



SOUTH  
PLAINS  
COLLEGE

## *Policy Statement*

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**Office Hours: M/W 1:00pm–3:00pm; F 10:30am–11:30am**

**Department: English**

**Campus: Reese Center**

**Course Number: Engl 1301-203**

**Course Title: Composition I**

**Semester/Year: Fall 2021**

### **I. Course Description**

This course is an intensive study and practice of the composition process from invention and researching to drafting, revising, and editing, both individually and collaboratively. The curriculum includes the teaching of effective rhetorical modes as well as audience, purpose, arrangement, style, and collateral readings. The instructional focus is on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

### **II. Prerequisites**

Students must be TSI-compliant or waived in both writing and reading.

### **III. Credit: 3 Lecture: 3 Lab: 0**

### **IV. This Course Partially Satisfies a Core Curriculum Requirement**

Communication Foundational Component Area (010)

### **V. Core Curriculum Objectives Addressed**

- **Communications skills**—to include effective written, oral, and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

## VI. Student Learning Outcomes

Upon successful completion of the course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Write essays that exhibit logic, unity, development, and coherence.
3. Develop ideas with appropriate support and attribution.
4. Write in a style appropriate to audience and purpose.
5. Read, reflect, and respond critically to a variety of texts.
6. Use American English, with an emphasis on correct grammar, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.
7. Write a minimum of six 500-word essays.

## VII. Student Learning Outcomes Assessment

A writing assignment graded by a rubric will be used to determine the extent of improvement that the students have gained during the semester.

## VIII. Textbook

Required Text

Langan, John. *College Writing Skills with Readings*. 10th ed., McGraw-Hill, 2019.  
ISBN: 9781260030228 (physical); 9781264302758 (ebook).

Recommended Texts (optional; not necessary for course)

Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*.  
30th ed., HarperCollins, 2006.

Lester, Mark, and Larry Beason. *The McGraw-Hill Handbook of English  
Grammar and Usage*. 3rd ed., McGraw-Hill, 2019.

## IX. Technology Requirements

1. SPC Username and Password: email [helpdesk@southplainscollege.edu](mailto:helpdesk@southplainscollege.edu) or call the SPC Help Desk at 806-716-2600 for help with your username/password.
2. SPC Student Email Access
  - SPC Student Email Account: If you haven't already, you must go and activate your SPC student email account. Not only will you need access to your SPC email account to receive TURNITIN digital paper submission receipts for our class, but you must use it to communicate with me.
  - Your SPC email address is: [yourSPCusername@southplainscollege.edu](mailto:yourSPCusername@southplainscollege.edu) (e.g., [jsmith1234@southplainscollege.edu](mailto:jsmith1234@southplainscollege.edu)).

- Your student email password is the same as your Blackboard password. If you need help, call the SPC Help Desk at 806-716-2600.
  - To access your SPC email account, log in to MySPC.
  - You can also set up access to your SPC email account through mobile phone mail apps, such as default smartphone Mail app or the Outlook app.
  - Check with the SPC Help Desk for assistance: 806-716-2600.
3. Regular Access to a Computer and Reliable Internet Service
    - Open computer labs are available free to students with an SPC ID on all SPC campuses (Levelland, Reese, Lubbock, Plainview).
    - Computer or internet connection problems may occur for you at some point this semester. Understand that it is your responsibility to find alternate computers you may use to submit your work on time. Find your alternate resources now; do not wait until you suddenly need them. Line up three friends today who would be willing to loan you a laptop if yours suddenly crashes.
    - Free WiFi is available in all SPC campus building, some SPC parking lots, most coffee shops, etc.
  4. Blackboard: grades, assignments, quizzes, videos, and many other resources for this class are accessed through the Blackboard learning management system. Use your SPC credentials to log in here: <https://southplainscollege.edu.blackboard.com>.
  5. Office 365: Word and PowerPoint: As a member of the SPC community, you have free access to Office 365. Office 365 provides free online access to Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and 1TB of free online storage with Microsoft OneDrive. You can use Office 365 online or download for free and install to your PC, Mac, or mobile device.
    - To access Office 365 for free as an SPC student, go to <https://www.office.com> and sign in with the following credentials:  
yourSPCusername@southplainscollege.edu and your SPC password.
    - You can then click the link for the individual application you want to use online, or click the install office link towards the top right to install the application to your computer.
  6. Adobe Reader: Available to download free from this website: <http://www.adobe.com/products/reader.html>

## **X. Computer Help**

Need help with your computer, laptop, email address, username/password?

- [helpdesk@southplainscollege.edu](mailto:helpdesk@southplainscollege.edu)
- 806-716-2600

## **XI. Ebook Help**

- McGraw-Hill: [https://mhedu.force.com/CXG/s/ContactUs?external\\_browser=2](https://mhedu.force.com/CXG/s/ContactUs?external_browser=2)
- TexBook Information (Inclusive Access): <https://www.southplainscollege.edu/texbook.php>
- TexBook Help: <https://solve.redshelf.com/hc/en-us>
- SPC Bookstore: [tfewell@texasbook.com](mailto:tfewell@texasbook.com) or [agamble@texasbook.com](mailto:agamble@texasbook.com)

## **XII.Blackboard Help**

1. Get Help by Email: [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu)
  - Be sure to include your full name, your instructor's name, the course and section you are enrolled in, and a detailed description of the problem.
  - The [blackboard@southplainscollege.edu](mailto:blackboard@southplainscollege.edu) account is monitored from 8:00am–10:00pm, Monday–Sunday.
  - You can expect a response within 24 hours by email; however, the average response time is less than one hour.
2. Get Help by Phone: 806-716-2180 (available between 8:00am and 4:00pm Monday–Friday, except on holidays)
3. Get Help Online: click on the Help link listed in the Blackboard course menu.

## **XIII.Course Syllabus and Organization**

- This syllabus is available on the Syllabus and Schedule page in our Blackboard course.
- The course calendar is available on the Syllabus and Schedule tab.
- The course is organized into sixteen weeks. Each week has its own folder on the Course Content page in our Blackboard course.
- A weekly planner and assignment checklist is provided for each week.

## **XIV.Assignment Deadlines**

- The weekly assignment deadline is Monday at 9:00am with the following exceptions, which are due Monday or Wednesday at 11:00am in the weeks they are assigned:
  - Peer Review Workshops (each student is assigned a peer's essay draft to review)

## XV. Course Evaluation

A final letter grade will be assigned based on this grading scale: A (90–100), B (80–89), C (70–79), D (60–69), F (59 and below). Essay portfolio grades are usually made up of an outline, peer review workshop, and final draft.

Descriptive Essay	10%
• Peer Review Workshop	10%
• Final Draft	90%
Narration Essay	10%
• Peer Review Workshop	10%
• Final Draft	90%
Compare and Contrast Essay	12%
• Peer Review Workshop	10%
• Final Draft	90%
Persuasion Essay I	15%
• Peer Review Workshop	10%
• Final Draft	90%
Persuasion Essay II	18%
• Peer Review Workshop	10%
• Final Draft	90%
Blackboard Quizzes	15%
Blackboard Discussions/Journals	10%
<u>Final Exam</u>	<u>10%</u>
Total	100%

## XVI. Essay Assessment Guidelines

Essays may earn grades ranging from A to F based on the instructor’s grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor’s assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade’s description completely.

**“A” Essay (Superior)** To earn an “A,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.

3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

**“B” Essay (Strong)** To earn a “B,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

**“C” Paper (Acceptable)** To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay's purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.

4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

**“D” Paper (Developing)** To earn a “D,” a paper will exhibit one or more of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

**“F” Paper (Unacceptable)** To earn an “F,” a paper will exhibit one or more of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.

4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an “F.”

## **XVII. Essay Portfolios Folder**

1. The Essay Portfolios folder is located in Blackboard toward the top of the Course Content. The Essay Portfolios folder is a central location where all essay-related assignments and activities are submitted and completed:
  - Initial Essay Drafts
  - Peer Review Workshops
  - Final Drafts
2. Peer Review Workshops: these are comprehensive peer review experiences. Students review one other student’s initial draft, rating it on the rubric criteria of unity, support, coherence, and sentence skills. Scale ratings are used and written comments are sometimes required.

## **XVIII. Student Responsibilities**

Students are expected to:

1. Be on time and regularly attend class
2. Be responsible for the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for courteous actions to others, especially by putting away cell phones and other distractions while in class
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus



7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear.

### **XIX.Attendance Policy**

Any student who accrues **more than four** unexcused absences (or **eight** excused) **shall be dropped** with a grade of “X” if the student has a passing grade average at that time. If the student is failing, due to poor work or missing assignments, the student will be given a grade of “F.” An absence will only be excused if the student misses class for a legitimate, unavoidable reason (for example, because of an illness or official trip authorized by the college), the student notifies the instructor before the class is missed, and the student provides confirming documentation (for example, a doctor’s note).

A student accrues an absence each time he or she accumulates a total of three tardies. A ‘tardy’ is defined as being between 1-10 minutes late. Whenever possible, students should let the instructor know about expected absences as soon as possible and before the class meeting. If a student is more than 30 minutes late to class, that student will be counted absent.

### **XX.Late Work**

Unless prior approval is received, late submission of assignments will result in a grade deduction of one half-letter grade (5%) for each calendar day (not including Saturdays, Sundays, or holidays) that the assignment is late.

### **XXI. Plagiarism and Cheating**

Students are expected to do their own work on all projects, quizzes, assignments, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant it.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Giving an in-text citation only at the end of a paragraph.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records; or
7. Copying another's work during an examination or on a homework assignment.

## **XXII. Student Code of Conduct Policy**

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

If a student is exhibiting disruptive behavior (for example, talking loudly without permission), I will give him or her a warning. The second time this happens, I will tell the student to leave class, and the student will be counted absent for the day. I will also contact the dean. The dean will usually contact the student to schedule a time to discuss the cause of the disruptions. After this, if there is a third disruption, I will ask the student to leave class and drop the student from the course with a grade of "F."

## **XXIII. Disability Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

## **XXIV. Non-Discrimination Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

## **XXV. Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

## **XXVI. Title IX Pregnancy Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education.

To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

## **XXVII. Campus Concealed Carry**

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>.

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

## ENGL1301 - Fall 2021 Course Calendar

**Textbook: *College Writing Skills with Readings*, 10th ed., by John Langan and Zoe Albright**

\*\*\*Note: Assignment and deadlines may be changed, deleted, or added, so always check in Blackboard and with the instructor.\*\*\*

Week	Start Date	Writing and Grammar Lesson Topics	Textbook Chapters	Assignments and Due Dates
1	Aug 30	Introduction to Course	Course Syllabus	<ul style="list-style-type: none"> <li>• All assignments (except Peer Review Workshops) are due on Mondays by 9:00am unless otherwise noted</li> <li>• Peer Review Workshops are due on Monday or Wednesday by 11:00am</li> <li>• Always check Blackboard for assignments and deadlines</li> </ul>
	Sep 01	Introduction to Writing and the Writing Process; Descriptive Writing	Ch. 1 (pp. 2–23), Ch. 2 (pp. 24–51), Ch. 8 (pp. 204–224)	
2	Sep 06	<b>Labor Day Holiday</b>	<b>No Class</b>	<b>No Class</b>
	Sep 08	Introduction to Writing and the Writing Process; Descriptive Writing	Ch. 1 (pp. 2–23), Ch. 2 (pp. 24–51), Ch. 8 (pp. 204–224)	
3	Sep 13	The Writing Process (1st & 2nd Steps); Subjects and Verbs	Ch. 3 (pp. 52–85), Ch. 21 (pp. 473–480)	Description Essay (Due: Sep 20)
	Sep 15	Peer Review Workshop - Description		
4	Sep 20	Narrative Writing; Fragments; Run-Ons	Ch. 9 (pp. 225–245), Ch. 22 (pp. 481–494), Ch. 23 (pp. 495–506)	Fragments Quiz (Due: Sep 27)
	Sep 22	The Writing Process (3rd Steps); Regular and Irregular Verbs	Ch. 4 (pp. 85–111), Ch. 24 (pp. 507–517)	
5	Sep 27	Peer Review Workshop - Narration		Journal Entry 01 (Due: Oct 04)
	Sep 29	The Writing Process (4th Step); Commas	Ch. 5 (pp. 112–146), Ch. 36 (pp. 589–598)	
6	Oct 04	Compare/Contrast Writing; Subject/Verb Agreement	Ch. 13 (pp. 305–328), Ch. 25 (pp. 518–524)	Narration Essay (Due: Oct 11)
	Oct 06	Revising Essays; Verb Types	Ch. 6 (pp. 147–174), Ch. 26 (pp. 525–529)	
7	Oct 11	Introduction to Essay Development Pronoun/Reference Agreement	Ch. 7 (pp. 176–202), Ch. 27 (pp. 530–538)	Run-Ons Quiz (Due: Oct 18)
	Oct 13	Exemplification Writing; Pronoun Types	Ch. 10 (pp. 246–264), Ch. 28 (pp. 538–544)	
8	Oct 18	Peer Review Workshop - Compare/ Contrast		Journal Entry 02 (Due: Oct 25)
	Oct 20	Process Writing; Adjectives and Adverbs	Ch. 11 (pp. 265–282), Ch. 29 (pp. 545–551)	

Week	Start Date	Writing and Grammar Lesson Topics	Textbook Chapters	Assignments and Due Dates
9	Oct 25	Journal Writing/Essay Help		
	Oct 27	Argumentation Writing; Misplaced Modifiers	Ch. 16 (pp. 367–390), Ch. 30 (pp. 552–555)	Compare/Contrast Essay (Due: Nov 01)
10	Nov 01	Cause and Effect Writing; Dangling Modifiers	Ch. 12 (pp. 283–304), Ch. 31 (pp. 556–560)	
	Nov 03	Definition Writing; Capital Letters	Ch. 14 (pp. 329–349), Ch. 32 (pp. 562–569)	Subject/Verb Agreement Quiz (Due: Nov 08)
11	Nov 08	Peer Review Workshop - Persuasive I		
	Nov 10	Division - Classification Writing; Numbers and Abbreviations	Ch. 15 (pp. 350–366), Ch. 33 (pp. 570–573)	Journal Entry 03 (Due: Nov 15)
12	Nov 15	Logic and Essay Structure; Apostrophes and Quotation Marks	Ch. 34 (pp. 574-580)	
	Nov 17	Logic and Essay Structure; Apostrophes and Quotation Marks	Ch. 35 (pp. 581–588)	Persuasion Essay I (Due: Nov 22)
13	Nov 22	Fallacies; Other Punctuation Marks		Journal Entry 04 (Due: Nov 29)
	Nov 24	<b>Thanksgiving Holiday</b>	<b>No Class</b>	<b>No Class</b>
14	Nov 29	Peer Review Workshop - Persuasive II		
	Dec 01	Writing Principles and Style; Commonly Confused Words	Ch. 37 (pp. 600–609)	Commas Quiz (Due Dec 06)
15	Dec 06	Writing Principles and Style; Effective Word Choice	Ch. 38 (pp. 610–616)	
	Dec 08	Essay Help		Pronoun/Antecedent Agreement Quiz (Due: Dec 13) Persuasion Essay II (Due: Dec 13)
16	Dec 13	Finals Week	Final Exam Study Guide <b>No Class</b>	<b>No Class</b>
	Dec 15	Finals Week	<b>No Class</b>	<b>Final Exam (8:00am–10:00am; Dec 15)</b>