University of South Florida Sarasota-Manatee

ENC 1101, Section 526, 3 Credit Hours
Composition I
Fall 2014, SMC Room A217

Instructor: Jessica Broaddus
Email: jbroaddus@sar.usf.edu
(Preferred contact method)

Office: C264 (Workroom)
Phone: 941-359-4207 (24207)
(Workroom; no messages)

Office Hours: Mon/Wed before or after class or by appointment

Prerequisite: ENC 0020 or appropriate score on English placement test.

Course Description: (A.A.) Three hours per week. This course meets the 6,000-word Gordon Rule requirement. ENC 1101 is a college-level reading and writing course that helps prepare students for academic work by emphasizing expository writing, the basics of library research, and the conventions of academic discourse. The course provides instruction in the major rhetorical patterns encountered in college-level writing. Students learn to interpret, analyze, and evaluate texts, to think critically and rhetorically about texts, and to synthesize their ideas. Emphasis is placed on writing as a process with a focus on the writer’s purpose and audience.

Gordon Rule
This course meets the Florida State Board of Education Rule Number 6A-10.30. In accordance with this rule, students will complete six semester hours of English and six semester hours of additional coursework in which the student must demonstrate college-level writing skills. A grade of C- or better is required for credit in Gordon Rule classes.

Course Topics
1. Applying critical reading and thinking skills.
2. Formulating writing topics, developing thesis statements, and structuring papers effectively.
3. Applying the rhetorical aspects of composition.
4. Developing an effective voice and writing style.
5. Utilizing all steps of the writing process and practicing effective revision techniques.
6. Collaborating in peer workshop and incorporating feedback in the revision process.
7. Researching a topic thoroughly and citing all source material correctly.
8. Delivering an effective, engaging oral presentation.
COURSE OBJECTIVES

- **Communication**
  Prepare students for real-world situations that require powerful and effective oral and written communication in traditional and emergent media.

- **Critical Thinking**
  Develop critical, constructive, and reflective thinkers who analyze, interpret, evaluate, and decide what to believe and do.

COURSE OUTCOMES

- Students will demonstrate **composing processes** through prewriting, drafting, revising, and editing individually and with peers in a range of media.

- Students will demonstrate **rhetorical knowledge** by focusing on audience, purpose, context, genre, medium, and message.

- Students will demonstrate **critical thinking, reading, and writing** skills to include locating, evaluating, analyzing, and synthesizing sources, as well as integrating them with their own ideas.

- Students will demonstrate **knowledge of conventions**, such as appropriate tone, mechanics, and documentation in a variety of formats.

- Students will demonstrate the ability to work in **electronic environments** throughout the composing process: researching, drafting, reviewing, revising, editing, and sharing texts.

REQUIRED TEXTS AND MATERIALS

- **Textbook**

- **Handbook**

- Selected readings available on Canvas.

- Online Writing Lab (OWL) at Purdue University ([https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)).

- Notebook with folder OR three-ring binder, pens/pencils, and access to a dictionary.

- Folder to file drafts and papers. You are expected to keep ALL drafts and graded work until the end of the course.

CANVAS USE

The class syllabus is posted in Canvas, an online course management system. In this class, Canvas will be used for accessing assignments, additional readings, writing submissions, and general course announcements.

Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please call or email Carlos Montoya (941-359-1222; cmmontoya@sar.usf.edu).
The USF Tampa IT Helpdesk provides 24-hour support for Canvas. Please call 813-974-1222 or email help@usf.edu if you need assistance outside of USFSM’s E-Learning hours. Additionally, Canvas tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

LAPTOP USE AND OTHER ELECTRONIC DEVICES
USFSM requires all students to have laptops that can be brought with them to class. Laptops will be permitted on specific days for specific purposes; I expect that your laptop will be closed and in your bag during the class period unless you are asked to use it. Please also turn off cell phones and other technological devices. Repeated distractions from your electronic devices will negatively affect your participation grade.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. All papers in this class will be submitted to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Before submitting a paper, please remove your name from the body of your paper and replace it with your USF ID#. Also remove your name from the file name and replace it with your USF ID# (e.g., “U12345678 Essay 1.docx”) before submitting it to Turnitin.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

WITHDRAWAL POLICY
In accordance with the University of South Florida policy, as stated in the college catalog, students may withdraw from any course, or all courses, without academic penalty, by the withdrawal deadline listed in the University of South Florida academic calendar. This semester, the withdrawal date is November 1. Students should take responsibility to initiate the withdrawal procedure but are strongly encouraged to talk with their instructors before taking any withdrawal action.
Grading, Evaluation, and Course Policies

Weighted-Percentage Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
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<tr>
<td>A</td>
<td>96-93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-63</td>
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<tr>
<td>D-</td>
<td>62-60</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

Grade Distribution:

- 15% - Participation
- 15% - Assignment #1: Inform/Explain
- 15% - Assignment #2: Synthesize
- 15% - Assignment #3: Analyze
- 15% - Assignment #4: Evaluate
- 10% - Average of Quizzes/Exercises
- 15% - Presentation

100%

Course Assignments:

Participation (15%): Active and respectful participation in class is important to your development as a critical thinker and writer. Participation will also be a part of your final grade. You may meet with me at any time to request feedback about your participation. You will also receive a score for participation every five weeks (three formal grades) so that you are aware of your performance. Good participation includes: attendance, completion of homework and in-class work, thoughtful contributions to class discussion and small group discussion, constructive contributions to peer workshop, and active listening. Please note that as part of our writing community, each member of the class has the responsibility of encouraging positive conversation and providing respectful feedback. Tolerance for one another’s points of view and background are essential.

Assignments (60% total; 15% for each of the four assignments): Each of the four assignments is required, and each is designed to help you build your rhetorical skills. Assignments will include informing/explaining, synthesizing, analyzing, and evaluating. Many assignments will require source quotations, paraphrases, or summaries; all assignments should include complete and correct APA-style citations and a bibliography listing sources consulted. You are required to submit a first draft of each assignment for peer workshop, complete a full revision, and submit a final draft. You may choose to revise any of the four required assignments a second time per the revision policy in the syllabus.

Assignments will be graded based on the strength and creativity shown in the following categories: development of analysis, thesis, support, structure, and language. A general writing rubric is included in this syllabus (page 6), but you will receive a specific rubric for each assignment. Please note that each assignment’s rubric will differ slightly; categories may be added or deleted, and different weighting for each category may be set.
Quizzes/Exercises (10%): We will have quizzes as necessary to ensure student understanding of material assigned for reading and discussed in class. Sometimes, quizzes will be announced; other times there will be pop quizzes. Occasionally, in-class exercises will be collected and graded for completion as well as quality of content. Attending class regularly, taking notes, and keeping up with reading assignments will ensure that you are prepared for any quizzes or graded exercises.

Presentation (15%): Students will use research from their final Assignment (#4) in order to create an informative, engaging presentation. The presentation must be at least five minutes long, must include a visual component, and must involve the audience in some way (for instance, through a poll, questions, or a brief exercise). Students will refer to sources orally as they use them in the presentation and must submit a bibliography in APA format to the instructor.

Final Exam: While this course will not have a traditional final exam, students will be using the exam period to have brief writing conferences with the instructor (no more than 10 minutes each). Students will bring an informal written reflection to the conference with them.
<table>
<thead>
<tr>
<th>DEVELOPMENT OF ANALYSIS</th>
<th>THESIS</th>
<th>SUPPORT</th>
<th>STRUCTURE</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight; attempts or achieves an innovation of the argument or issue being studied</td>
<td>provides substantial, well-chosen evidence (quotations or specific examples) used strategically; connections between ideas are evident; thesis consistently supported</td>
<td>apt, seemingly inevitable sequence of paragraphs; appropriate, clear and skillful transitions between sentences and paragraphs</td>
<td>precise diction; syntactic variety and sophistication; clear command of Standard English; no or few errors; imaginative but mature use of vocabulary and sentence structure</td>
</tr>
<tr>
<td>B</td>
<td>clear, specific argumentative thesis central to essay; may have minor terms undefined</td>
<td>pursues thesis consistently; clearly develops a main argument with clear major points and appropriate evidence; makes effort to link rather than stack ideas</td>
<td>distinct units of thought in paragraphs; clear transitions between developed, coherently arranged paragraphs</td>
<td>some stylistic difficulties; occasional problematic word choices or awkward syntax; some wordiness (or distractingly pompous diction); few minor errors; some syntactic variety</td>
</tr>
<tr>
<td>C</td>
<td>general central thesis or controlling idea; gives little indication of organization to follow; lacking some specifics</td>
<td>provides some evidence, but not always relevant, sufficient, or integrated into paper; undeveloped ideas or little analysis; limited use of textual evidence</td>
<td>some awkward transitions; some brief, weakly unified, or undeveloped paragraphs; uneven paragraphing</td>
<td>more than a few minor grammatical errors; imprecise diction; awkward syntax; wordiness; over-reliance on passive voice; quotations poorly integrated</td>
</tr>
<tr>
<td>D</td>
<td>vague thesis; mostly factual rather than argumentative; unspecified elements</td>
<td>evidence scant, vague or awkwardly incorporated; digresses without developing ideas; no analysis</td>
<td>tends to narrate or merely summarize; wanders; repetitive; illogical arrangement of ideas</td>
<td>some major grammatical errors (subject-verb agreement; fragments); numerous minor errors; repeated inexact word choice; inappropriate format</td>
</tr>
<tr>
<td>F</td>
<td>no discernable thesis; contradictory or unsustainable thesis</td>
<td>little or no development; evidence simply listed or missing; plagiarizes</td>
<td>arbitrary or no paragraph structure; illogical or no transitions</td>
<td>errors in almost every sentence; several major errors (such as s-v agr., frags, comma splices)</td>
</tr>
</tbody>
</table>
**Attendance Policy**
Punctual and regular class attendance is required. Our class is a community of writers in which every opinion counts, and any class session missed, regardless of cause, reduces the opportunity for learning. **Let me know ahead of time if you will have to miss class for an unavoidable reason.**

- You will not be penalized for excused absences that you inform me about ahead of time (illness, emergency situations, religious observances, etc.). Please note, however, that if excused absences become excessive, I will inform you that any subsequent absences will be unexcused.
- In the case of unexcused absences, each absence beyond three will result in one letter grade off your final grade (for instance, with four absences a “B” becomes a “C”; with five absences a “B” becomes a “D”).
- You should also avoid tardiness and are expected to remain in class for the entire period. Please note that arriving late or leaving early without prior approval from the instructor may carry the same consequences as an absence. If you miss 30 minutes of class or more, you will be marked absent. If tardies become excessive, I will inform you that any subsequent tardies will count as absences.

Bottom line: regular attendance is required in order to pass this class; absences will negatively affect your final grade.

**Late Paper Policy**
All papers and assignments are due at the beginning of class on the date listed on the syllabus, whether submitted in hard copy or electronically. Always submit previous drafts with final drafts. Remember that late papers inconvenience your classmates participating in peer workshop. If an emergency should arise that will cause you to be unable to meet a deadline, please contact me as soon as possible and before the paper deadline, and I will work with you to arrange an extension. I expect that you will frequently back up your work; therefore, computer problems will not be considered an emergency. **Late papers will be accepted at the discretion of the instructor and, if accepted, will receive a grade deduction of up to 10 points (one letter grade) per day late. Late work will not be accepted after the last day we meet as a class (December 3).**

**Revision Policy**
Writing is a process, and in order to become a better writer, you must be willing to rethink, reorganize, and reword your writing. You will be required to complete at least one revision of each major assignment before submitting it. **Changing a few sentences and proofreading does not constitute a thorough revision, and failure to significantly revise an assignment will be reflected in your grade on that assignment—take revisions seriously.**

You will also have the option to revise any of these assignments again after they have been graded. If you choose to revise a major assignment a second time, you are required to schedule a brief meeting with me beforehand to discuss your revision strategy. **Revisions will be due two weeks after your paper is handed back to you, and the grade you receive on your revision will be your final grade for the assignment. Revisions will not be accepted after the last day we meet as a class (December 3).**
**Academic Integrity**

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, or direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Please note that, in this course, each student paper will automatically be reviewed by Turnitin.com and that students who have questions about what may or may not constitute plagiarism should see the instructor before submitting the assignment. Please refer to the “USFSM Policies and Procedures” section and see “Academic Dishonesty” to review the consequences of plagiarism.

In addition, students are expected to write papers specifically for this class. Reusing work from a previous class or submitting the same work to two classes simultaneously is unacceptable.

**Writing Support Services**

Learning Support Services is located in B222, near the infocommons in the Second Floor rotunda. This is a wonderful, free resource for extra help with papers and assignments. Appointments can be made, Monday through Friday, for a one-on-one session with a writing tutor. If you prefer, you can also schedule an e-tutoring session. For more information, see [http://usfsm.edu/tutoring](http://usfsm.edu/tutoring) or contact Learning Support Services at 941-359-4323.

A note on grammar mechanics: I expect that you will use resources such as the *Handbook for the McGraw Hill Guide* and the OWL at Purdue website ([https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)) if you are having difficulty with grammar. If you find that you need help beyond what those resources offer, please see me so that we can make arrangements for you to get additional help, and don’t hesitate to schedule an appointment with a writing tutor.

**USFSM and USF System Policies**

**Academic Dishonesty**

The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: [http://usfsm.edu/academics/](http://usfsm.edu/academics/) and the USF Student Code of Conduct can be found at [http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)

**Academic Disruption**

The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: [http://usfsm.edu/academics/](http://usfsm.edu/academics/) and the USF Student Code of Conduct can be found at [http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)

**Contingency Plans**

In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for
course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; email: disabilityservices@sar.usf.edu and website: http://usfsm.edu/disability-services/

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See information available on the USFSM student and faculty webpages at www.usfsm.edu

Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on Safety Preparedness. See information available on the USFSM student and faculty webpages at www.usfsm.edu

Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore, it is the student’s responsibility to check their USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.
Please note that information on this syllabus is subject to change and may undergo adjustments throughout the semester to meet more effectively the needs of the individual class. You will receive notification of any changes, and a revision of the syllabus will be posted on Canvas.

Please bring your textbooks to class every day: MHG = McGraw Hill Guide: Writing for College, Writing for Life

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework (due on day noted)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>M Aug 25</td>
<td>Introduction to Rhetoric; Syllabus Review; Canvas; Introductory Questionnaire</td>
<td>- Read syllabus carefully and bring any questions to class.</td>
</tr>
<tr>
<td>W Aug 27</td>
<td>Discourse Communities; Rhetorical Triangle; Annotating Effectively</td>
<td>- MHG, Chapter 1 “Writing Goals and Objectives,” pp 1-13.</td>
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<tr>
<td>Week 2</td>
<td>Labor Day</td>
<td>No Class</td>
</tr>
<tr>
<td>M Sept 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Sept 3</td>
<td>Practice Critical Reading and Annotation; Rhetorical Appeals; Prewriting</td>
<td>Due: Print article on Canvas, under “Assignments”; read and annotate it, using annotation guidelines on MHG, p. 17.</td>
</tr>
<tr>
<td>W Sept 10</td>
<td>Drafting and Structuring Narratives; Voice; Effective Language; Volunteer for Peer Workshop?</td>
<td>- MHG, Chapter 2 “Reading Critically,” pp 14-30.</td>
</tr>
<tr>
<td>W Sept 17</td>
<td>Peer Workshop</td>
<td>- MHG, Chapter 4 “Writing to Discover,” pp. 62-73.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Informative Writing; Assignment #1; Brainstorming</td>
<td>- MHG, Chapter 7 “Writing to Inform,” pp 154-195.</td>
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<tr>
<td>M Sept 8</td>
<td></td>
<td>- MHG, part of Chapter 5 “Writing to Share Experiences,” pp. 74-80 and 88-92.</td>
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<tr>
<td>W Sept 10</td>
<td>Revision, Editing, Proofreading; Conducting Peer Workshop; Sample Peer Workshop</td>
<td>Due: 2 pages of prewriting for Assignment #1</td>
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<td></td>
<td>- From the list in the handbook, identify three stylistic elements you feel you need to practice.</td>
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<td>Due: First Draft Assignment #1</td>
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<td>- Read and comment on peers’ drafts.</td>
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Broaddus, ENC 1101 10
## Week 5
**M Sept 22**  
**Participation Check**  
Diction and Tone; Tonal Charts  
**Due:** Final Draft Assignment #1  
- Revise first draft based on peer comments; submit your first drafts with peer comments as well.

**W Sept 24**  
Plagiarism; Quoting, Paraphrasing, Summarizing; Synthesizing Sources; Assignment #2  
- *MHG*, Chapter 3 “Writing to Understand and Synthesize Texts,” pp. 31-61.  
- From the list in the “Style” section of the handbook (pp. 21-43), identify three stylistic elements you feel you need to practice in Assignment #2.

## Week 6
**M Sept 29**  
APA Format; APA Exercise; Online Research Techniques; Database Searches  
- Bring Laptop to class.

**W Oct 1**  
Quote Integration; In-Class Writing Workshop  
- Draft Bibliography in APA format. Bring hard copy to class.  
- Bring Laptop to class.

## Week 7
**M Oct 6**  
Diction and Syntax  
**Due:** First Draft Assignment #2  
- Read and comment on peers’ drafts.

**W Oct 8**  
Peer Workshop  
- -

## Week 8
**M Oct 13**  
Mid-Semester Analysis  
**Due:** Final Draft Assignment #2  
- Revise first draft based on peer comments; submit your first drafts with peer comments as well.

**W Oct 15**  
Visual Analysis  

## Week 9
**M Oct 20**  
Analysis Exercises; Assignment #3  
**Due:** Print article on Canvas, under “Assignments”; complete a rhetorical analysis of the article as outlined on the assignment.

**W Oct 22**  
Group Brainstorming  
- Come with three possibilities for analysis in Assignment #3.

## Week 10
**M Oct 27**  
**Participation Check**  
RefWorks and EndNote; In-Class Research Day  
- Work on Assignment #3.  
- Bring laptop to class.

**W Oct 29**  
Review Stylistic Elements  
**Due:** First Draft Assignment #3  
- Read and comment on peers’ drafts.

**Sat Nov 1**  
**Last Day to drop with a W**—no refund, no academic penalty

## Week 11
**M Nov 3**  
Peer Workshop  
- -

**W Nov 5**  
Evaluating; Assignment #4 and Presentation  
**Due:** Final Draft Assignment #3  
- Revise first draft based on peer comments; submit your first drafts with peer comments as well.

## Week 12
**M Nov 10**  
Reviews  
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 13</td>
<td></td>
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<tr>
<td>M Nov 17</td>
<td>Group Work; In-Class Research</td>
<td>- Work on Assignment #4.</td>
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<td>- Bring laptop to class.</td>
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<tr>
<td>W Nov 19</td>
<td>Self-Editing</td>
<td>Due: First Draft Assignment #4</td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
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<tr>
<td>M Nov 24</td>
<td>Peer Workshop</td>
<td>- Read and comment on peers’ drafts.</td>
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<tr>
<td>W Nov 26</td>
<td>Presentation Tips and Tricks;</td>
<td>Due: Final Draft Assignment #4</td>
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<td></td>
<td>Written Reflection Assignment</td>
<td>- Revise first draft based on peer comments;</td>
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<td></td>
<td></td>
<td>submit your first drafts with peer comments as well.</td>
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<tr>
<td>Week 15</td>
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<tr>
<td>M Dec 1</td>
<td>Participation Check</td>
<td>Due: Presentation</td>
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<td></td>
<td>In-Class Presentations</td>
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<tr>
<td>W Dec 3</td>
<td>Last Day of Class</td>
<td>Due: Presentation</td>
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<td>In-Class Presentations</td>
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<tr>
<td>Week 16</td>
<td>Final Exam: Conference</td>
<td>Due: Written Reflection</td>
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<td>M Dec 8</td>
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