WELCOME TO ENGLISH 475!

You have earned your way here through the completion of English 575 or through your placement score. This means you are ready to continue developing the reading, thinking, and writing habits you will need not only for your academic journey, but just as importantly, your future career.

REQUIRED TEXTS AND MATERIALS

- **Both books are available at the CHINO CAMPUS bookstore for rent or purchase**
- **Also, the Fundamentals of College Reading and Writing text can be accessed at the CHINO CAMPUS LIBRARY for up to one hour at a time**
- Highlighters (at least 2 colors)
- Black or blue pens and lined paper for note taking
- Access to Internet, your Chaffey Panther e-mail account, and the ability to print various documents

My Teaching Approach

First, and foremost, I believe that all students are capable of learning and achieving at the highest levels when they put forth the right amount of effort, time, practice, positive attitude, and use appropriate strategies. My goal is to provide you with the tools, strategies, resources, and support to successfully learn writing, reading, critical thinking, and academic skills. I hold high expectations for my students because I truly believe they can attain them. I commit to create a positive learning environment, provide frequent and constructive feedback, and support students in gaining life-long skills that will make them more successful both in and outside the classroom.
CLASSROOM GUIDELINES

To help facilitate learning and limit distractions for yourself, your peers, and your instructor, limit your use of cell phones in the classroom to scholarly work. Also, if you need accommodations due to a documented disability, please let me know, so I can help make this course as accessible as possible.

**DISCLAIMER:** We will read and discuss many controversial and sensitive topics in this course. Out of respect for yourself, your peers, and Chaffey College, please treat all subject matter in a mature, academic, and courteous manner. Please also remember the goal of critical thinking and critical discussion in this class is never to offend or insult. As college thinkers and writers, our goal must be to challenge our own positions and reasoning, as well as that of our peers, in order to develop new insights and more effective means of supporting our arguments.

ASSIGNMENTS AND REQUIREMENTS

- **Class Participation and Attendance (5%)**
  
  In my experience, the students who get the most out of a class are those who consistently contribute their thoughts and ideas in discussions, actively participate during group work, and ask questions when they have them. Not only does this type of mindset directly improve your participation grade, it will improve your essays by encouraging critical thinking and problem-solving.

  Quick-writes, quizzes, and in-class work cannot be made up and homework will NOT be accepted late. Submit assignments early if you have to be absent.

  More than 5 excused or unexcused absences will result in 0 points for your participation portion of your grade. As well, arriving late for class and/or missing a scheduled conference will also result in the lowering of the participation portion of your grade.

- **Supplemental Instruction: DLAs, Workshops, or Learning Groups (10%)**
  
  Five times this semester, you will need to complete a DLA, Workshop and/or Learning Group in the Success Center [either at the Chino, Rancho, or Fontana Campus]. Each activity lasts about 1 hour. See the course schedule and/or verification sheet for due dates.

- **Homework: Book Homework/Quizzes/Journals/Prewriting Activities/Drafts/Etc. (10%)**

  These assignments are designed to help you plan your essay early and breakdown the writing task into more manageable parts.

- **Essays (70%)**

  In this class, you will write a total of FOUR out-of-class essays; these essays must be typed, follow proper MLA format, and be submitted as a packet (final draft, rough draft, prewriting charts, etc.). **All four essays MUST be submitted to pass the class. To ensure academic integrity, all final drafts will be submitted by me to turnitin.com.**

  **Essay #1-10%; Essay #2-15%; Essay #3-20%; Essay #4-25%**

  **Optional Revision**

  If you did NOT miss the class peer review, turn the essay in late, or have an issue with academic integrity, you may revise **Essay #1 OR Essay #2 OR Essay #3** for a possible higher grade. A cover letter, a tutor slip, the actively read graded essay, and the rubric MUST be submitted with the revised essay.

- **Final Exam (5%)**

  This comprehensive test at the end of the semester will cover ALL material discussed in class, such as MLA policy and procedure, course readings, class notes, key terms/definitions, etc.
LATE-WORK POLICY:

No late homework or essays are accepted without proper documentation. A FINAL DRAFT of an essay will receive a 10% deduction for each class day it is late. If you need to be absent, please arrange for your assignments to be submitted early.

PLAGIARISM POLICY:

Plagiarism ranges from copying a sentence from an article you read to turning in an essay that you did not write to turning in an essay previously submitted for another class. In this class, you will receive zero points for any plagiarized work which may result in the failure of the course. Chaffey’s policy on plagiarism is as follows:

"Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one’s own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook." (English Department Guidelines).

Top Ten Benefits of Taking English 475

(adapted from English Department course objectives & student learning outcomes)

There are many reasons to take this course, but the main benefit is that your college writing and reading skills will improve. In particular, by the end of this course, you will be able to

1. read critically to analyze and evaluate a variety of nonfiction texts and in a variety of disciplines [SLO]
2. write an essay with a clear thesis and documented sources [SLO]
3. analyze the rhetorical features of texts [SLO]
4. read, discuss, and write about texts and the essays of peers in a thoughtful manner
5. identify, analyze, and use various examples, evidence, appeals, etc.
6. find, evaluate, and incorporate textual evidence and research material into essays
7. apply the stages of the writing process (P-W-R: prepare, write, revise)
8. understand and avoid plagiarism by using MLA format for papers and references
9. identify and correct grammatical or stylistic weaknesses in your writing
10. reflect thoughtfully on your progress as a writer and a student

English 475, involves the...

"careful study and practice of critical thinking, reading, and expository writing techniques, using primarily nonfiction texts, and the frequent writing of compositions with the ultimate goal of writing an essay using sources. [This course] prepares [you] for English 1A and a variety of academic disciplines. Five hours of supplemental learning in a Success Center that supports this course are required." (From the Chaffey College English 475 course description).
**GRADING:**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td>70%</td>
</tr>
<tr>
<td>Essay #1</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #3</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #4</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Suppl. Instr.</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Grade Scale**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
</tr>
<tr>
<td>96-93</td>
<td>A+</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-80%</td>
<td>B</td>
</tr>
<tr>
<td>86-83</td>
<td>B+</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-70%</td>
<td>C</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60%</td>
<td>D</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-0%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Grading Standards:**

An **A** paper (90-100) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

A **B** paper (80-89) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

A **C** paper (70-79) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.

A **D** paper (60-69) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

An **F** paper (59 and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.
**KEY RESOURCES TO HELP YOU SUCCEED AT CHAFFEY COLLEGE:**

### GPS Centers
The Guiding Panthers to Success centers (GPS) provide new and returning Chaffey College students with assistance in registration, unit load planning, logging in and utilization of MyChaffeyView, campus resources, as well as the development and creation of Abbreviated Education Plans (first year course recommendations). Many services are provided on a walk-in basis.

- **Rancho GPS:** VSS-111
- **Chino GPS:** CHMB-240
- **Fontana GPS:** FNFC-121

### Honors Program
The Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of our transfer agreements with prestigious institutions like UCLA. Visit [http://www.chaffey.edu/honors](http://www.chaffey.edu/honors) or SSA-122 for more information and admission requirements.

### Counseling Department
The Counseling Department provides career, academic, and personal counseling to assist students in successfully completing their educational goals. The department is located in the lower north lobby of the Student Services Administration building. Counseling services also provided at the Chino and Fontana campuses. (909) 652-6200

### Transfer Center
The Transfer Center is located in SSA 120 on the Rancho Cucamonga Campus. We are open Monday and Thursday from 7:30am to 7:00pm; Tuesday and Wednesday, 7:30am-4:30pm and Friday, 7:30am-2:00pm. Transfer services are also available at Fontana on Monday afternoons from 1:30 to 4:30pm and at Chino on Tuesdays from 1:30 to 4:00pm. Call us at (909) 652-6233 or visit the website at [www.chaffey.edu/transfer](http://www.chaffey.edu/transfer).

### Career Center
The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

### Veterans & Eligible Family Members
Chaffey College’s Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrc.staff@chaffey.edu for information regarding educational benefits and opportunities. AD-125 on Chaffey College’s Rancho Cucamonga campus.

### EOPS and CARE
Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. Call (909) 652-6345 for more information.
**Student Success Centers**

Chaffey College has created a network of Student Success Centers – offering free tutorials, workshops, learning groups, directed learning activities, and computer/resources access – to assist students in their academic development and success.

**Chino Campus Success Center**
- Multidisciplinary Success Center (CHMB-145) 909-652-8150

**Fontana Campus Success Center**
- Multidisciplinary Success Center (FNFC-122) 909-652-7408

**Rancho Campus Success Centers**
- Language Success Center (BEB-101) 909-652-6907/652-6820
- Math Success Center (Math-121) 909-652-6452
- Multidisciplinary Success Center (Library) 909-652-6932

Questions? Call the centers or consult the college website at [www.chaffey.edu/success/](http://www.chaffey.edu/success/) for more information.

Online appointments: [https://chaffey.mywconline.com/](https://chaffey.mywconline.com/)

---

**Disability Programs & Services**

Chaffey College’s Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. (909) 652-6379.

---

**Student Health Services**

Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.

- Rancho Campus: MACC-202 (909) 652-6331
- Chino Campus: CHMB-105 (909) 652-8190

---

**Chino “CYBRARY”**

The Chaffey Chino Cybrary is located on the first floor of the west wing in Room 144 of the Main Instructional Building (MIB) on the Chino Campus. Services and resources include the following: Reference Desk staffed with library faculty for assistance with information needs; reserve materials for classes; test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. (909) 652-6379.

---

**Your Professors**

I am happy to answer questions or concerns you have about writing, our class, or Chaffey College during advice hours, through e-mail and before or after class. Communicating with your college instructors is an excellent habit for success! Here are a few ways you can get in contact with me 😊

- **Drop by my office** on Tuesdays/Thursdays 7-7:45am; 12:00-12:30pm or by appointment. My office is CHMB-212.
- **E-mail me** any questions/concerns or to make an appointment outside my office hours. My email is robert.nazar@chaffey.edu
Ten Ways to Reduce Reading & Writing Anxiety

1. Come to my advice hours to talk about the class, college, life, sports, etc.
2. Overcome negative self-talk
3. Ask questions
4. Trust the writing process—it must be practiced
5. Do not rely on the 5-paragraph model to compose a successful college essay
6. ACTIVELY READ everything assigned in class
7. Study reading and writing according to YOUR LEARNING STYLE
8. Be relaxed and comfortable while reading and writing
9. “TALK” writing with others
10. Develop responsibility for your own successes and setbacks

I have read the requirements, policies, and guidelines outlined in this syllabus for ENGL 475, and I agree to follow them without any exception or excuses. I understand that I must attend every class session to have the best chance of success and that passing the course means earning 70% or greater.

_________________________   ______________________
signature             date

Student Advice:
“I recommend this class for any student who wants to be a better writer. Prof. Nazar creates a classroom environment that inspires students to be curious and explore their thoughts, so be sure to choose topics that YOU are passionate about for every essay because that will make it easier for you to be successful.”
ENGLISH 475—SPRING 2018
COURSE SCHEDULE [subject to change]

**ALL BOOK HOMEWORK NEEDS TO BE TYPED & SINGLE SPACED**

The Book of Unknown Americans [BUA]—Cristina Henriquez
The Mercury Reader [MR]

STARTING LINE—YOUR JOURNEY TO BECOME A MORE CRITICAL READER, WRITER, & THINKER BEGINS HERE!

WEEK 1: T 1/9
- Peer Icebreaker—“Stained Glass Window Activity”
- Class Activity—Components of a Successful College Essay

1] Finish actively reading the syllabus [be sure to sign and date it] -2 questions
2] **Buy the textbooks [Chino Campus Bookstore]**
3] ACTIVELY READ: “How to Mark a Book” p258-262 [MR] or Website

TH 1/11
- Discussion: Styles of Learning
- Discussion: Course Syllabus
- Discussion: “How to Mark a Book”
- Discussion: Active Reading Strategies
- Introduction: The Book of Unknown Americans
- How to Complete a Meta Log for BUA

ACTIVELY READ: “Active Reading & Thinking Strategies” p78-91 [MR]
HW #1: Exercise #1, p79; Questions #1-5, p87 [MR]

ACTIVELY READ: “Understanding Composing Processes” p220-222 [MR]

ACTIVELY READ: “The Joy and Enthusiasm of Reading” p255-256 [MR]
HW #2: Questions on Rhetorical Strategy & Style, #1 & #2 p257 [MR]

ACTIVELY READ: BUA p1-47 & Log #1
WEEK 2:  
T 1/16  
Success Center Discussion  
Discussion: Writing Process  
Discussion: “The Joy and Enthusiasm of Reading”  
Discussion: Writing a Summary  
Discussion: *BUA*, p1-47  

**ACTIVELY READ:** “FREEWRITING” p264 [MR]  
**ACTIVELY READ:** “Narration” p286-289 [MR]  
**ACTIVELY READ:** “Salvation” p293-295 [MR]  

**HW #3:** Questions on Meaning, #1-3 p296 [MR]  

TH 1/18  
Discussion: “Freewriting” & “Salvation”  
Discussion: *BUA* [cont.]  
Prewriting Activities, Essay #1  
Assign Essay #1 Prompt [ACTIVELY READ]  

**ACTIVELY READ:** “Shitty First Drafts” p265-270 [MR]  
**ACTIVELY READ:** “Thesis & Main Ideas” p118-131 [MR]  

**HW #4:** Exercise #1, p119; Exercise #4, p127-129 [MR]  
**ACTIVELY READ:** *BUA* p48-90 & Log #2  

WEEK 3:  
T 1/23  
Discussion: “Shitty First Drafts”  
Discussion: *BUA* p48-90  
Thesis Statement Workshop  

**ACTIVELY READ:** “Making Inferences” p185-195 [MR]  
**HW #5:** Exercise #1, p186; Exercise 4, p190-191 [MR]  
**ACTIVELY READ:** “Recognizing Supporting Details & Transitions p143-152 [MR]  
**HW #6:** Exercise #12, p145-47; Exercise #15, p150-51 [MR]  
**ACTIVELY READ:** “Organizational Patterns” p153; p158-161; p178 [MR]  

TH 1/25  
Discussion: Making Inferences  
Creating an Introduction  
Creating a Conclusion  
Prewriting Charts: Student Sample  
Sign up for Conferences  

**ACTIVELY READ:** *BUA* p91-146 & Log #3  

WEEK 4:  
T 1/30  
**CONFERENCES—ATTENDANCE MANDATORY**  
**ESSAY #1—PREWRITING CHARTS DUE**  
[bring TWO typed copies]  
**LOG #3 DUE**  

**ACTIVELY READ:** *BUA* p147-217 & Log #4
WEEK 5: T 2/6  
**ESSAY #1—ROUGH DRAFT DUE**  
[bring ONE typed copy of a completed draft]  
**BRING ONE COPY OF A BODY PARAGRAPH** + Thesis  
Peer Review Workshop  
Discussion: *BUA* p91-217  

**ACTIVELY READ:** “The Maker’s Eye” p279-284 [MR]  
**ACTIVELY READ:** “Vocabulary Building” p94-103 [MR]  

**HW #7:** Exercise #6, p100-101; Exercise #7, p101-102; Exercise #8, p102 [MR]

TH 2/8  
**ESSAY #1—REVISED DRAFT DUE**  
[bring ONE typed copy of a completed draft]  
Discussion: *BUA* [cont.]  
Discussion: “The Maker’s Eye”  
MLA Guidelines  
Revision & Editing Activities  
Writing Process, Essay #1  

**ACTIVELY READ:** *BUA* p218-286 & Log #5  

F 2/9  
**SL DEADLINE #1**

WEEK 6: T 2/13  
**ESSAY #1—FINAL DRAFT DUE**  
Self-Reflection  
“Kitchen Sink” Grammar Lesson  
Discussion: *BUA* p218-286  
Introduction to Essay #2: Evaluating a Novel  
Chaffey College *The Breeze* Activity  

**ACTIVELY READ:** “Book, Music, & Film Reviews” p405-406  
**ACTIVELY READ:** “Book, Music, & Film Reviews” p414-422  

**HW #8:** Questions #1-4 on “Reading Spots of Ink” p420-421

TH 2/15  
Discussion: “Reading Spots of Ink”  
Assign Essay #2 Prompt [ACTIVELY READ]  
Essay #2, Thesis Workshop  
Assign Essay #2 Proposal  

**ACTIVELY READ:** Logs #1-5, looking for evidence to support chosen criteria  
**ACTIVELY READ:** Sample Student Essay [website] [4-5 comments per parag.]  

WEEK 7: T 2/20  
Discussion: Sample Student Essay  
Peer Review Workshop: Essay #2 Proposal  
Organizing Essay #2  
Building an Introduction
TH 2/22  Building a Conclusion  
Sample Student Prewriting Charts

WEEK 8: T 2/27  **ESSAY #2—Prewriting Charts Due**  
Peer Review Workshop

TH 3/1  How to Frame an Outside Source  
Analysis Workshop

F 3/2  **SL DEADLINE #2**

WEEK 9: T 3/6  Bring SL Verification Sheet  
**ESSAY #2—ROUGH DRAFT DUE**  
[bring ONE typed copy of a completed draft]  
**BRING ONE COPY OF A BODY PARAGRAPH** + Thesis  
Peer Review Workshop

TH 3/8  **ESSAY #2—REVISED DRAFT DUE**  
[bring ONE typed copies of a completed draft]  
Grammar Lesson: Adding Brushstrokes  
MLA Policy Review  
Adding Visuals to Your Essay  
Writing Process, Essay #2

**SPRING BREAK—NO CLASSES FROM MONDAY, 3/12—SUNDAY, 3/18**

WEEK 10: T 3/20  **ESSAY #2—FINAL DRAFT DUE**  
Self-Reflection  
Assumptions Paragraph  
Discussion: I-Search Paper/Project  
Assign Essay #3 Prompt [ACTIVELY READ]

ACTIVELY READ: “Evaluating & Composing with Sources” p475-479; 483-490  
REVIEW: “MLA Documentation Style” p491-519  
HW #9: Documenting Sources, Exercises #1 & #2, p528-529

TH 3/22  Discuss Homework  
Conducting an Interview  
Library Orientation  
Building an Introduction

HW: Explore the CCD; locate, print, and ACTIVELY READ THREE sources relevant to your career choice [1 from O Net and/or 1 from OOH; 1-2 from CCD]

F 3/23  **SL DEADLINE #3**
| WEEK 11: | T 3/27 | Bring SL Verification Sheet  
**ESSAY #3—ACTIVELY READ SOURCES DUE**  
Organizational Patterns for Essay #3  
Prewriting Charts: Student Sample |
|----------|-------|-----------------------------------------------|
| TH 3/29  | **ESSAY #3—PREWRITING CHARTS DUE**  
Peer Review Workshop  
“Assumptions” Paragraph Worksheet  
MLA Review: In-text Citations |

**ACTIVELY READ:** Sample Student Essay [website] [4-5 comments per parag.]

| WEEK 12: | T 4/3  | Discussion: Sample Student Essay  
Building a Conclusion  
MLA Review: Works Cited Page  
MLA Review: Framing an Outside Source |
|----------|-------|-----------------------------------------------|
| TH 4/5   | **ESSAY #3—ROUGH DRAFT DUE**  
[bring ONE typed copy of completed draft]  
**BRING ONE COPY OF A “Search” PARAGRAPH**  
Peer Review Workshop |

**HW:** ESSAY #3—BRING FOUR TYPED COPIES OF A REVISED PARAGRAPH**

| WEEK 13: | T 4/10 | “Think Aloud Activity”  
Adding Visuals to Your Essay  
Writing Process, Essay #3 |
|----------|-------|-----------------------------------------------|
|       | ACTIVELY READ: “Widows” p467-468  
**HW #10:** Questions #1-3 on “Rhetorical Strategy & Style” p469  
ACTIVELY READ: “The Fat Cat in the Hat” p470  
**HW #11:** Questions #1-2 on “Rhetorical Strategy & Style” p471 |
| TH 4/12 | **ESSAY #3—FINAL DRAFT DUE**  
Essay #3, Self-Reflection  
Discussion: Visual Texts  
Assign Essay #4 [ACTIVELY READ]  
Sign up for Conferences |

| F 4/13 | **SL DEADLINE #4** |
| WEEK 14: | T 4/17 | **NO CLASS—FACULTY LECTURE DAY** |
| TH 4/19 | **MINI-CONFERENCES—ATTENDANCE MANDATORY**  
**ESSAY #4—Sketch/Storyboard Version of Project Due**  
Bring SL Verification Sheet |

**ACTIVELY READ:** Sample Student Essay [website] [4-5 comments per parag.]
WEEK 15: T 4/24  Discussion: Sample Student Essay
How to Analyze your Project
Building a Conclusion Worksheet
Sample Student Prewriting Charts

TH 4/26  **ESSAY #4—PREWRITING CHARTS DUE**
Peer Review Workshop
**ESSAY #4—ROUGH DRAFT, CREATIVE PROJECT DUE**
Revision Essay Guidelines

F 4/27  **SL DEADLINE #5**

WEEK 16: T 5/1  Bring SL Verification Sheet
**ESSAY #4—ROUGH DRAFT—PROJECT & PAPER DUE**
Peer Review Workshop

TH 5/3  **ESSAY #4—REVISED DRAFT—PAPER DUE**
Revision Exercises
Adding Visual Components
Course Evaluation
Review Journal Entries

WEEK 17: T 5/8  **JOURNALS DUE**
Final Exam Review
Writing Process, Essay #4

TH 5/10  **ESSAY #4—CREATIVE PROJECT & PAPER DUE**
Art Walk

TH 12/7  **DEADLINE FOR TUTOR VISIT FOR REVISED ESSAY**

WEEK 18: T 5/15  **FINAL EXAM DATE—8:00am CLASS**
[8:45am—11:15am]
**REVISED ESSAY DUE**
**FINAL EXAM**

TH 5/17  **FINAL EXAM DATE—10:00am CLASS**
[8:45am—11:15am]
**REVISED ESSAY DUE**
**FINAL EXAM**

FINISH LINE—CONGRATULATIONS! YOU HAVE COMPLETED THIS COURSE AND HAVE GAINED VALUABLE READING, WRITING, & THINKING SKILLS