others**. This covers racism, sexism, anti-LGBTQ, anti-religious group, etc. Not only are such remarks covered by Title IX laws in many instances (see the General Syllabus), but they don't help to create a learning environment for all students. For example, calling a fellow student a "feminazi" is inappropriate (another real-life example). **Within the space of our classroom, such language will not be tolerated.**
- **Finally, if anyone's language is making you feel singled out or harassed, please contact me right away. While it's often important to be challenged or even uncomfortable in the college classroom (it's part of learning!), you have the right to feel safe and respected in this space, even when others disagree with you.**

7. Grades

And now on to everyone's favorite topic! In this class, I use a very basic grading scale (see below) and I grade entirely on Canvas, so you can watch your grade change as the semester goes on. Here is the grading scale I will use at the end of the semester:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

However, bear in mind that I use **weighted grading**, which means that some assignments are worth more than others. See the chart below for more details. Ultimately, what this means is that the Researched Argument is worth more than everything else, because it is a bigger project.

This course has four units, each of which has its own major assignment, listed below in parentheses.

Assignment	Percentage of Final Grade
Unit 1: Writing for your Career (Work Writing Portfolio)	20
Unit 2: Writing for your Education (Researched Argument Project)	20
Unit 3: Writing for the Public (Writing for the Public Portfolio)	20
Unit 4: Reflective Writing (throughout the semester, graded pass/fail and averaged)	20
Homework/Classwork/Quizzes (all except quizzes graded pass/fail; all averaged).	10
Attendance and Participation	10

Finally, English Composition II emphasizes the importance of **revision**, so you will have the chance to submit drafts and improve your work before the final due date. Your final grades will be dependent on the submission of your final drafts. **You may rewrite any major paper by the end of the semester in order to get a higher grade. In order to resubmit work, you must email me to discuss your paper first. All revisions will be re-graded at the end of the semester.**

8. Attendance and Participation

Attendance is very important in this class, because the work we will be doing in class is directly tied to the major assignments. Think about it—you wouldn't try to do a math test without attending class to learn how to solve the problems! The same applies to an English paper. I do understand that "life happens"—people will sometimes have to miss class. If this happens to you, **please contact me right away. I will help you to get caught up. Do not hide your head in the sand!**

I do grade attendance and participation for this class. There are 10 points possible, 5 for attendance and 5 for participation. If you have only missed a few days, you should get the full 5 points for attendance. If you try to speak at least once during every class session, you should get the full 5 points for participation.

Very occasionally, a student will receive an “I” grade (for “Incomplete”) if they have an emergency right at the end of the semester and can’t turn in the final paper. The “I” gives you a few more weeks to finish your work; if you don’t finish the work, it automatically becomes an “F.” This is a very rare situation, reserved for genuine emergencies, and must be requested by December 1.

9. Class Schedule

This schedule will show you when assignments are due. It is also posted separately on our home page. All assignments are due **before class** on the day they appear, unless otherwise noted.

Date	In-class Focus	Assignments Due (Before Class)
August 27	Introduction to the Course	Nothing; course opens
August 29	GAP review; intro to career writing	Reflection 1
September 3	Career Writing	
September 5	Career Writing	Homework 1
September 9	No class, but an important date: last day to drop!	Last day to drop course! (“Drop” means you get a full refund and the course doesn’t appear on your transcript; see your advisor for more info).
September 10	Career Writing	
September 12	Career Writing	Homework 2
September 17	Career Writing	

September 19	Workshop	Work Writing Portfolio Draft 1
September 24	Intro to Education Writing; Topics	
September 26	Topics	Work Writing Portfolio Draft 2
October 1	Finding/Evaluating Sources I	
October 3	Finding/Evaluating Sources II	Homework 3
October 8	Grouping Sources	
October 10	Classical Argument	Homework 4
October 15	Outlining	
October 17	Using Evidence I	Homework 5
October 22	Using Evidence II	
October 24	Intros, Conclusions and Transitions	Homework 6
October 29	Drafting Day	
October 31	Workshop	Researched Argument Draft 1
November 5	Individual Conferencing	
November 7	Intro: Writing for the Public	Researched Argument Final Draft

November 12	Writing for the Public	
November 14	Writing for the Public	Homework 7
November 19	Writing for the Public	
November 21	Writing for the Public	Homework 8
November 25	No class today, but an important deadline: last day to withdraw!	Last day to withdraw from course! ("Withdraw means you get a "W" on your transcript. People usually do this to avoid getting an "F." See your advisor for more information).
November 26	Workshop	Writing for the Public Portfolio Draft 1
November 28	Thanksgiving; no class	Thanksgiving; no class
December 3	Writing for the Public	Presentations (Part of Writing for the Public)
December 5	Last day of class	Writing for the Public Portfolio Final Draft
December 9	No class today, but the last day to turn in any work online!	Any rewrites/outstanding work All outstanding work due! Today is the last day you can turn anything in.