

"It's a funny thing about life; if you refuse to accept anything but the best, you very often get it."  
Somerset Maugham

## English 110 - Critical Reading and Writing Syllabus – Spring 2013

Dr. Christine Peters Cucciarre ("Cooch-a-ray")

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Email: ccucc@udel.edu (Email is the best way to reach me)

Office hours: Mondays 11:30-12:30PM; Wednesdays 12:30-1:30PM or by appointment

The Writing Center: 016 Memorial, for appts.: 831-1168, or sign up on:

[www.english.udel.edu/wc/](http://www.english.udel.edu/wc/)

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### Required Texts and Materials

*The Allyn & Bacon Guide to Writing*. Concise Edition. 6<sup>th</sup> Edition. John D. Ramage,  
John C. Bean and June Johnson. New York: Pearson, 2012.

*The Little Penguin Handbook*. 3<sup>rd</sup> Edition. Lester Faigley. New York: Longman  
Pearson, 2012.

*The Arak Anthology*, 2012-2013. University of Delaware.

Microsoft Word (any version).

If you don't have this program you will not be able to easily share drafts with  
your peers or me, and there will be problems with formatting your paper.

A generous budget for printing.

You will be printing out articles for class and printing several drafts and papers  
for purposes of revision.

Internet connection. Frequent and generous, for communication and sharing documents

**Recommended Text:** (We will be reading excerpts from this book.)

*Style: Lessons in Clarity and Grace*. 9<sup>th</sup> Edition. Joseph M. Williams. New York:  
Pearson, 2007.

For class each day, be sure to bring whatever text from which we read, and the essay or  
assignment on which we are currently working (preferably on your laptop).

### Course Description/Objectives

English 110 is ultimately about helping you become a college-level reader and writer  
who uses writing to learn. You will use writing to help work through increasingly  
difficult ideas and issues and produce essays that communicate your ideas clearly and  
effectively to college-educated readers.

Because many people find it difficult to write, English 110 introduces you to  
ways of making writing less stressful and more useful to you in college and in life. We  
will learn to write in stages, allowing your ideas to develop and mature. During these  
stages, you will learn to let go of your writing, inviting criticism and improvement from  
your peers and your instructor. You will also find that by having other students read  
and comment on your work, you'll become a more careful and more comfortable writer.

Part of becoming a more careful and comfortable writer is to become a better  
reader. You may think that you read well, but this class and college in general will

require you to tackle very difficult and dense texts. These are the kind of texts that demand your full attention forcing you to read sentences or paragraphs two or three times. This class provides strategies on how to read these texts and how to understand, discuss, and thus write your own complex academic arguments.

We'll also explore ways to help you communicate your ideas effectively, by understanding your reading audience and purpose of your essay. You'll learn how to present ideas fully and coherently and make your ideas credible by using reliable, effective sources.

In short, this course will give you a chance to practice reading and writing as a writer, discussing ideas, objectively critiquing your own and other people's texts. Practically, this course will get you ready to do college-level writing, but ultimately the challenge is to help you feel more self-aware and confident as a writer and thus a more self-aware and confident student.

### Specific Requirements

#### Attendance and Participation

Attendance is mandatory and crucial. You are expected to attend all class meetings and come in a spirit of involvement, prepared as a writer, reader, student, and human being to discuss readings and assignments. You have a responsibility to yourself, to your classmates, and to me to come to class prepared. Participating in discussions is paramount to succeeding in this class. Much can be learned in college if you participate actively in discussions. You must be in class and on time to participate. Each class you are present gives you points for class participation. If you are late you will be counted as tardy. Two tardies are counted as one absence. You cannot pass this class if you miss more than six classes. You should keep track of your own tardies and absences. Your attendance, diligence and involvement are crucial to your success in writing and to your final grade.

I do understand that severe illness and family emergencies can prevent you from coming to class. If serious illnesses, family emergencies, or other crises occur during the term, one of the key things you must do is to contact the Assistant Dean of your College as soon as possible. This office can assist you in notifying faculty and in validating for your teachers what has happened. Such validation will be necessary for you to make up missed assignments. If a true emergency arises and causes you to miss class, please discuss this with me as soon as possible; we will work together to accommodate your situation. Still, **I do not differentiate between excused and unexcused absences.** If you are not in class, I will mark you absent no matter what the cause. Please don't ever ask or email me, "Did I miss anything important?" I will not be able to re-teach these techniques to you in a "make-up" meeting. In fact, if you are frequently absent, I will be less likely to schedule any conference with you. Therefore, be sure to make several friends in class that can help you catch up with the valuable ideas you missed. If you miss many classes or are often late, please note the drop date and drop the class right away because you will not pass.

Along with your intellectual preparation, always bring the book or article/s from which we are reading along with whatever essay on which we are currently working. Likewise, always bring pen, paper, and/or your laptop. Being present in class means both physically and mentally. On the subject of texting in class or using your computer for things other than the writing task, I will **mark you absent** for each time that I see you texting and not being "present."

### Formal Essays

Naturally, you will write a lot this semester, although we are only doing a few formal papers, you will write and turn in many drafts of each of those essays. For each assignment and paper that you write, please use the following format (unless otherwise noted).

- All drafts should follow MLA format of college papers. An example can be found in *The Little Penguin Handbook* (p. 105-14).
- Essays are to be typed in a standard, serif, readable font of 12-point type (Please use one of the following fonts: Book Antiqua (my favorite), Times New Roman, Palantino, or Cambria), double-spaced, and stapled.
- Pages must be numbered with your last name and page number in the upper right-hand corner. Be sure to use the Header function of Microsoft Word for this task so you don't have to consistently re-order you pages.
- All essays must have a title, but do not make a separate title page

### **\*\*Submitting Papers\*\***

In an effort to save on paper and printing costs, you will submit most of your papers electronically to each other and me via email. All electronically submitted papers **MUST** be in Word (.doc or .docx) for them to be read by your classmates and me. This semester I am hoping to share all or most of our papers, assignments and readings electronically; please be patient with me and with others as we try to share everything virtually.

Most papers will be due by 11:59PM on the due date, but I would hope that you turn them in earlier. The sooner you turn it in, the sooner I can get it back to you. Especially with drafts that I will comment on, I will read and respond in the order that I receive them. Papers are to be submitted to [ccucc@udel.edu](mailto:ccucc@udel.edu). Again, they must be in a Word document, and you should name them as follows:

lastnamefirstnameEssay1D2.doc.

The D stands for Draft and the number following it should be 1, 2 or so on.

### Revision Policy

Writing IS Revision. Knowing how to revise your writing is an important aspect of being a successful writer; therefore, we will develop revision skills in this course. In fact, you will be required to write multiple drafts of each of your papers. Take advantage of the Writing Center to get more eyes reading your essays. Writing IS process; it IS revision; all papers and work need to be revised, revised again, and revised again. Your papers will become better with each draft.

### Readings

We will be reading many essays and articles along with various selections from our course books. These reading assignments are designed to reinforce what you are learning in class and to help you understand the writing process and rhetorical issues. They are not assigned to add unnecessary work to your lives. I expect you to annotate (write in the margins) everything we read. These notes will help you in learning about writing strategies and assist your composing process. When you get in the habit of writing and note taking while you read you may find that you better remember and

understand the material. Come to class prepared to discuss your reactions to the assigned readings. Because you might have to write RAW pages for every chapter we read, it's essential that you keep up with the reading and note taking. You may be asked to react to the readings the day they are due. Other times we may not talk about the readings at all; they are meant to supplement the work we do in class.

As college students, much of your learning will happen while studying on your own. These moments of learning will happen if you study in earnest. Remember, you are responsible for your own education; this class will act only as a catalyst for those solitary moments of learning.

### **RAW Pages: (Read/Annotate/Write)**

RAW pages are sort of like quizzes that keep you accountable for the reading and keep you open to the possibility of learning things about writing in the comfort of your own dorm room, the library, or even in the first few minutes before class when you realize that you forgot to do the reading.

The intended audience is you, me, and possibly a TA if our class has one. The RAW Pages are named because you should READ each assignment, ANNOTATE in the margins of your book, and WRITE your way through the questions I ask during class. These pages should also illustrate to me the depth at which you read and reflect on the material. Each of these pages will be graded, but I encourage you to "write your way through" the answers, because often when you write the answers will surface as you make sense of what you remember through language. I grade these generously but am still looking for the right answers, giving credit or partial credit when you "dance around" what I'm looking for.

The pages will be graded on a 0-4 scale.

- 0= not turning work in at all (if you are absent), incomplete assignment or late pages. No evidence that the reading was completed
- 1= minimal effort, little intellectual work and little to no connection to the readings or discussions from class
- 2= average effort, surface connections with text or with class work
- 3= an earnest and promising effort, in-depth and new connections with class work, pushing the comfort zone
- 4= extraordinary work, clear and surprising connections with class work, excellent and innovative approach to reading, exercise or feedback, work that stands above the rest

For these assignments I will average out all the grades in each category at the end of the semester to calculate your grade. It is your responsibility to keep track of your own grades and progress. I will look for improvement in these pages, so the last RAW pages will be weighted more heavily than the first.

### **Conferences**

Writers make great improvements when they have someone to talk to about their writing. Your classmates and I can give you personal, encouraging, and specific constructive criticism and feedback. Our class time will be important and useful to you, but I will also schedule conferences outside of class. These times will allow us to

consider specific questions and problems you may have on essays. These conferences are very important in helping you succeed. Given that conferences are sometimes scheduled in place of a class, if you miss a scheduled appointment, it will be counted as an absence. Be sure to come to conferences with detailed questions or concerns.

### **Electronic Communication**

The Web is another resource that is available to aid in the education process. Because it is increasingly important for you to navigate our world electronically, we'll embrace this approach to curriculum and communication for this class.

I will communicate with you frequently through your UDel email account. (I won't correspond through alternative emails.) Often you will get quick, mini-lessons or updates from me through email. Check it regularly. If you fail to read an email that gives important assignment or class information, you are to blame, not me. Furthermore, corresponding through email is also an invaluable resource for asking me quick questions and getting quick answers. Please note that I usually only check email in the morning, and do not check regularly over the weekends. Please allow me 24 hours during the week to get back to you, or 48 hours on the weekend. Be assured that if you email me, I will email you back with an answer or to simply tell you that I have received your message. If you do not receive my email reply, it means that I did not receive your message and that you should resend the email or discuss the content with me personally. Similarly, if you email me right before class, I probably won't read it until the following morning.

Also, one of the main things that you will learn about writing is to remember your audience. This lesson should be applied to email as well. Therefore, remember that when emailing me your audience is your English professor. Addressing me as "Dude" or "Chica" may elicit a chuckle, but will make me question your rhetorical strategies. Please proofread your emails to me and be sure to contextualize the issue of your email.

### **Late Work**

All work – assignments, drafts and final copies – must be turned in when they are due. Given that you are turning most of you work in electronically, I will rely on the time stamps of your emails. For every day a paper is late, I will take off one letter grade. If a draft of a paper is late, I will take off one letter grade from the final paper. If a paper is not complete (the minimum number of pages and sources, or fails to have a Works Cited page etc.) I will not accept it at all and let you know that you need to finish it, and take off one letter grade from the final until you complete the essay. If you are unable to turn in an assignment for emergency reasons, please inform me before the paper is due. If for some reason class is canceled on a day that an essay is due, the essay is STILL DUE. Please check email for further instructions.

PLEASE reread the above policy. Deadlines are important and it's best to heed them now. There will be no exceptions. Because fairness trumps everything else, if I make one exception, I will have to make exceptions for everyone. And any concessions I give alters the semester's schedule; neither of us can afford that. Manage your time wisely and respect my time as well. Look, I'm serious about this. If you don't have a complete paper or you try to turn it in late, you will get a failing grade. Acknowledge; move on.

### **Lost Essays/Technology Issues/Turning in the “Wrong Draft”**

Lost essays are late essays, which in turn are unaccepted essays. Technological issues are going to happen. Back up all of your work. Save, back-up, and keep disks in a safe place. Emailing final copies to yourself, and saving those emails through the rest of the semester ensures that a back-up copy is available. Send or print out your papers the day before they are due. Email or printer difficulties are bound to happen! Also sending me or turn in the wrong copy, is akin to a late paper. See earlier section on Late Work.

### **Extra Help**

The more feedback you get about your writing the stronger it will ultimately be. The Writing Center located in 016 Memorial Hall (831-1168, [www.english.udel.edu/wc/](http://www.english.udel.edu/wc/)) offers all students an opportunity for extra help. Many of my students have had great success with regular weekly visits to the Writing Center. I encourage you to go call, stop by, or go online to make an appointment or series of appointments.

### **Classroom Etiquette**

I think that the best kind of learning is done in a relaxed atmosphere. A relaxed atmosphere means a level of comfort where the classroom can be playful and fun. Still, the work should be taken very seriously. Given my hope for our class to be the kind that you WANT to attend, you must be respectful of each other, yourself, and me. This means you should not talk when others are talking; not text or take phone calls during class; not sleep, read the paper, do other assignments, or generally not pay attention. If you do any of the above or anything I consider rude or disrespectful, I will call you out on it publicly.

### **Course Evaluation**

A final expectation of the course is for you to complete the on-line student evaluation. This survey will be available for you to complete during the last two weeks of the semester. Apart from being an expectation of the course, your evaluation provides valuable information to me and to the Department. I want you to help me make my teaching better.

### **Students with Disabilities**

Go to the Americans with Disabilities Act (ADA) Office (413 Academy Street, Room 165, Phone 302-831-4643, TDD 302-831-4563). This office is for students with physical or emotional disabilities. For students with learning disabilities or ADHD, there is the Academic Enrichment Center (AEC) located at 148-150 South College Avenue, Phone 302-831-2805.

### **Academic Integrity**

Any work that you submit at any stage of the writing process – draft, thesis and outline, bibliography, etc., through final version – must be your own; in addition, any words, ideas, or data that you borrow from other people and include in your work must be properly documented. Failure to do either of these things is plagiarism. The University of Delaware protects the rights of all students by insisting that individual students act with integrity. Accordingly, the University severely penalizes plagiarism and other forms of academic dishonesty.

Plagiarism is cheating. If I suspect plagiarism or any type of academic dishonesty, I am, by the rules of my own beliefs and the rules of this university, bound to report you regardless of the situation. No matter who you are or how you do it, if you plagiarize or cheat, I you will fail the paper, test, or project and I will report you to the Office of Student Conduct. I take cheating very seriously and very personally. Simply said, don't do it.

### **Use of Work**

I may on occasion use your work as a teaching tool to illustrate points of concern or common student errors in writing. Using real student writing for training and assessment purposes is important to the improvement of my teaching as well as for programmatic growth. If and when I use your work, your name or any other identifying marks will be removed. Any use of your work will be completely anonymous.

### **Assignments and Grades**

Here is the list of assignments that will be graded. Each of these assignments will get a grade and each grade carries the same weight.

- |  |       |
|--|-------|
| 1. Essay #1                            | _____ |
| 2. Essay #1 Peer Letters               | _____ |
| 3. Essay #2                            | _____ |
| 4. Essay #2 Peer Letters               | _____ |
| 5. Research Proposal                   | _____ |
| 6. Annotated Bibliography              | _____ |
| 7. Researched Paper (worth two grades) | _____ |
| 8. Researched Paper                    | _____ |
| 9. Researched Paper Peer Letters       | _____ |
| 10. Attendance/Participation           | _____ |
| 11. RAW Pages                          | _____ |
| 12. Final Reflective Essay             | _____ |

If you are upset about a grade that you received, please wait 24 hours before discussing it with me. Grades can be emotional catalysts for both students AND teachers, so please let some time pass to allow for more perspective. Discussing a grade is not a negotiation, but allows you to better understand how I came to give you the grade and how you might improve in the future.

### **Formal Essay Grades/Grading Rubric**

An "A" essay excels in every area that we've designated as strong writing. It demonstrates a superior command of the subject matter and presents that information so effectively that the reader enjoys reading the essay and learns from it. The A essay shows a clear pattern of organization which captivates the audience and keeps readers involved through all stages of the essay. Moreover, the A essay reveals a sophistication

in style and an original voice; sentences are varied in length and construction; transitions and metadiscourse are used to produce a smooth flow for the reader; connections between sentences and ideas are clear. In addition, individual sentences are concise, clear, and highly specific. The A essay demonstrates a high degree of selectivity in word choice and is free of all but the most minor errors in grammar and mechanics (and minor errors are very few). This essay illustrates the work of a writer who is able to deal comfortably with complex material. As a result of its careful organizational structure and development by example, all factors, both in content and style, combine to form a unified whole. Effective and frequent synthesis must be demonstrated for a grade of A. These exemplary essays usually leave me with a look of astonishment and the repetition of "Wow!" in my head.

A **"B" essay** is in strong control of every area that we've designated as strong writing. It contains few mechanical errors (none of which impede communication), and it effectively delivers a substantial amount of interesting information. The specific points are logically ordered, well developed, and unified according to a clear organizing principle. The essay exhibits an understanding of metadiscourse, and transitions are adequately smooth and logical. Sentence structure is sufficiently varied in length and construction, and the choice of words has been made selectively. The writing in a B essay is organized, clear, coherent, and correct. The essay is far more than competent, and again must show effective synthesis. "B" essays give me a warm feeling of satisfaction and a real sense of your potential as a writer.

A **"C" essay** is in control of every area that we've designated as strong writing. It is generally competent and reasonably well developed and organized. The C essay demonstrates an average knowledge of the subject matter, but the presentation of that information is often vaguely stated and superficially connected. The essay may lack adequate transitions and use of metadiscourse. The sentence structure is often not varied in either length or construction. It may contain some mechanical or grammatical errors, but they do not interfere significantly with meaning. Though the C essay fulfills the assignment, it is not especially engaging or enlightening. In English 112 multiple source essays and the researched essay, a C must show synthesis of source materials. Average essays are "C" essays. They make me think "OK. They're getting it." But these essays also remind me there are still many ways in which the writer can improve.

A **"D" essay** does not fulfill the assignment in some capacity. It has serious flaws in organization, development, syntax, word choice, and/or mechanics and grammar. I usually give D evaluations to those essays that I know that the student can do better on. And regardless of your effort and character, I would not be helping you as a student or a writer if I pass an essay that clearly should not, just because you are likeable.

An **"F" essay** is one that is not complete or isn't turned in at all.

### **Final Grades**

I will be honest with you during the entirety of the semester and if you are in academic trouble in this class, I will let you know. If you feel as if you are having trouble, please see me. There are no make-up assignments or any extra credit. If you bomb an assignment, you will just need to work harder the next time.

When working on your writing and on being a student, please remember that although grades are important, what you learn and how you grow are more important. I give out the grade of "A" very sparingly; that grade is reserved for extraordinary effort and success all semester long.



### Advice from Past Students

- “Be sure to do your readings, stay on top of your papers, and BE SURE to NOT show up late or without your books.”
- “Get over your disdain for writing...you do a lot of it.”
- “Make sure to always write a bit each day on your papers. It is hard work, but it will be helpful as a beginning college course. Don’t procrastinate.”
- “This class gives work and asks for a lot, but it is a great class; just monitor your work and speak up in class.”
- “This class is informative, surprisingly interesting, but a lot of work.”
- “Be ready to work your asses off.”
- “Start thinking of possible research topics now.”
- “You procrastinate and you die. Seriously. Don’t do it. Also, don’t take anything the good doctor says to heart. She’s not evil, she’s just...sarcastic.
- “If you expect an easy A, you’re in for a rude awakening. Do your work before the due date and you’ll be fine.”
- “Do not be afraid of the amount of writing involved in this course because it will only benefit you in the end. And spend a lot of time revising your papers.”
- “Finish papers the night before, not the day they are due.”
- “Don’t be afraid to ask questions.”
- “Don’t underestimate the work, don’t overestimate your own knowledge, and stay on top of all your assignments.”
- “Please don’t panic. You will be okay. It’s not as hard as you think it’s going to be. This class will help so much. Don’t be afraid and be open to learning and growing. You will learn to love this class. It’s hard, but you will appreciate it.”

### A Final Word

To help in making you an improved and confident writer, I encourage you to take advantage of UDel’s resources and keep in touch with me as we progress through the semester. Please always feel free to talk to me. Finally, as a college student, and in fact, as in the world at large neatness, promptness, attentiveness, thoughtfulness, kindness and enthusiasm all “count.”

## ENGL110 Spring 2012 Schedule

Assignments are due on the day listed. Please pay attention in class for changes, exceptions, hard copies, etc.

This schedule is subject to change at my discretion.

<b>Wk</b>	<b>Date</b>		<b>Topic</b>	<b>Reading Assignment</b>	<b>Assignment</b>
<b>1</b>	<b>M</b>	2/4	Introduction to the course		
	<b>W</b>	2/6	Essay #1, RAW Pages	Course syllabus AB, Chapter 1	Bring laptops to class
	<b>F</b>	2/8	Writing Summaries	Baden, Musgrove, and Aldrich Articles (all on Sakai) AB, Chapter 5	
<b>2</b>	<b>M</b>	2/11	What is Rhetoric? Being a strong reader		
	<b>W</b>	2/13	Audience & Alternative Viewpoints Wallowing in Complexity	AB, Chapter 2	
	<b>F</b>	2/15	Understanding Peer Workshop		
<b>3</b>	<b>M</b>	2/18 Last day to Drop or Add	Angle of Vision	AB, Chapter 3	Essay #1, Draft 1 Due by 11:59 PM to peers and Dr. C.
	<b>W</b>	2/20	Rhetorical Appeals		
	<b>F</b>	2/22	Peer Workshop		Essay #1 Peer Letters Due (bring two hard copies of each letter)
<b>4</b>	<b>M</b>	2/25	No Class, Individual Conferences		Bring two hard copies of Essay #1, Draft 2 to conference
	<b>W</b>	2/27	No Class, Individual Conferences		Bring two hard copies of Essay #1, Draft 2 to conference
	<b>F</b>	3/1	Writing to learn Essay #2 Assignment	AB, Chapter 11	Essay #1, Final Draft due to Dr. C. by 11:59 PM
<b>5</b>	<b>M</b>	3/4	Writing Arguments & Conceptual Topics	AB, Chapter 9 and Chapter 10	
	<b>W</b>	3/6	How to read and use sources; Source Integration	Harris Reading (on Sakai)	

	<b>F</b>	3/8	Library Research Meet in the Student Multimedia Design Center, Room A (Lower level Morris Library)		
<b>6</b>	<b>M</b>	3/11	Plagiarism, MLA	AB, Chapter 13, 14	Bring your <i>Little Penguin</i> book
	<b>W</b>	3/13	No Class (Dr. C @ Conference)		Work on Essay #2
	<b>F</b>	3/15	No Class (Dr. C @ Conference)		Essay #2, Draft 1 due to Peers and Dr. C. by 11:59PM
<b>7</b>	<b>M</b>	3/18	Peer Workshop		Peer Workshop Letters Due, bring two hard copies of each letters
	<b>W</b>	3/20	Predication, Metadiscourse	AB, Chapter 12	
	<b>F</b>	3/22	Revision Stations		Essay #2, Draft 2 Due by 11:59PM
<b>8</b>	<b>M</b>	3/25	No Class	Spring Break	
	<b>W</b>	3/27	No Class	Spring Break	
	<b>F</b>	3/29	No Class	Spring Break	
<b>9</b>	<b>M</b>	4/1	Style	Williams Reading (on Sakai)	
	<b>W</b>	4/3	Essay #3, The Researched Paper		Essay #2, Final Draft Due by 11:59PM
	<b>F</b>	4/5	Synthesis		
<b>10</b>	<b>M</b>	4/8	Conceptual and Argumentative Topics		Bring Essay #3 ideas and approaches
	<b>W</b>	4/10	MLA; Organizing a long paper	AB, Chapter 6, (pp. 128-138)	Research Proposal Due at Class time, bring a hard copy; Bring your <i>Little Penguin</i> book
	<b>F</b>	4/12	More on synthesis		Bring in three or more of your RP sources
<b>11</b>	<b>M</b>	4/15 Last day to withdraw w/out penalty	Organizing a long paper		Annotated Bibliography Due to Dr. C. by 11:59PM
	<b>W</b>	4/17	Class Writing Workshop		Bring materials, sources, laptop to work on Essay #3

	<b>F</b>	4/19	Review/Catch-up Day		Essay #3 Researched Paper, Draft 1 Due to Peers and Dr. C. and by 11:59PM
<b>12</b>	<b>M</b>	4/22	Peer Workshop		Peer Workshop Letters Due Bring two hard copies of each letter
	<b>W</b>	4/24	Class Writing Workshop		Bring materials, sources, laptop to work on Essay #3
	<b>F</b>	4/26			Essay #3 Researched Paper Draft 2 due to Dr. C. by 11:59PM
<b>13</b>	<b>M</b>	4/29	Review/Catch-up Day		
	<b>W</b>	5/1	Checking for Source Use and Synthesis		Bring in a hard copy of most current Researched Paper Draft
	<b>F</b>	5/3	Revision Stations	Read and revise Researched Paper	Bring in an electronic or hard copy of Researched Paper, Draft 3
<b>14</b>	<b>M</b>	5/6	Revision Stations	Read and revise Researched Paper	Bring in an electronic or hard copy of Researched Paper, Draft 3
	<b>W</b>	5/8	Line Editing	Read and revised Researched paper	Bring in a clean, freshly revised HARD COPY of Researched Paper, Draft 4
	<b>F</b>	5/10	Final Reflection		Essay #3, Researched Paper, Final Draft Due by 11:59PM
<b>15</b>	<b>M</b>	5/13	Last Day of Classes		Final Reflection Paper Due (Hard copy, bring to class) There is no final exam.