Instructor: Denise Guidry  
Email: dguidry@oberlin.edu

Email is the best way to contact me. I check email daily except for some Saturdays. (More on this in the “Communication” section below.)  
Office hours: MWF after class; location TBA

REQUIRED MATERIALS

Textbooks:

Other:
- **Four** pocket folders (not file/manila folders) for maintaining working-draft folders (a.k.a. paper portfolios) and your term portfolio. You cannot take the final exam without your term portfolio.  
- A composition notebook (the kind that usually has a black and white “marble” cover). We’ll talk about this on the second day of class. You may need more than one.  
- At least two methods of document storage. (Don’t just save to your hard drive or to cloud storage!)

Blackboard: Check Blackboard after every class session; it contains the most updated information.  
Homework, schedule changes, and readings will be available at 2:30 after each class. If you are waiting to be consented, please email Prof. Guidry after class to let her know you are still interested in being added, and she will email assignments to you until you can enroll.

PURPOSE AND OBJECTIVES OF THE COURSE

Purpose(s): Rhetoric is, simply put, the study of what we say and how we say it. Composition has to do with both writing itself and the processes that go into writing.

Writing is not “a” skill; it is a complex of skills, thought, experience, and even physical movement. Every writer has strengths (whether they realize it or not), and everyone has room for improvement, including the most experienced writers. In order to improve, writers have to put in time and effort, and sometimes they must deal with frustration before they see their work pay off. There’s no easy fix, but if you invest, you will see improvement. If you do get frustrated, just keep at it; the learning may not be immediately evident, but it is taking place.

This investment in your writing comprises seeking feedback from different readers and then determining for yourself how to incorporate feedback; accessing that feedback from draft to draft, paper to paper; spending time on really reading your work, revising it, setting it aside, and coming back to it; and, simply, establishing and, if possible, automating your work practices (creating habits you don’t even have to think about after they are established). Writing a paper at the last minute does not tend to work out well in this course, especially because we build a paper over the course of a unit; if you do the bulk of the work at the last minute, you lose out on most of the benefits.
This course is designed specifically so that you have the resources you need in order to strengthen your writing. It provides a space for a group of writers to learn together and from each other. The work you will do—homework, composition notebook assignments, drafts, critiques, conferences, and so on—is designed to build your skill and experience levels over four months. We start out with low-pressure assignments that give you a foothold and give me, and I hope you, too, the opportunity to learn about you as a writer—your strengths, weaknesses, tendencies, and so on. The first major paper asks you to analyze a text and write an argument about it. Thus the first weeks of the semester are devoted to your ideas and arguments, without bringing in others’ points of view. Research comes in with the second major paper, for which you will conduct research at the College Archives and begin working on more general research skills during our first visit with a research librarian. These class visits will remind us that writing need not be something we do in isolation, but is, instead, a way to participate in and affect the world. The final project is the culmination of all this preparation. Throughout the term you will be writing for different audiences: for the class writing community in your papers and critiques, for yourself and your instructor in your composition notebook, and for a far larger community in class blog posts that summarize the work you do in your major projects.

Students often stress out about their grades, but those who have had the most dramatic improvement and happiest results are those who set aside worrying about their grades and focused on their work. Think about it this way: if you expend most of your energy fretting about your grade, you’re not investing that energy and time in improving your writing, when improving your writing is the only way you can improve your grade.

Objectives: The Department of Rhetoric and Composition’s objectives for RHET 103 include: introducing students to different discourse communities; emphasizing writing as thinking; emphasizing writing as a process; familiarizing students with conventions of academic discourse at Oberlin College and other post-secondary institutions; and building on and strengthening students’ information literacy.

In addition to departmental and College goals, I have several goals for each student’s learning and development over the semester. Critical reading and writing are central to meeting these goals. If you feel you have already mastered an aspect of your writing, focus on crafting that element. By the end of the semester, I want each student to be able, confidently, to:

- construct and support an argument in papers and class discussions
- establish and support a thesis statement and use it to sustain the argument throughout the paper
- write comfortably, knowing that, while there is always room for improvement, the fundamental tools and skills of college writing can be built on
- experiment with writing by trying new forms and methods, and crafting ethos and voice
- provide constructive, straightforward feedback on classmates’ writing; use individual writing strengths to enhance classmates’ learning—sometimes students learn best from other students
- evaluate and incorporate peer, Writing Center tutor, and instructor feedback into revisions
- differentiate revision, editing, and proofreading
- select and incorporate the best available sources, based on the specifics of the project, into an original argument; develop and carry out research plan; incorporate help from research librarians. Wikipedia is not an acceptable source.
- use interests and passions as starting points for topic choices
- use critical thinking skills in composing, revising/editing/proofreading, conducting research, participating in class discussions

If this seems like a lot right now, don’t fret! We will break down these goals into tasks that help us reach those goals, and we will do all of these things gradually, piece by piece. If at any point you feel overwhelmed, do not waste time; seek help, ask questions, or just say “I’m frustrated/confused/freaking
out/etc.” This class, the College, the Department of Rhetoric and Composition, and I have your back, but we can only help if you take responsibility for seeking help and making the most of it.

A note on when NOT to take RHET 103: If this is going to be an especially arduous semester for you (e.g. if you have major projects, recitals, and other time-consuming work), this may not be the best time to take RHET 103. We will do A LOT of writing, and getting behind can be unpleasant and potentially disastrous. Missed deadlines can pile up quickly, as can late penalties. Work for some papers may overlap somewhat with work for later projects. It’s important that you stay on top of your workload.

COMMUNICATION WITH INSTRUCTOR
I respond to email as quickly as possible before 9 PM. Email, too, is a crucial rhetorical form. I reserve the right not to respond to rude or disrespectful emails, and/or to request that a student revise and resend an email. We can work out issues most effectively if we handle them constructively. Finally, it is never a good idea to email a professor and say something like, “Did we do anything important in class?” Everything we do in class is important, even if it doesn’t necessarily seem so.

I encourage you to talk to me throughout the semester without waiting for a required conference. For a variety of reasons, however, **it’s best that we speak privately, outside of the classroom.** The Family Educational Rights and Privacy Act (FERPA) protects your academic privacy, which means that I can’t legally discuss your academic progress (grades, disability-related issues, etc.) in front of other students. Additionally, the time between classes is when the next group using the room will set up and take care of learning needs, which is difficult to do if the departing class takes excessive time to clear out. You’re always welcome to check in, and I encourage you to do so; let’s just take care of our meeting logistics in a way that best suits everyone’s needs and upholds each student’s privacy.

DISABILITY ACCOMMODATION
If you require disability accommodation/s, please meet with me early in the semester to discuss your learning needs. If you haven’t done so already, you will need to provide documentation of your disability to the Office of Disability Services in Peters G-27/G-28; ODS will help you secure the paperwork you need for your accommodations to be put in place. For more information: http://new.oberlin.edu/office/disability-services/index.dot.

PARTICIPATION
Writing Community: As we work toward our goal of establishing a writing community, one important point to remember is that we all serve as each other’s first audiences. You can contribute most helpfully by offering respect, support, and honest critiques for members, and by getting your work distributed on time so your readers can have the time they need to provide their best feedback. The community can only function fairly if members participate fully.

Peer critiques are one major way by which we build our writing community. **Your job** as a peer reviewer is to offer your best assessment and suggestions for moving to the next draft. **It is not your job to “fix” someone else’s work;** that is the sole responsibility of the author, who will weigh feedback from several people and make the final authorial decisions.

Peer critiques are not an opportunity to rip people apart for sport. Many people feel quite vulnerable when they share their writing, and as community members we should keep that in mind so that the author’s risk pays off. **Don’t be nice; be tactful and honest.**

Many students feel they have little of value to offer peers they view as superior writers, and they compensate by not offering thorough, honest critiques. While this might seem like a compliment to a fellow writer, it is actually quite unfair; every writer deserves your best feedback. **Strong writers became**
strong writers, after all, in part by learning from and incorporating feedback; they weren’t born that way. Everyone in this writing community has valuable contributions to make. You may think, for example, that you are terrible at figuring out commas or prepositions, but you might be quite adept at helping others to streamline their overall structure. Don’t deny your peers your strengths!

My role as your instructor is multi-faceted. In the drafting stage I function more as a coach and consultant, providing feedback, answering questions, and collaborating with students on problem-solving, both in written comments and one-on-one conferences. My comments on rough and final drafts are part of a semester-long conversation between us about how you can recognize and build on your strengths and work through your writing challenges. My goal is to help you identify patterns, strengths, and weaknesses to help you make choices as you revise. It is up to you as the writer to decide what feedback to adopt, and how; if you find yourself unsure of how to reconcile conflicting advice, let’s talk about it!

Students often say that it makes more sense to focus only on what the instructor says because I’m more experienced and am assigning the grade, but I think that is short-sighted. I’m not going to find every single little thing you can or should “fix” as you revise; in fact, writing instruction best practices recommend against this. The process of our work together flows differently from your collaborations with your classmates. Why would you waste other people’s time and brainpower and focus only on what I have to say? Yes, when the drafting process is over, my role shifts and I provide a grade that suggests where your work is at that point (and because I have to), but your focus should be on your process and your learning, as mentioned above. Grades on the first major paper (and even the second) are often unreliable (even terrible) predictors of where a student will be by the end of the term.

Behavior and Comportment: Higher education, especially in a time of diminishing access to it by those who do not have financial means, is a privilege, both for students and teachers. We often have wait lists of over forty students who want to get into RHET 103 and other 100-level courses. Please don’t waste a spot someone else wanted or needed.

Some material we encounter in this course may be offensive to, or uncomfortable for, some members of the class. If this becomes a problem, please talk to me as soon as possible.

Our class sessions at the College Archives and with a Mudd research librarian will provide students with invaluable resources and opportunities for learning. The rules are the same as during any regular classroom session, except that now we are guests and should behave as such.

Students may not, on pain of failing the course, upload any course material to any third-party site.

TECHNOLOGY: BEST PRACTICES

Laptop/tablet policy: If you need your computer for taking notes, please meet with me as soon as possible to discuss acceptable use practices, ideally before you start using your device during class time. Otherwise, unless we are drafting, accessing Blackboard, doing online research, or in some other way incorporating computers into a class session, please keep computers put away.

Phones and other distractions: Except in cases of emergency, cell phones and similar devices should have both their ringers and vibrate settings turned off. (A vibrating phone can be just as distracting as a ringing one.) Absolutely no texting, Internet surfing unrelated to class, or unauthorized photography or recording during class is acceptable. Devices may be confiscated and not returned. If you need to be able to access or answer your device in case of emergency, please let me know ahead of time.
HONOR CODE
Plagiarism is cheating, whether in the form of buying a paper, turning in work done for another course, turning in work done by someone else, copying pieces of or whole assignments from the Internet, or any other form. Oberlin College’s Honor Code, whose primary goal is educating students about acceptable academic practices, states: Oberlin College students are on their honor to uphold a high degree of academic integrity. All work that students submit is expected to be of their own creation and must give proper credit to the ideas and work of others. When students write and sign the Honor Pledge, they are affirming that they have not cheated, plagiarized, fabricated, or falsified information, nor assisted others in these actions. The default assumption covering all academic exercises is that students are required to do their own work only utilizing the help and resources considered appropriate for each academic exercise, including sources of assistance routinely offered by the college to students, such as reference librarians and writing tutors.

Further, the appropriation of the work or ideas of another scholar—whether written or not—without acknowledgement, or the failure to correctly identify the source, constitutes plagiarism regardless of whether it is done consciously or inadvertently. A lack of knowledge of the standards of academic citation is not an excuse for inadequate or improper citation. Students should consult with a professor, librarian, or writing tutor if they are unsure about their citations or the proper format.

Finally, fabrication occurs when a student consciously manufactures or manipulates information to support curricular and co-curricular work. Some examples of fabrication are (1) Falsifying citations, for example by citing information from a nonexistent reference. (2) Manipulating or manufacturing data to support research.

Even in inadvertent cases of academic dishonesty, I have no choice but to encourage a student to self-report the infraction and/or report the infraction myself. Part of the purpose of this course is to teach you how to cite sources correctly, and we will start covering this important issue early in the semester. The Writing Center, the Department of Rhetoric and Composition, and I offer you multiple resources for learning about academic honesty and best practices; there is never an excuse for plagiarism. If you did not think something up yourself, you must cite the source. You must indicate directly quoted material with quotation marks. You must cite sources BOTH in the body of the paper (with parenthetical citations) and the Works Cited. Independent of the Honor Court’s findings, plagiarism most often results in an automatic 0 for the plagiarized assignment and a possible F or NP in the course. If you find yourself unclear about how to cite your research, or behind on your work, please ask for help! It’s far better to ask what you fear is a “stupid question” than to suffer the consequences of failing to ask.

Students are required to sign the Honor Pledge, “I have adhered to the Honor Code in this assignment,” when they submit each major writing assignment, and in a general statement submitted at the start of the semester. (Please see the final page.) If the Honor Pledge is not included and signed, the assignment will not be graded until the student turns in a revised version that meets the Honor Code requirement. If at any point you find yourself in a situation in which signing the Honor Pledge would comprise fraud, please speak to me as soon as possible.

ATTENDANCE
Unexcused absences and penalties: The fourth, fifth, and sixth unexcused absences may each result in reduction of a student’s final course grade by one letter; a student’s class dean and/or academic adviser may be contacted when letter-grade deductions occur. A student’s seventh unexcused absence may result in failure the course.

Unexcused absences include failure to attend class sessions and conferences (whether required or optional). Inappropriate classroom behavior and chronic lateness may also be counted as absence; the
student will be notified when in-class behavior is counted as absence. A student who is sleeping, texting, Web surfing, flirting, etc., is, effectively, not in class and may thus be considered absent.

**Excused absences:**
Excused absences are due to illness, family emergency (including deaths and illnesses), religious observance, and College-excused athletic or academic events. If you will miss class for religious reasons, please let me know as soon as possible so that we can make arrangements for you to turn in work at a more suitable time; once you have missed class for religious reasons, it is practically impossible to take care of this in a way that is fair to all students. If I have inadvertently scheduled due dates or heavy workloads in a way that will have a negative impact on religious observance, please tell me as soon as possible.

In other cases, absences can **only** be excused either by College documentation for athletic and academic events, or by instructor discretion **after a post-absence conference**. Students should contact me upon returning to class about scheduling a post-absence conference in the next few days. If you know ahead of time that you will not be in class, please let me know before you miss. School holiday and break travel are NOT reasons for an absence to be excused; proceed advisedly.

In cases of both unexcused and excused absences, students are encouraged to get in touch with me so we can be clear on what you’ve missed and what you need to do.

**GRADING**
Here is how your grade will break down:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>advertising analysis paper #2 (3-5 pages)</td>
<td>10%</td>
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<tr>
<td>College Archives paper (4-7 pages)</td>
<td>20%</td>
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<tr>
<td>final project (8-12 pages), including prospectus, abstract, preliminary and annotated bibliographies, and class presentation</td>
<td>40%</td>
</tr>
<tr>
<td>final exam and term portfolio (due Wednesday, May 13, 9-11 a.m—no exceptions!)</td>
<td>10%</td>
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<tr>
<td>process work (homework, paper portfolios) and class participation</td>
<td>15%</td>
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<tr>
<td>composition notebook</td>
<td>5%</td>
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If a page requirement is “3-5 pages,” this means **three full pages**, not part of the third page.

**In order for a student to receive credit for the course, all work must be submitted.**

Grading scale: A 90-100; B 80-89; C 70-79; D 60-69; F 0-59.

**Pass/No Pass grading option:** While the default for this course is traditional letter-grading, students also have the option of P/NP grading for this course. The deadline for declaring the P/NP option is **Monday, April 6** (which is also the last day to withdraw from a course). If you choose this option, advise me as soon as possible.

Each grading option presents potential advantages and disadvantages. Students who opt for P/NP grading will be held to as high standards as those who opt for letter grading. To earn a Pass, you must also receive a Pass in every aspect of the course, including all homework and participation.
The P/NP option can alleviate some of the stress some students feel about having their writing graded; instead it can enable experimentation and freer expression. I will be happy to discuss both grading options with you.

**TURNING IN ASSIGNMENTS**

**Heading and formatting**: Given the volume of writing you will be turning in, and which I will be reading and responding to, headings are essential for keeping track of your work. **Everything** you turn in, from homework to major graded assignments (but excluding your composition notebook), should include the following **heading** in the upper left-hand corner of the first page:

- your name
- Prof. Guidry
- RHET 103.02
- date of submission
- description of the assignment (e.g. “paper #1 first draft,” “HW#1”)

It’s OK if you single-space your heading. (I don’t see any point in wasting paper.)

Assignments should have the following **formatting**; for a **sample paper**, consult page 226 in *Keys for Writers*:

- **Provide a heading** (see above). A heading is not the same as a header; **headings** appear once, on the first page, whereas **headers** appear on every page.
- **Double-space**. Do not include extra spacing between paragraphs. Word 2010 and 2013 tend to add spacing between paragraphs; you can reverse this either by switching a document to “No Spacing” (which will require you to change font and size manually), or you can turn off the space between paragraphs by going to the line spacing button and scrolling to the bottom of the menu.
- **Use 12-point, Times New Roman font**.
- **STAPLE** your work. If you do not own a stapler, buy one! They’re not expensive, and you’re going to need one throughout your Oberlin career. I will not provide a stapler.
- **Number your pages**: page numbers should appear at the **top right**, next to your last name. There is no need to paginate the first page, although the sample in *Keys* does; that’s up to you.
- **Each major paper will have a Works Cited page**, which should be stapled to the rest of the paper, NOT placed separately in your folder. We’ll discuss this when it becomes relevant.

Additionally, **do not bold, italicize, or underline your own title**. We do underline or italicize titles of books, movies, television shows, and so on, but we will discuss when we cover MLA formatting.

Work, especially rough or final drafts, that does not satisfy these formatting requirements may be returned to the author and thus be counted as late.

**Email submission**: When you turn in an assignment via email, be sure to include a description of the assignment in the subject line as you do in paper headings, e.g. “HW#1 turn-in,” “paper #1 rough draft turn-in.” (This will help to distinguish assignment submissions and other course-related emails.) If I don’t know what it is, I can’t grade it!

Documents you will turn in or exchange with classmates electronically should be saved in **.doc** or **.rtf** format because some students’ computers may not be able to read .docx and other formats. When we use Google Drive’s Share function, you will be able to choose in which format you download others’ work.
**Homework**: Homework is usually due in hard copy at the start of class and via email by 1:20 PM of class days; specific submission formats and due dates and times will be stated in homework assignments, which is another reason why it is crucial for you to check Blackboard after every class. If an assignment does not specify how to turn in the homework, our default will be email by 1:20 PM and hard copy in class.

In order for a student to receive credit for the course, all work must be submitted. Late work will be penalized 10% for each day it is late, and will not be accepted beyond 48 hours after the work is due if the student does not provide a suitable absence excuse. Chronically late work will not be accepted, per instructor discretion. **Make-up/extra credit work will not be assigned.** Missed writing conferences (whether mandatory or requested by the student) and class visits must be made up in a timely manner; it is the student’s responsibility to arrange for make-up sessions.

**Papers**: On rough and final draft due dates, papers are due by email at 1:20 PM and in hard copy at the start of class; specific due dates/times will be reiterated in each paper’s prompt. Give yourself enough time to get your paper printed and still arrive on time. A paper is late if either the hard copy or email copy is late.

**Extension option**: The ad analysis and College Archives papers will have a late-submission option for the final draft. This means you may ask for ONE one-week extension without penalty, but ONLY after meeting with me to discuss an alternative submission date. Otherwise, the paper faces late penalties of 10% for each day the first paper is late, and 20% for each day the second paper is late. If you experience a health or family emergency, get in touch with me as soon as possible, and we will make suitable arrangements for you to turn in your work.

**In-progress folders and term portfolio**: You will keep an in-progress folder (also known as a paper portfolio) for each major paper (beginning after your diagnostic essays), which you will turn in with the final draft. Include everything you write for the unit—assignment prompts, hard copies of homework, and rough drafts with peer and instructor comments. I will expect you to have your current working-folder at each class session and conference. A crucial part of part of each paper’s final grade will be the quality of the folder’s contents; missing assignments will result in a reduction of the paper’s final grade.

Your term portfolio will include all of your graded final drafts and your diagnostic essays with instructor comments. Your final exam is built around your term portfolio; if you do not have the portfolio, you will not be able to take the final. **You should keep your portfolio up to date at all times, and bring it with you to all conferences with me.** Your term portfolio can also be useful at Writing Center sessions if you want to talk about specific issues that recur from paper to paper. The more information you can provide Writing Center tutors, the better they can help you.

The Writing Center is an excellent resource, staffed by experienced writers, and it is available to you almost all semester long. You can go in to work on smaller issues, or you can seek help for major, overwhelming problems. Take advantage of this resource. It is located in Mudd 101A (in the Academic Commons) and is open Sunday through Thursday. You can find scheduling and other information here: http://new.oberlin.edu/arts-and-sciences/departments/rhetoric/writing-associates-program/writing-center.dot

**DISCRIMINATION AND HARASSMENT**
Oberlin College does not discriminate on the basis of race, color, national origin, religion, creed, age, sex, sexual orientation, marital status, family relationship to an employee of Oberlin College, disability, veteran status, or gender expression or identity.
Harassment is unwelcome speech or conduct (e.g., physical, oral, graphic, or written) related to one or more of the categories as previously noted that is sufficiently severe, persistent, or pervasive so as to (a) interfere substantially with a person’s work or education or (b) create an environment that a reasonable person would find hostile, offensive, or intimidating. Discrimination is any decision, act, or failure to act that substantially interferes with a person’s work or education when such decision, act, or failure to act is based on the categories listed above. Discrimination includes retaliation.

Discriminatory and/or harassing behavior will not be tolerated. Should either arise, please speak to me as soon as possible so we can deal with the matter immediately.

**SHOES**
Please wear shoes to class on the days we hold class at Mudd Library. You must wear shoes when we visit the College Archives.
**TENTATIVE SCHEDULE**
This schedule is **tentative** and will be updated to best accommodate our needs. **Check Blackboard every day** after class for official due dates and all assignments.

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<th>wk.</th>
<th>M</th>
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<th>F</th>
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<tbody>
<tr>
<td>1</td>
<td>2-2 intro to course</td>
<td>2-4 college writing; assign diagnostic essays</td>
<td>2-6 meanings of rhetoric</td>
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<td>2</td>
<td>2-9 <strong>due: first diagnostic essay</strong> Start looking for advertisements you might want to use for major paper #1 (see Blackboard for samples)</td>
<td>2-11 rhetorical theory</td>
<td>2-13 discuss first diagnostic essays; writing fundamentals; titles</td>
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<td>3</td>
<td>2-16 <strong>due: second diagnostic essay</strong> assign major paper #1: analyzing advertisements</td>
<td>2-18 ad analysis workshop</td>
<td>2-20 building an argument due: preliminary drafting</td>
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<td>4</td>
<td>2-23 <strong>due: rough drafts of ad papers</strong>; peer critique; schedule paper conferences</td>
<td>2-25 group conferences (individual conferences begin after class and continue through Monday of next week)</td>
<td>2-27 turning feedback into a revision plan</td>
</tr>
<tr>
<td>5</td>
<td>3-2 individual conferences</td>
<td>3-4 assign major paper #2: College Archives; working with the Archives (bring laptops)</td>
<td>3-6 <strong>due: final drafts of ad papers</strong></td>
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<td>6</td>
<td>3-9 first visit to College Archives</td>
<td>3-11 creating an argument using archival sources</td>
<td>3-13 first research librarian visit: intro to research resources</td>
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<tr>
<td>7</td>
<td>3-16 second visit to College Archives</td>
<td>3-18 preliminary drafts due; mid-semester assessment</td>
<td>3-20 mid-semester conferences or optional group visit to College Archives</td>
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<tr>
<td>8</td>
<td>SPRING RECESS</td>
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<td>9</td>
<td>3-30 mid-semester discussion</td>
<td>4-1 <strong>due: rough drafts of Archives papers</strong> individual conferences begin after class</td>
<td>4-3 conferences</td>
</tr>
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<td>10</td>
<td>4-6 <strong>last day to withdraw or declare P/NP due: Archives paper final drafts</strong></td>
<td>4-8 assign final projects; writing an annotated bibliography</td>
<td>4-10 second research librarian visit: working with your specific research needs</td>
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<tr>
<td>11</td>
<td>4-13 due: preliminary bibliographies and prospecta due: progress reports @1:20</td>
<td>4-15 presenting your research</td>
<td>4-17</td>
</tr>
<tr>
<td>12</td>
<td>4-20 <strong>due: revised prospecta</strong> due: progress reports @1:20</td>
<td>4-22 refining your style</td>
<td>4-24 <strong>TSIS</strong> ch. 11: “‘He Says Contends’: Using the Templates to Revise”</td>
</tr>
<tr>
<td>13</td>
<td>4-27 final project presentations <strong>due: rough drafts of final projects</strong> due: progress reports @1:20</td>
<td>4-29 final project presentations</td>
<td>5-1 final project presentations <strong>due: final annotated bibliography</strong></td>
</tr>
<tr>
<td>14</td>
<td>5-4 final project presentations <strong>due: progress reports @1:20</strong></td>
<td>5-6 final project presentations</td>
<td>5-8 final project presentations; assign final exam</td>
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<tr>
<td>15</td>
<td>5-13, 9 – 11 a.m. <strong>due: final drafts of final projects, abstracts, and portfolios; final exam Attendance is mandatory.</strong></td>
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10
I, _________________________________, affirm that I have read this course policy and understand the expectations of this course. If I have questions or concerns, I will bring them to my instructor’s attention immediately.

I further affirm that my homework, paper drafts, critique notes, and other non-major-paper work is my original work and thus complies with the Honor Code.

________________________________________________ _________________
Signature                   Date