

ENG 1016 College Composition: Writing and Research

Spring 2025

Section 1

2 Units

1016-1 Tuesday and Thursday 8:30 a.m. to 9:25 a.m. Bond Academic Center 102

Final Exam: Thursday May 8 7:30 a.m. to 10 a.m.

Instructor	Ginny Guidry
E-mail	gguidry@pointloma.edu
Office Hours	Tuesday 9:30 to 10:30 a.m., or by appointment
Office Location	BAC 117

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.

General Education Mission

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.

Course Description

From the PLNU 2024-2025 Catalog:

ENG 1016 is a first-year composition experience in reading, writing, and critical thinking, 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. Students are encouraged to co-enroll in ENG 1000L while taking ENG 1016.

In this course, we will focus on developing transferable writing, research, and analytical skills that you will continue to strengthen and build upon throughout your time at PLNU and in your academic, vocational, and personal lives. You will develop these skills through a series of writing and research assignments and activities that expose you to the different stages of the composing process, with an emphasis on revision.

Course Learning Outcomes

By the end of ENG 1016, you should be able to:

1. Apply the conventions of the English language and creative skills in various forms of academic writing genres.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.
5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.
6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

General Education Learning Outcomes

As a General Education (GE) course, ENG 1016 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world’s diverse societies and cultures. The table below highlights the specific GE Learning Outcomes (GELOs) that ENG 1016 serves alongside their corresponding course assignments and activities.

GELO	Assessment Measure
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Final Portfolio
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.	Library research assignment

Required Texts and Materials

- Lunsford, Andrea A. *The St. Martin’s Handbook*. 9th ed. Bedford/St. Martin’s, 2021.
- Ball & Loewe. [Bad Ideas About Writing](#). (Open access, free online)
- Lowe, Charles and Pavel Zemlianky, eds. [Writing Spaces](#). (Open access, free online)
- Additional readings will be posted on Canvas or distributed in class.

You’ll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring a laptop computer with word processing software and a Chrome browser that is capable of accessing and submitting work, including quizzes, via Canvas to every class.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes.

ENG 1000L Writing Lab

I **strongly recommend** that you enroll in [ENG 1000L Writing Lab](#), a self-paced writing center elective course that will provide you with additional support for the writing you’ll do in this course. Benefits of enrolling in ENG 1000L:

- You'll meet regularly during the term with a Loma Writing Center consultant to receive personalized instruction and feedback on your writing assignments.
- You'll have access to a series of learning modules on a variety of writing topics to help guide you through your writing assignments.
- You can choose to enroll for either 1-unit or 0-units, depending on your needs, and the course operates on a pass/no credit grading system.
- You can schedule your writing consultation sessions to suit your needs.

Register for the course in Workday or contact the Records Office to ask that ENG 1000L be added to your schedule.

Major Assignments, Grade Distributions and Due Dates

Assignment Category	Length (approx.)	Weight	Due
Argument of Fact You will write an argument in which you offer a factual argument on a topic of your choosing. Specific instructions given in the prompt and in class. Two drafts required for credit/grade on final essay.	1000 words	15%	February 6
Research Project For this project, you will formulate a research question and then write a research paper that responds to your question and enters into the academic conversation taking place through published scholarship and original research. Specific instructions given in the prompt and in class. Drafts required for credit/grade on final essay. Included in this project is a research proposal, annotated bibliography, primary research, library assignment, two drafts, final paper and presentation.	3000 words	60%	Varies Final Paper due May 1
Class Work Classroom activities and writing. Group and individual projects. Quizzes, reading presentations, writing exercises/assignments. Specific instructions given in prompts and/or in class.	Varies	15%	Varies
Final Portfolio At the end of the course, you'll compile a portfolio that discusses and demonstrates your growth as a writer. This portfolio will include a Critical Reflection Essay, a Writing Exhibit and a Revision Exhibit.	750-1500 words	10%	May 8

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

The Factual Argument final, Research Paper final and Final Portfolio are evaluated using assignment-specific rubrics, according to the PLNU institutional grading scale, and will be checked for plagiarism in Turnitin.

Factual Argument draft; Research Project assignments; and Class Work are assessed using the Canvas complete/incomplete grading system.

- A “complete” indicates that you successfully completed the assignment on time, in a thoughtful and thorough manner that meets the assignment criterion and demonstrates learning, appropriate for college-level work.
- An “incomplete” suggests that your work was too brief or superficial to demonstrate learning; indicates confusion or an incomplete understanding of the course concepts; fails to respond fully, or responds inadequately, to the prompt, or does not meet assignment criterion; demonstrates evidence of not reading; or is late or missing.

Revision

Clear, concise writing is writing that has been revised and edited and proofread, often multiple times. This is true for professional writers as well as for student writers. I encourage you to approach writing projects in WRI 1016 with this in mind. Specifically, consider writing multiple drafts and ask for feedback on each draft.

I will permit *one* revision of a graded assignment for *one* of the following: Factual Argument final or Research Project final once graded. Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks from the date the assignment is graded. If you choose to submit a revision, the new grade will completely replace the original grade. A revision will not lower your grade, except in cases of plagiarism.

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Schedule an appointment with a Loma Writing Center consultant.

3. Upload your revision as a re-submission to the original assignment prompt in Canvas. Include written validation of the tutoring appointment (the assignment will not be graded without it).

Note: If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see "Academic Honesty" section).

Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Due dates for assignments are listed on the course schedule, Canvas, prompts and noted in class. I reserve the right to make adjustments or changes if the need arises. **No late assignments. All work must be turned in on the day and time it is due.** I reserve the right to reject late work. Extensions may be granted on a case-by-case basis for extenuating circumstances, so if you are concerned about missing due dates or falling behind, please contact me so we can discuss. Extended time for assignments will be granted to students as stipulated by individual federal student learning accommodations.

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. Success in ENG 1016 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement. *Please note: audio and/or visual recording of the instructor, students, class discussions, lectures or class material by students is prohibited, with the exception of individual federal student learning accommodations approved by PLNU that include recording classroom learning activities.*

If you are absent for more than 10% of class sessions (3 classes for a T/Th course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (6 classes for a Th/Th course), you may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should e-mail me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to

reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as group projects, cannot be made up later if they are missed.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Classroom Hospitality

Respect is essential in a classroom to create an atmosphere in which all participants enjoy constructive dialogue. Students are expected to maintain a high level of respect for the thoughts, feelings and opinions of others.

This includes not talking while others have the floor and never turning discussion into a personal attack. You should also, of course, show up on time, be alert, and ensure that your behavior with technology, food, or drink is not a distraction to the students around you. Students who are disrespectful may be asked to leave class.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Spiritual Care

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

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 Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are **not** allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity) to generate content (text, video, audio, images, sources) that will end up in any work submitted to be graded for this course. You **may** use AI tools in a limited

fashion to brainstorm ideas for class assignments if needed. **All AI ideas must be properly cited as in-text citations and Works Cited entries, and students must provide a copy of any AI-generated work along with the assignment.** Confirmation and/or evidence of AI-generated **content** (text, video, audio, images, sources) in any ENG 1016 work will be considered plagiarism and handled according to the PLNU academic honesty policy. If you have any doubts about using AI, please gain permission from the instructor. Use the following source link to guide your citation formatting if using AI.

- [MLA Style Center: Citing Generative AI](#)

Use of Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In ENG 1010, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Loma Writing Center, the Ryan Library, and the Wellness Counseling Center.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, writing with sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://www.pointloma.edu/centers-institutes/loma-writing-center> or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Ryan Library

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the "Ask a Librarian" chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the "Research Help" desk inside the Ryan Library.

Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.

Class Schedule (T/Th)

I reserve the right to change the course schedule this semester, and I will notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas.

Week 1: In the Beginning: Factual Arguments

Date	Class Description	Reading	Assignments Due
T 1-14	Welcome and introduction to ENG 1016; syllabus; intro to arguments of fact; prompt; Purdue Owl website and MLA formatting video; introduction to Cornell note-taking; sign up for groups; Day 1 Writing Assignment (writer's inventory)		Day 1 Writing Assignment CW 1
Th 1-16	Discuss Top Twenty; discuss sample argument of fact essay; Recognizing Factual Arguments	SMH Part I: Top Twenty pp. 1-11	Top Twenty Reading Response/CW 2

			Recognizing Factual Arguments/CW 3 (group; in class)
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Week 2: What Is Rhetoric?

Date	Class Description	Reading	Assignments Due
T 1-21	Discuss rhetoric, rhetorical triangle, rhetorical appeals, rhetorical situation; brainstorming; thesis statements; planning and drafting; POV	SMH Chapter 3 pp. 26-36; Chapter 4 pp. 37-46; 51-53; 55	SMH Chapter 3 & 4 Reading Response/CW 4
Th 1-23	Reading strategies; analyzing arguments; rhetorical precis and summary; discuss "Reading and Writing"; group write rhetorical precis in class	SMH Chapter 9 pp. 108-117; SMH Chapter 10 pp. 125-31; "Reading and Writing Are Not Connected" BIAW pp. 38-42	SMH & "Reading and Writing" Reading Response/CW 5 Factual Argument draft 1

Week 3: Disinformation and the Inspired Writer

Date	Class Description	Reading	Assignments Due
T 1-28	Discuss constructing arguments; plagiarism; peer review; "Inspired" group reading presentation	"Inspired Writer"; SMH Chapter 11 pp. 144-159	SMH Chapter 11 & "Inspired Writer" Reading Response/CW 6 "Inspired" group reading presentation/CW 7
Th 1-30	Appropriate words; sentences; paragraphs	SMH Chapter 38 pp. 490-93; Chapter 40 pp. 502-505; Chapter 5 pp. 60-76	"Inspired" precis in-class/CW 8 Factual Argument draft 2

Week 4: *Details, Details, Details*

Date	Class Description	Reading	Assignments Due
T 2-4	Punctuation and its history; mechanics; editing; revising; Englishes	SMH Chapter 6 pp. 78-90; "How to Read Like a Writer"	SMH & "How to Read" Reading Response/CW 9 "How to Read" group reading presentation/CW 7
Th 2-6	Write precis; Factual Argument writing workshop		"How to Read" precis in class/CW 10 Factual Argument final

Week 5: *Bird by Bird: The Research Project*

Date	Class Description	Reading	Assignments Due
T 2-11	Introduction to research project; research proposal prompt; brainstorming; discuss "Reading Games"	"Reading Games" SMH chapter 12 pp.172-179	"Reading Games" & SMH Reading Response/CW 11 "Reading Games" group reading presentation/CW 7
Th 2-13	Crafting a research plan; research proposal; research question		"Reading Games" precis in class/CW 12 Research Proposal

Week 6: *Academic Moves*

Date	Class Description	Reading	Assignments Due
T 2-18	Reading scholarly sources, con't.; introduction to CARS; discuss "Swales Moves"	"Swales 'Moves' and the Research Paper Assignment" Canvas	Find the Moves/CW 15 (group; in class)

Th 2-20	Annotated bibliography; primary research	"Introduction to Primary Research"; SMH Chapter 14 pp. 191-208	SMH & "Primary Research" reading Response/CW 13 "Primary Research" reading presentation/CW 7
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Week 7: Library Bootcamp

Date	Class Description	Reading	Assignments Due
T 2-25	Library		
Th 2-27	Library		

Week 8: The Bib

Date	Class Description	Reading	Assignments Due
T 3-4	Annotated bibliography; primary research, con't.		"Primary Research" precis in class/CW 14
Th 3-6	Writing workshop		Annotated Bibliography and Field Research Plan

Week 9: Spring Break March 10-14

Week 10: Synthesizing and Organizing Sources

Date	Class Description	Reading	Assignments Due
T 3-18	(Mid-term Grades) Writing with evidence; integrating sources; plagiarism	SMH Chapter 15 pp. 209-17 Chapter 16 pp. 218-226	SMH Reading Response/CW 16

Th 3-20	Writing the project; planning; genre; thesis statement; RP draft writing workshop	SMH Chapter 17 pp. 227-35 SMH Chapter 4c pp.44-46	RP Draft 1
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Week 11: Conferences

Date	Class Description	Reading	Assignments Due
T 3-25	No class. Individual conferences this week. Use time to work on your paper. Bring a complete draft of your research paper to your scheduled writing conference.		
Th 3-27	No class. Individual conferences this week. Use time to work on your paper. Bring a complete draft of your research paper to your scheduled writing conference.		

Week 12: The Inner Editor

Date	Class Description	Reading	Assignments Due
T 4-1	Drafting and revising; revision; discuss "Annoying"	SMH Chapter 6 pp. 78-93; "Annoying Ways People Use Sources"	SMH & "Annoying Ways" Reading Response 17 "Annoying Ways" reading presentation/CW 7
Th 4-3	Editing; "Annoying," con't.; proofreading; Top Twenty review	SMH Chapter 6 pp. 78-93; SMH pp. 1-11; Chapter 6 pp. 78-93	"Annoying Ways" precis in class CW 18 RP Draft 2

Week 13: *Sight for Sore Eyes: Visual Rhetoric*

Date	Class Description	Reading	Assignments Due
T 4-8	Introduction to visual rhetoric and visual analysis; discuss "Understanding Visual Rhetoric"	Understanding Visual Rhetoric" Writing Spaces Vol. III	
Th 4-10	Visual rhetoric and analysis, con't.; discuss "Beyond Black on White: Document Design and Formatting in the Writing Classroom"		Visual Analysis /CW 19

Week 14: *Last Chance Workshop & Presentations*

Date	Class Description	Reading	Assignments Due
T 4-15	Research Presentations		
Th 4-17	EASTER BREAK		

Week 15: *Good Morning Ladies and Gentlemen, 1*

Date	Class Description	Reading	Assignments Due
T 4-22	Research Presentations		
Th 4-24	Research Presentations		

Week 16: *Good Morning Ladies and Gentlemen, 2*

Date	Class Description	Reading	Assignments Due
T 4/29	Research Presentations		
Th 5-1	Research Presentations		RP Final Portfolio

Final Exam: ENG 1016-1 Thursday May 8 7:30 a.m. to 10 a.m.

