

Fall 2021

Meeting days: TR
Meeting times: 2:55-3:50

Instructor title and name:
Breawna Power Eaton (Professor Power Eaton)

Meeting location: BAC 105A

Email: Bpowerea@pointloma.edu

Final Exam:
Fri., Dec. 17, 1:30-4:00 PM

Campus office: BAC 118
Office Hours: By appointment (Zoom or in-person)

Essential materials for every class:
facemask, books, journal/paper, other course materials, computers, iPads, or electronic readers

Additional info: Essential platforms for course work: Chrome, Word (not Pages!), Google

*To avoid removing your mask, please do not eat during class.

If you do not have the necessary technology for your college studies (e.g. a laptop or access to reliable internet), please email student-tech-request@pointloma.edu for assistance.

*You may bring cell phones to class sessions, but they are not always the best device for viewing course materials and/or participating in group work.

Also be sure to check the [Knowledge Base site](#) for discounted hardware and software. **You must sign-in to this page once you are there.**

Required Texts:

Birkenstein, Cathy, et al. *They Say I Say with Readings*. 5th ed. Norton, 2021.

Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St.Martin's, 2021.

Recommended Resource:

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008, https://owl.purdue.edu/owl/research_and_citation/resources.html. Accessed 27 Aug. 2021.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission *(formerly GE)*

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

WRI 1016: Course Description

“How do you know?” This seemingly simple question has become more complicated with the advent of the internet and the nonstop proliferation of unchecked, uncensored information, easily spread with a click.

How effective are you at finding and then sharing accurate information? How can you ensure your readers and listeners can trust you and your arguments? How do you effectively engage in collegial, academic conversations (both spoken and written) with people from diverse backgrounds, with differing viewpoints? These are just a few questions we will explore during our research-based writing course.

Per the catalogue description, this “first-year composition experience in reading, writing, and critical thinking, [is] centered on the research essay. The course emphasizes the process of writing as well as the manuscript as an evolving product. Library research and writing the source-based essay are the major components of the course.”

Just as the pieces you craft will evolve through your writing process, so too will your ability to think and read critically. Aim to analyze texts like a writer by reading to understand the content AND what writers do rhetorically to get their meaning across and accomplish their purpose. Then, practice strategically using these strategies in your own work. Beyond completing research-based pieces, you will (hopefully) leave this class with a stronger sense of your personal writing process and how to approach research throughout your life, both within and outside of the classroom.

** Rhetoric: “1. The art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques. 1.1 Language designed to have a persuasive or impressive effect on its audience, but often regarded as lacking in sincerity or meaningful content” (Lexico.com).

INSTITUTIONAL & FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES ⊕

This course is part of PLNU's *Foundational Explorations Program - IV. Exploring Arts and Culture* “a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary” (Catalog: [Foundational Explorations](#)).

The following Foundational Explorations Learning Objectives (FELO) will be taught, practiced, and assessed in our class through the process of crafting research-based essays, readings, and class discussions, both in class and online.

As with anything in life, the more effort you put in, the more skills, knowledge, and confidence you will gain. Below are our main learning objectives. Please circle your current skill level for each:

4= Mastery; 3= Basic understanding; 2= Assistance needed; 1 = Think I might know; 0 = No clue!

Context: Learning, Informed by our Faith in Christ

- 0 1 2 3 4 ILO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning
- 0 1 2 3 4 FELO 1a Written Communication: Students will be able to effectively express ideas and information to others through written communication.
- 0 1 2 3 4 FELO 1c Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Course (Department) Learning Outcomes

- 0 1 2 3 4 Apply (application) the conventions of the English language in various forms of academic writing genres. **(DLO 1, 2, 3)**
- 0 1 2 3 4 Demonstrate (application) knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing. **(DLO 1, 2, 3)**
- 0 1 2 3 4 Analyze (analysis) written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme. **(DLO 1, 2, 3)**
- 0 1 2 3 4 Evaluate (analysis) and utilize rhetorical modes of organization to create written compositions. **(DLO 1, 2, 3)**
- 0 1 2 3 4 Apply (application) documentation formats to properly cite research in written compositions. **(DLO 1, 2, 3)**

Other Personal Goals: (Please list other skills you hope to gain through our course)

Learning Opportunities, Assessment, and Accountability

My role as your instructor is to guide you through the research and writing process. Along the way, I will hold you accountable to stay on track, provide constructive feedback, and assess your growth, expecting that you will do the same for yourself and your peers.

GRADE COMPONENTS:

60% of total grade: Research-based papers
THE RESEARCH PAPER (LONG PAPER)
 2,200 to 2,700 words | 9 to 11 pages*

OTHER WRITINGS (SHORT PAPER)
 600 to 1000 words | 2.5 to 4 pages*

*The number of required pages is calculated according to size 12 font Times New Roman.

30% of total grade: Research and writing process activities

10% of the total grade: A timed final examination that will consist of a 500- to 750-word essay response to a reading or readings and a prompt.

A/4 - indicates exceptional work that exceeds expectations

B/3 - indicates good work that meets expectations

C/2- indicates average work that minimally meets expectations w/ some distracting errors

D/1- indicates work that needs more work to meet all expectations

F- indicates unsatisfactory or incomplete work

The following traditional US scale will be used:

93-100%	A	73-77%	C
90-92%	A-	70-72%	C-
88-89%	B+	68-69%	D+
83-87%	B	63-67%	D
80-82%	B-	60-62%	D-
78-79%	C+	0-59%	F

INCOMPLETES & LATE ASSIGNMENTS: Our success as a class relies upon everyone coming to class thoughtfully prepared, having completed readings, exercises, and/or writing. To receive full credit, all assignments must be submitted by the beginning of the class session when they are due, including assignments posted in Canvas. If you are unable to attend class OR complete an assignment **due to a verifiable emergency**, please contact me immediately so we can work out a plan to get you back on track.

**Technological difficulties do not count as emergencies. Please plan ahead and save work various ways to avoid a stressful situation and/or not submitting your work on time.

**** You each have 1 one-class late pass.** If you do not use this pass, you will receive 10 extra credit points for your research process.

ELECTRONICS: Cell phones, tablets, and computers (and any device that could be distracting, including watches) must be on silent during class, unless they are being used for an activity. Please let me know if you will be using a laptop or a tablet to take notes or complete the readings. However, if a device becomes a distraction to you or others, I will ask you to turn it off. **We have a limited amount of time together, so let's make the most of it.**

PUBLIC DISCOURSE: As discussed in *TSIS*, academic writing truly is a conversation. By the nature of class discussions and general feedback given to written work, much of the work we will do in this class is cooperative; thus, **you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed and critiqued (constructively) by others in our class.** Learning how to likewise provide constructive feedback will also strengthen your own editorial eye.

INCLUSIVE LANGUAGE: Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work. See Chapter 36, "Language That Builds Common Ground," in *TSMH*, which begins:

The words we select have power: they can praise, delight, inspire – and also hurt, offend, or even destroy. Words that offend prevent others from identifying with you and thus damage your credibility. Few absolute guidelines exist for using language that respects difference and builds common ground, but two general rules can help: consider the sensitivities and preferences of others, and watch for words that carry stereotypes and betray your assumptions, even though you have not directly stated them. (471)

ATTENDANCE: Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

ACADEMIC HONESTY: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLAGIARISM: The Department of Literature, Journalism, and Modern Languages fully supports the University policy on Academic Honesty with a statement of its own:

The LJML Department deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

**We will study how to avoid unintentional plagiarism.

ACADEMIC ACCOMMODATIONS: While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). **Please inform me of any academic accommodations ASAP, so we can create a plan to ensure you have the necessary support to excel in our course.**

WRI 097 (O) WRITING SKILLS TUTORIAL: A diagnostic exam given in the beginning of the semester (**on Tuesday, September 7**) will determine if you need to co-enroll in **WRI 097**. The diagnostic exam is used for assessment and placement purposes. Take it seriously because it may determine whether or not you will be required to enroll in **WRI 097**. The cost for the tutorial is \$150. This tutorial replaces a 3-unit-not-for-college-credit-course that would cost over \$4,000. **WRI 097** is an intensive one-on-one tutorial required of those enrolled in WRI 110 or WRI 116 who need extra instruction and support regarding issues of grammatical correctness and sentence crafting that are essential to shaping ideas clearly. **WRI 097** includes a laboratory fee, and students must take it concurrently with WRI 110. Please note that failing to meet the minimum requirements of **WRI 097** will result in a grade of "F" in WRI1016.

STATE AUTHORIZATION: State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY: Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright

Act for classroom education. Any use of those materials outside the class may violate the law.

COVID CONCERNS: We are living during unprecedented times that require us to be flexible. If you become ill and/or need to quarantine due to exposure or you are feeling ill, contact me right away via email or Canvas to let me know what dates you need a Zoom link to attend class. We will work together to keep you on track. **Please wear your mask as all times when in class to keep everyone safe!**

Course Calendar

SMH= *The St. Martin's Handbook*

TSIS= *They Say, I Say*

****Due to the nature of the research process and each class's unique needs, our potential schedule (below) is subject to change. Please check Canvas and your email daily for updates.**

****Please bring texts for assigned readings (or E-Book) to class, so you can reference specific lines during discussions.**

Written Work Format: MLA Style (*SMH* 276)
 Double-spaced, 12 font, Times New Roman, 1" margins
 Heading, top left corner (aligned left):

Ima Genius (Name)
 Professor Power Eaton (Instructor)
 WRI 1016 (Course)
 2 Sep. 2021 (Day Month Year w/o comma)

Class Session/ Due Date	Class Content and Reading/Assignment
Week 1 Th Sep 2	In Class: What is good writing? Syllabus: Intro to each other, course, and requirements
Week 2 T Sept 7	In Class: Skills Assessment Diagnostic Exam Note: This is your first opportunity to show off your academic writing skills. The essay reflects whether you need additional support, WRI097, to succeed both in this class and classes requiring academic writing: i.e. most college courses. Due: Writing: Introductory letter (edited using <i>SMH</i> Ch.1 * See below) Submit on Canvas Read & Annotate: <i>TSIS</i> Preface "Demystifying Academic Conversation" (xxi-xxxi) <i>SMH</i> Ch. 1 "The Top Twenty: A Quick Guide to Editing Your Writing" (2-11) Ch. 2 "Expectations for College Writing" (14-25)

<p>Week 2 Th Sept 9</p>	<p>In Class: Active, critical reading</p> <p>Activity: PAPA analysis Annotate “The Challenge of (Re)Inventing Stories” (<i>SMH</i>)</p> <p>Due: Read & Annotate: (Canvas Discussion Post) TSIS Introduction “Entering the Conversation” (1-18) Ch. 14 “What’s Motivating the Writer? <i>Reading for the Conversation</i>” (187-197)</p> <p>SMH Ch. 3 “Rhetorical Situations” (26-36) Ch 9 “Reading Critically” (108-112)</p>
<p>Week 3 T Sept 14</p>	<p>In Class: Differing definitions & “They Say” Choose short paper topic- definition paper</p> <p>Due: Read & Annotate: TSIS Ch 1 “‘They Say’ Starting with What Others Are Saying” (19-31) + Tutorial (in Canvas) Ch 2 “‘Her Point Is’ The Art of Summarizing” (32-46) + Tutorial (in Canvas)</p>
<p>Week 3 Th Sept 16</p>	<p>In Class: ** Meet in the Library (Bresee Computer Lab)</p> <p>Due: Writing: Brainstorming: (Canvas Discussion Post) What does your chosen word mean to you? How did you arrive at this definition? Can you think of a particular moment or event that crystallized this meaning for you? Or, has your definition of this word evolved over time? (Bubble cluster, mind map, list, and/or narrative)</p> <p>(Read & complete tutorials by 9/21) Read & Annotate: TSIS Ch 3 “As He Himself Puts It” (47-56) + Tutorial on Canvas Ch 4 “‘Yes / No / Ok, But’ Three Ways to Respond” (57-71) + Tutorial on Canvas Ch 5 “Distinguishing What You Say from What They Say” (72-81) + Tutorial on Canvas</p>
<p>Week 4 T Sept 21</p>	<p>In Class: ** Meet in the Library (Main Computer Lab)</p> <p>Due: **Library Assignment due date TBD</p> <p>Read & Annotate: (Read & complete tutorials by 9/21) TSIS Ch 3 “As He Himself Puts It” (47-56) + Tutorial on Canvas Ch 4 “‘Yes / No / Ok, But’ Three Ways to Respond” (57-71) + Tutorial on Canvas Ch 5 “Distinguishing What You Say from What They Say” (72-81) + Tutorial on Canvas</p>
<p>Week 4 Th Sept 23</p>	<p>In Class: Thesis, Drafting, and Paragraphs</p> <p>Due: Writing: Come to class with a working thesis and working outline (possible order of ideas and source summaries/elaborations/rebuttals). *Handwritten, typed, or on computer. These are your initial organizing plans, so they can be informal or even in bubble cluster form. If you have a strong desire to draft a formal outline, go for it! (More on next page!)</p> <p>Read & Annotate:</p>

<p>Week 4 Th Sept 23 Continued</p>	<p>SMH Ch. 4 “Exploring, Planning and Drafting” (43-59) ** Tip: read example essay after Ch. 5 Ch. 5 “Developing Paragraphs” (60-77) Ch. 16 “Acknowledging Sources and Avoiding Plagiarism” (218-226)</p>
<p>Week 5 T Sept 28</p>	<p>In Class: Peer Review & Evaluation ** Want extra feedback? Email me your RD by Monday @10AM to be used as an example for class review! Due: Writing: *Bring four copies of Definition Paper (short paper) draft for Peer Review & Evaluation (Print back-to-back, if possible!) Bring two copies of Turn-it-in.com report. *Or share with your peer review group on Canvas (process TBD) Read & Annotate: SMH Ch. 6 “Reviewing, Revising, and Editing” (78-85) TSIS Ch. 8 “‘As a Result’ Connecting the Parts” (107-120)</p>
<p>Week 5 Th Sept 30</p>	<p>In Class: Peer Review & Evaluation Due: Writing: *Bring four copies of substantially revised Definition Paper (short paper) for Peer Review & Evaluation (Print back-to-back, if possible!) Bring two copies of Turn-it-in.com report. *Or share with your peer review group on Canvas (process TBD) - Submit evidence of completed self-edit Read & Annotate: SMH Ch. 6 “Learning from Instructor comments” continued (86-93) TSIS Ch. 11 “‘What I Really Want to Say Is’ Revising Substantially” (149-171)</p>
<p>Week 6 T Oct 5</p>	<p>In Class: Reflect on Research Process + Launch into Long Paper Due: Writing: Final draft of Definition Paper, with Turnitin.com report and self-assessment on rubric Read & Annotate: TSIS Ch 15 “‘But As Several Sources Suggest’ Research as Conversation” (203-231) + Tutorial on Canvas</p>
<p>Week 6 Th Oct 7</p>	<p>In Class: Annotated Bibliography (AB) + Notecards (NC) • Bring a pack of 3x5 cards to class Due: Research Process: Bring three possible sources (annotated) + PAPA analysis (including “they say” and/but “I say” write-ups) for each Read & Annotate: SMH Ch 14 “Evaluating Sources and Taking Notes” (191-208)</p>

<p>Week 7</p> <p>T Oct 12</p>	<p>In Class: Counterarguments</p> <p>Due: Research Process: AB + NC (10 minimum) for three sources</p> <p>Read & Annotate: TSIS Ch. 6 “‘Skeptics May Object’ Planting a Naysayer in Your Text” (82-95) + Tutorial on Canvas</p> <p>*Email me questions, concerns, or wonderings about the research and writing process to discuss next class</p>
<p>Week 7</p> <p>Th Oct 14</p>	<p>In Class: Working Thesis</p> <p>Due: Research Process: AB + NC (10 minimum) for three sources (6 total)</p> <p>Read & Annotate: SMH Ch.17 “Writing a Research Project” (227-235)</p> <p>*Email me questions, concerns, or wonderings about the research and writing process to discuss next class</p>
<p>Week 8</p> <p>T Oct 19</p>	<p>In Class: Forming a Thesis and Outline</p> <p>*Bring sticky notes to class (med/large size for writing CM and transition ideas)</p> <p>Due: Writing: Final draft of annotated bibliography due (8 source minimum) + NC (How many more do you need?)</p> <p>Read & Annotate: SMH Ch. 4 (Revisit) 4f “Planning” (51-53) Ch. 15 “Integrating Sources” (209-217)</p>
<p>Week 8</p> <p>Th Oct 21</p>	<p>In Class: Working Outlines + “So What?”</p> <p>Due: Writing: Bring 4 copies of your working outline and NC to class *Or, share with your peer review group on Canvas (process TBD)</p> <p>Read & Annotate: TSIS Ch. 7 “‘So What? Who Cares?’ Saying Why It Matters” (96-104) + Tutorial on Canvas</p>
<p>Week 9</p> <p>T Oct 26</p>	<p>In Class: Discuss model papers</p> <p>Due: Read & Annotate: TSIS Ch. 12 “‘I Take Your Point’ Entering Class Discussions” (172-176) TBD by class from TSIS readings</p> <p>Writing:</p> <ul style="list-style-type: none"> - Canvas Discussion Post - Keep working on outline

<p>Week 9</p> <p>Th Oct 28</p>	<p>In Class: Introductions & Writing Tips</p> <p>Due: Writing: Research Paper Outline</p> <p>Read & Annotate:</p> <p>SMH Ch. 5f (Review) “Writing Opening and Closing Paragraphs” (74-77)</p> <p>TSIS Ch9 “‘You Mean I Can Just Say It That Way?’ Academic Writing Doesn’t Mean Setting Aside Your Own Voice” (123 – 136)</p>
<p>Week 10</p> <p>T Nov 2</p>	<p>In Class: Writing Progress Feedback</p> <p>Due: Writing: Bring four copies of the first 2 pages of your research paper and Works Cited to class. *Or, share with your peer review group on Canvas (process TBD)</p> <p>**Note: I will provide tips for excerpts (anonymous) of your drafts during class on 11/4</p> <p>Read & Annotate: TSIS Ch. 10 “‘But Don’t Get Me Wrong’ The Art of Metacommentary” (138- 146)</p>
<p>Week 10</p> <p>Th Nov 4</p>	<p>In Class: Writing Progress Feedback & Conference Sign-up</p> <p>Due: Writing: First five pages of research paper due, with Works Cited (hardcopy or digital, due at the beginning of class) ** Bring paper (print or on your computer) to class so you can take notes and/or revise as I review examples</p>
<p>Week 11</p> <p>T Nov 9</p>	<p>Conferences (No class meeting) Keep writing!</p> <p>Due: Grammar/Mechanics exercises (TBD)</p> <p>BRING TO CONFERENCE: Your paper (hardcopy or bring your computer/tablet) so you can take notes</p> <ul style="list-style-type: none"> Brainstorm questions to ask about the writing process, grammar, MLA, etc.
<p>Week 11</p> <p>Th Nov 11</p>	<p>Conferences (No class meeting) Keep writing!</p> <p>Due: Grammar/Mechanics exercises (TBD)</p>
<p>Week 12</p> <p>T Nov 16</p>	<p>In Class: Writing Progress Feedback</p> <p>Due: Reading: TBD (based on needs displayed during conferences)</p> <p>Writing: Bring your paper (so far) to class, hardcopy or bring your computer/tablet, so you can take notes</p> <ul style="list-style-type: none"> Brainstorm questions to ask during class about the writing process, grammar, MLA, etc.

Week 12 Th Nov 18	<p>In Class: Avoiding Plagiarism/MLA Check</p> <p>Due: Writing: Bring three copies of complete rough draft of research paper for Peer Review & Evaluation (Print back-to-back, if possible!) Bring three copies of Turn-it-in.com report. *Or, share with your peer review group on Canvas (process TBD)</p> <p>Reading: Review SMH Ch. 16 “Acknowledging Sources and Avoiding Plagiarism” (218-226)</p>
Week 13 T Nov 23	<p>In Class: Final Polish</p> <p>Due: Writing: Bring your revised draft to class (hardcopy or bring your computer/tablet, so you can take notes) Grammar reading/exercises (TBD-based on need)</p>
Th Nov 25	Thanksgiving Break: No Class Meeting
Week 14 T Nov 30	<p>In Class: Final Draft Due! <i>Submission celebration and mini-presentations: be prepared to share your thesis and your major take-aways from your research.</i></p> <p>Required Documents: -Final Draft -Turnitin.com report -Self-Edit -Rubric, with self-assessment - -</p>
Week 14 Th Dec 2	<p>In Class: My Personal Research Process</p> <p>Due: Writing: My Personal Research Process + Add to Class Collective Writing Tips on Canvas and respond to at least one peer</p>
Week 15 T Dec 7	<p>In Class: Reading discussion</p> <p>Due: Read & Annotate: TSIS TBD by class from TSIS readings</p> <p>Writing: Canvas Discussion Post</p>
Week 15 Th Dec 9	<p>In Class: Reading discussion & Preparation for Final Exam</p> <p>Due: Read & Annotate: TSIS TBD by class from TSIS readings</p> <p>Writing: - Course Review - Canvas Discussion Post</p>
Fri Dec 17	<p>Final Exam 1:30-4:00PM (10% of course grade) All WRI100-level students have a common final.</p>

