ENGL 1113: FRESHMAN COMPOSITION I (ONLINE)
This course focuses on the writing process and strategies for improving writing. The assignments reflect the fundamentals of expository writing with an emphasis on structure, organization, and style. The course offers a brief review of grammar and punctuation, a study of sentence structure, and practice writing paragraphs and compositions.

Type of course: Theory
Credit hours: 3; total clock hours of theory per semester: 48;
Total clock hours of lab for the semester: 0; total clock hours of clinical per semester: 0.
Class length: Full semester
Class format: Fully online
Required synchronous meetings: None
Prerequisites: None listed

Instructor name: Donna Glass
Office: NCAT 104A
Instructor phone: (918) 293-4835
Instructor email: donna.glass@okstate.edu
Contact: My preferred method of contact is email. Please allow 24-48 hours to return your correspondence during the normal work week.

Instructor’s office hours:
Monday, Wednesday, and Friday: 11:30 – 2:00
Tuesday and Thursday: 8:30 – 9:30 and 12:30 – 2:00 Central Time

School name: School of Arts and Sciences
School’s main phone: (918) 293-4768

REQUIRED TEXT, REFERENCES, AND MATERIALS


References: Items available through D2L, the campus library, and specified Internet sites

Materials: A USB storage device; access to a computer equipped with Internet, Microsoft Word, Adobe Reader, Windows Media Player or a comparable player, speakers or other sound device, and an ability to run the D2L/Online Classroom delivery system; a few sheets of drawing paper; colored pencils or inexpensive paints

Uniform/Tools: n/a

Estimated cost for materials: Texts and materials: Approximately $120.00 – 130.00
Estimate cost for uniform/tools: n/a
ONLINE COURSE INTERACTION
OSUIT requires all online courses to include interaction between students, peers and instructors. Our online courses use a variety of tools to build a community of learners and strengthen engagement between students and their peers, as well as between students and the instructor. Communication tools used in this course may include Discussion, News, Blackboard Collaborate, and Email. Read the syllabus completely to determine which of these methods you, your classmates, and your instructor will use for interaction.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment of Objectives</th>
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</thead>
<tbody>
<tr>
<td>Construct documents using Microsoft Word.</td>
<td>Prepare all assignments in Microsoft Word. (The portfolio functions as the university assessment tool for this objective.)*</td>
</tr>
<tr>
<td>Record/save course work on computer systems.</td>
<td>Prepare all assignments in Microsoft Word and submit them on D2L/online classroom. (The portfolio functions as the university assessment tool for this learning objective.)*</td>
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<tr>
<td>Compose written documents using processes that combine critical thinking and rhetorical strategies.</td>
<td>Focus each prewriting on thematically linked memories and observations with the help of pattern-of-development concepts. Draft pattern-of-development paragraphs about a chosen topic in response to each discovery worksheet. Compose and revise essays with the help of analytic rubrics. Conceptualize and evaluate compositional issues concerning content and clarity; organization and structure; and grammar, mechanics, technique, and style (the portfolio functions as the university assessment tool for this learning objective).*</td>
</tr>
<tr>
<td>Construct written documents using standard grammar, punctuation, spelling, and a variety of sentence types.</td>
<td>Complete three grammar worksheets. Address the instructor’s comments through revision and in a response to comments paper. While participating in the writer’s workshop, explain to peers their grammar and punctuation errors and reference the appropriate grammar handbook pages. (The portfolio will be used for university assessment of grammar skills.*</td>
</tr>
<tr>
<td>Create written documents that show a clear purpose and sense of audience.</td>
<td>Write clear thesis statements in the descriptive process analysis, descriptive division, literary analysis, and reflective narrative essays. Cultivate a sense of community and audience by posting a self-introduction under the discussion tool and by participating in peer workshops. Compile a portfolio of essays that reflect the fundamentals of expository writing with an emphasis on structure, organization, and style.*</td>
</tr>
<tr>
<td>Construct documents using MLA Style.</td>
<td>Use MLA Style to format all essays. (The portfolio functions as the university assessment tool for this learning objective.*</td>
</tr>
<tr>
<td>Apply structural elements in compositions to affect meaning/content.</td>
<td>Apply the five-paragraph-essay structure (introduction with thesis, body paragraphs with topic sentences and support, conclusion). Revise essays to hone structures of meaning, e.g., point of view, voice, tone, diction, imagery, selection of details, and arrangement of ideas. (The portfolio functions as the university assessment tool for this learning objective.*</td>
</tr>
</tbody>
</table>

Aspects of the course objective assessments may be used in the university’s assessment of student learning. If applicable, an asterisk (*) above indicates this assignment is used in the university assessment program.

Updated: July 2014
COURSE ACTIVITIES
In this course you will:

- boost your writing skills with the help of grammar worksheets;
- receive study guides designed to make textbook reading assignments more productive and less time-consuming for you;
- learn pattern-of-development concepts (description, process analysis, and so forth), writing process concepts (prewriting, drafting, composing, and revising), and composition concepts pertaining to expository essays (content and clarity; organization and structure; and grammar, mechanics, technique, and style);
- complete assignments designed to help you integrate pattern-of-development concepts, writing process concepts, and composition concepts;
- read fellow-students’ essays and post letters about their writing strengths and weaknesses;
- receive kudos comments and critiques from the instructor and your peers;
- write a response to comments paper about how the instructor’s kudos comments and revision suggestions might be understood and applied;
- interact with the embedded librarian if you so choose;
- build a portfolio of three finished essays that represent your writing abilities, process materials that reflect the gradual development of each essay over time, and a reflective narrative that explores how reading, thinking, and writing contributed to your learning experiences in English 1113.

EVALUATION - GRADES WILL BE BASED ON THE QUALITY AND COMPLETION OF THESE TASKS:

1. Syllabus questions.................................2%
2. Self-introduction/ice breaker.....................2%
3. Grammar worksheets (3 @ 4 pts. ea.)..........12%
4. Prewriting assignments (3 @ 3 pts. ea.)......9%
5. Discovery worksheets (3 @ 4 pts. ea.).........12%
6. Compositions/essays (3 @ 8 pts. ea.).........24%
7. Revised essay/workshop submission............4%
8. Workshop letters and marked-up essays.......6%
9. Response to comments paper....................4%
10. Portfolio plan.......................................3%
11. Portfolio............................................20%*
12. Participation and netiquette....................2%

Total  100%

Up to 3 points of extra credit toward your final course grade can be earned. Please see Page 5 “Interaction with the Embedded Librarian” for details.

*The student’s grade for this assignment will be used in the university’s assessment of student learning. A 70% competency or higher receives a Pass rating. This Pass/Fail rating is independent of the student’s course grade.

OSUIT
Grading Scale
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% & below
ONLINE COURSE INTERACTION/RECIROCITY
Always use good netiquette when corresponding with the instructor, your peers, and the embedded librarian; this means to be respectful and professional.

Interaction with your peers
The discussion tool is used for this interaction.

Discussion: A self-introduction post is required. You are encouraged to read other students’ discussion posts and, if you wish, respond to them. Each contribution is important to the making of an audience and a community for your online writing class. Please remember that every post should be respectful.

Later in the semester, a peer critique/workshop will take place. This will give you an opportunity to read peers’ writings and to have them read your work. The workshop is organized in this way: Basically, each student will revise a graded essay and submit it under the appropriate discussion forum. Then each student will be assigned a group. Each person will critique two essays. The critiques will involve marking up peers’ essays and writing them letters with kudos comments and revision suggestions. Detailed instructions will be provided under “content.”

Interaction with your instructor
Tools used for this interaction: Email, discussion, news, and dropbox.

Email: You are welcome to email questions. I respond to emails within forty-eight hours during the normal work week (weekends and university holidays and breaks are excluded). Also, I send emails to the class-list throughout the semester to nurture a supportive and an energetic virtual classroom environment.

Discussion: You may post a question under the appropriate forum, and I will respond within a week (weekends and university holidays and breaks are excluded).

Dropbox: You will receive brief comments on short assignments. You will receive extensive mark-ups and suggestions on graded essays to help you with revision plans and with improving writing skills. Also, a grade-sheet that matches the essay assignment/rubric will be uploaded with each graded essay. The comments and suggestions will be provided within two weeks (weekends and university holidays and breaks are excluded).

A response to instructor’s comments paper will be required. In this paper you will demonstrate comprehension of the revision suggestions on one graded essay. The paper will communicate your thoughts about the feedback/suggestions, i.e., what the suggestions mean, how they might be useful, and specific ways they could be applied.

News: The instructor posts announcements under news on a regular basis to enhance your enjoyment of a high-energy virtual classroom environment.
**Interaction with the embedded librarian (optional)**

This interaction will be available for you in Unit 4. The embedded librarian discussion forum is an option designed to help you choose a short story out of a list of about ten titles from the *Points of View* anthology. You will receive up to 3 points extra credit toward your final course grade for interacting with the librarian in a respectful and meaningful way. **Note:** The librarian will respond to you by email or via the discussion forum.

**AUTHORIZED TOOLS**

*See “ACADEMIC DISHONESTY,” below.*

**LATE WORK**

Only the following work may be submitted late: the syllabus questions from Unit 1; discovery worksheets and essays from Units 2, 3, and 4; and the response to comments paper from Unit 5. The penalty for submitting one of these items up to a week late is an automatic deduction of five points from the assignment grade. No work will be accepted for grading more than one week after the initial due date. The original dropboxes are designed to accept late submissions, so separate late dropboxes will not be created.

Before you submit each assignment, refer to the course schedule in this syllabus. Pay close attention to the D2L location where each assignment is due. Most of the assignments are due in a dropbox, but a few are due under a discussion forum. Also, always be aware of the names of assignments. The dropboxes and discussion forums are named so that they match the course schedule. This is meant to help you post work correctly.

If you post an assignment in the wrong place, the assignment will not be graded, and it will receive a zero (0). **It is the student’s responsibility to post work on time and in the right location.** So always take a few minutes to make sure your work really is submitted (you can go back and look). Finally, email submissions of work are not accepted in this class.

**TESTING**

n/a

**UNIVERSITY & COURSE EXPECTATIONS**

It is the responsibility of each OSUIT student to read, abide by and maintain a copy of the syllabus for this course. Syllabi are available on the OSUIT website.

Students understand that excerpts or portions of their work may be utilized for institutional assessment purposes. The purpose of institutional assessment is for verification of student learning and program improvement. Every effort will be made to keep this information confidential.

**AMERICANS WITH DISABILITIES ACT (ADA)**

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need special accommodations, you should notify the instructor and request verification of eligibility for accommodations from the Office of
Academic Accommodations/LASSO Center. Please advise the instructor of your disability as soon as possible, and contact The LASSO Center, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process during which the existence of a qualified disability is verified and reasonable accommodations are identified. The LASSO Center is located on the 3rd floor of the Noble Center. You may call 918.293.4855 for more information or fax documentation to 918.293.4853.

ACADEMIC DISHONESTY
Academic dishonesty or misconduct is neither condoned nor tolerated at OSUIT. Any student found guilty of academic dishonesty or misconduct shall be subject to disciplinary action. Academic dishonesty and/or misconduct includes, but is not limited to, the following actions: (1) Plagiarism: the representation of previously written, published, or creative work as one’s own; (2) Unauthorized collaboration on projects; (3) Cheating on examinations; (4) Unauthorized advance access to exams; (5) Fraudulent alteration of academic materials; (6) Knowing cooperation with another person in an academically dishonest undertaking. Students are required to actively protect their work against misuse by others. For details, refer to The OSUIT Student Handbook (Student Rights and Responsibilities Governing Student Behavior) available online at http://www.osuit.edu/academics/forms/student_rights_responsibility.pdf.

Attendance Policy for Online courses:
A primary component of OSUIT's Mission is: “to prepare and sustain a diverse student body as competitive members of a world-class workforce.” Regular and consistent attendance not only aids in academic success, dependable attendance is a requirement in today's real-world employment; therefore, regular and consistent attendance is a requirement in all OSUIT courses. **Definition:**
Absent: Failing to actively participate in online coursework during a standard week timeframe for a given course.

A. Students must demonstrate attendance through active participation in the course at least once every seven days. Simply logging into the course does not constitute active participation.

B. Active participation is defined as the completion of required activities such as:
   1. Completion of online quizzes or exams
   2. Submission of assignments
   3. Participation threaded discussions, or
   4. Involvement in discussion question as determined by the instructor and indicated in the course syllabus.

C. Calculations for weekly to percentage ratios
   1. Missing 1 of 15 weeks = 6.67%
   2. Missing 2 of 15 weeks = 13.33%
   3. Missing 3 of 15 weeks = 20%
   4. Missing 1 of 7.5 weeks = 13.33%
   5. Missing 1.5 of 7.5 weeks = 20%
**Procedures:**

Early Intervention:
A. Any student who misses 10% of an individual course (or earlier at faculty discretion) during a regular fifteen-week semester, or the equivalent portion of time in a shorter session, will have their name submitted by that course instructor to the OSUIT Early Alert System for retention intervention.

B. At the point the Early Alert is issued, the student **must** meet with their assigned faculty advisor or designated faculty/staff member within seven (7) academic calendar days for counseling on how to improve their attendance and academic success.

Excessive Absences:
A. The University reserves the right to administratively withdraw any student from an individual course who misses 20% of that course, whether excused or unexcused, and, in the opinion of the instructor, the student does not have a reasonable opportunity to be successful in the course.

B. Students should be aware any of the following may impact their financial aid:
   1. being administratively withdrawn from a course
   2. dropping a course
   3. their last date of attendance in a course

Please see OSUIT Policy 2-021 for full details and procedures.
## Course Schedule (Unit-Driven Configuration)

<table>
<thead>
<tr>
<th>Durations</th>
<th>Units &amp; Topics</th>
<th>Fall 2016 (Sept. 7 – Dec. 16) Assignment names, submission locations, and due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>University holidays and breaks</td>
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<tr>
<td></td>
<td></td>
<td>• Thanksgiving holiday: Nov. 23 – 25</td>
</tr>
<tr>
<td>Sept. 7 – Sept. 14</td>
<td>Unit 1 – Orientation</td>
<td>• Syllabus questions assignment due in its own dropbox by 11 p.m. on Fri., Sept. 9</td>
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<tr>
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<td>• Self-introduction/ice-breaker due under the appropriate discussion forum by 11 p.m. Wed., Sept. 14</td>
</tr>
<tr>
<td>Sept. 15 – Oct. 5</td>
<td>Unit 2 – Descriptive process analysis</td>
<td>• Unit 2 grammar worksheet due in its own dropbox by 11 p.m. on Sept. 21</td>
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<tr>
<td></td>
<td>(Chapters 13 &amp; 15)</td>
<td>• Unit 2 (descriptive process analysis) prewriting due in its own dropbox by 11 p.m. on Wed., Sept. 28</td>
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<td>• Unit 2 (descriptive process analysis) discovery worksheet due in its own dropbox by 11 p.m. on Wed., Sept. 28</td>
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<td></td>
<td>• Unit 2 (descriptive process analysis) essay due in its own dropbox by 11 p.m. on Wed., Oct. 5</td>
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<td>• Optional: Formal outline for descriptive process analysis essay due in its own dropbox by 11 p.m. on Wed., Oct. 5 (worth up to 5 points extra credit toward essay grade)</td>
</tr>
<tr>
<td>Oct. 6 – Oct. 26</td>
<td>Unit 3 – Descriptive division</td>
<td>• Unit 3 grammar worksheet due in its own dropbox by 11 p.m. on Wed., Oct. 12</td>
</tr>
<tr>
<td></td>
<td>(Chapters 13 &amp; 17)</td>
<td>• Unit 3 (descriptive division) prewriting due in its own dropbox by 11 p.m. on Wed., Oct. 19</td>
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<tr>
<td></td>
<td></td>
<td>• Unit 3 (descriptive division) discovery worksheet due in its own dropbox by 11 p.m. on Wed., Oct. 19</td>
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<tr>
<td></td>
<td></td>
<td>• Unit 3 (descriptive division) essay due in its own dropbox by 11 p.m. on Wed., Oct. 26</td>
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<tr>
<td></td>
<td></td>
<td>• Optional: Formal outline for descriptive division essay due in its own dropbox by 11 p.m. on Wed., Oct. 26 (worth up to 5 points extra credit toward essay grade)</td>
</tr>
<tr>
<td>Oct. 27 – Nov. 16</td>
<td>Unit 4 – Literary analysis, showing illustration</td>
<td>• Unit 4 (literary analysis) embedded librarian discussion topic opens Thurs., Oct. 27 by noon and closes at 2 p.m. on Wed., Nov. 16</td>
</tr>
<tr>
<td></td>
<td>(Chapters 14 &amp; 25)</td>
<td>• Unit 4 grammar worksheet due in its own dropbox by 11 p.m. on Wed., Nov. 2</td>
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<td>• Unit 4 (literary analysis) prewriting due in its own dropbox by 11 p.m. on Wed., Nov. 9</td>
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<td></td>
<td>• Unit 4 (literary analysis) discovery worksheet due in its own dropbox by 11 p.m. on Wed., Nov. 9</td>
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<td></td>
<td>• Unit 4 (literary analysis) essay due in its own dropbox by 11 p.m. on Wed., Nov. 16</td>
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<td></td>
<td></td>
<td>• Optional: Formal outline for the literary analysis essay due in its own dropbox by 11 p.m. on Wed., Nov. 16 (worth up to 5 points extra credit toward the essay grade)</td>
</tr>
</tbody>
</table>

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| Nov. 17 – Dec. 7 | Unit 5 – Revision & editing; writer’s workshop (Chapters 9 & 10) | - Unit 5 (revision and editing) **Response to comments paper** about graded descriptive process analysis essay due in its own dropbox by 11 p.m. on Tues., Nov. 22  
- Unit 5 (revision and editing) **Revised descriptive division essay** due for workshop under the appropriate discussion forum by 11 p.m. on Wed., Nov. 30  
- Unit 5 (revision and editing) **Two workshop letters and marked up essays** due under the appropriate discussion forum by 11 p.m. on Wed., Dec. 7 |
| Holiday: Nov. 23 – 25 | | |
| Dec. 8 – Dec. 16 | Unit 6 – Advanced revision & editing; reflective narrative; portfolio (Chapters 12 & 26) | - Unit 6 (portfolio) **Portfolio plan** due in its own dropbox by 11 p.m. on Fri., Dec. 9  
- Unit 6 (advanced revision & editing; reflective narrative; portfolio) **Portfolio** due in its own dropbox by 11 p.m. on Fri., Dec. 16 |

Schedule is subject to change at instructor discretion
Course Schedule (Calendar-Week-Driven Configuration)
Fall 2016 (Sept. 7 – Dec. 16)

Note: If you prefer, use the previous version/configuration of the course schedule. Both versions contain the same scheduling information.

<table>
<thead>
<tr>
<th>Course Outline Schedule</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Sept. 7</td>
<td>Unit 1 Orientation</td>
<td>Syllabus questions assignment due in its own dropbox</td>
<td>11 p.m. on Fri., Sept. 9</td>
</tr>
<tr>
<td>Week 2 Sept. 12</td>
<td>Unit 1 Orientation</td>
<td>Self-introduction/ice-breaker due under the appropriate discussion forum</td>
<td>11 p.m. on Wed., Sept. 14</td>
</tr>
<tr>
<td>Week 3 Sept. 19</td>
<td>Unit 2 – Descriptive process analysis (Chapters 13 &amp; 15)</td>
<td>Unit 2 grammar worksheet due in its own dropbox</td>
<td>11 p.m. on Wed, Sept. 21</td>
</tr>
<tr>
<td>Week 4 Sept. 26</td>
<td>Unit 2 – Descriptive process analysis (Chapters 13 &amp; 15)</td>
<td>Unit 2 (descriptive process analysis) prewriting due in its own dropbox</td>
<td>11 p.m. on Wed., Sept. 28</td>
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<td>11 p.m. on Wed., Sept. 28</td>
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<tr>
<td>Week 5 Oct. 3</td>
<td>Unit 2 – Descriptive process analysis (Chapters 13 &amp; 15)</td>
<td>Unit 2 (descriptive process analysis) essay due in its own dropbox</td>
<td>11 p.m. on Wed., Oct. 5</td>
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<td>Optional: Formal outline for the descriptive process analysis due in its own dropbox (worth up to 5 points extra credit toward the essay grade)</td>
<td>11 p.m. on Wed., Oct. 5</td>
</tr>
<tr>
<td>Week 6 Oct. 10</td>
<td>Unit 3 – Descriptive division (Chapters 13 &amp; 17)</td>
<td>Unit 3 grammar worksheet due in its own dropbox</td>
<td>11 p.m. on Wed., Oct. 12</td>
</tr>
<tr>
<td>Week 7 Oct. 17</td>
<td>Unit 3 – Descriptive division (Chapters 13 &amp; 17)</td>
<td>Unit 3 (descriptive division) prewriting due in its own dropbox</td>
<td>11 p.m. on Wed., Oct. 19</td>
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<td></td>
<td>Unit 3 (descriptive division) discovery worksheet due in its own dropbox</td>
<td>11 p.m. on Wed., Oct. 19</td>
</tr>
</tbody>
</table>
| Week 8  | Unit 3 – Descriptive division (Chapters 13 & 17) | Unit 3 (descriptive division) **essay** due in its own dropbox  
Optional: **Formal outline** for the descriptive division essay due in its own dropbox (worth up to 5 points extra credit toward essay grade) | 11 p.m. on Wed., Oct. 26  
11 p.m. on Wed., Oct. 26 |
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</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Unit 4 – Literary analysis (Chapters 14 &amp; 25)</td>
<td>Unit 4 <strong>grammar worksheet</strong></td>
<td>11 p.m. on Wed., Nov. 2</td>
</tr>
</tbody>
</table>
| Week 10 | Unit 4 – Literary analysis (Chapters 14 & 25) | Unit 4 (literary analysis) **prewriting** due in its own dropbox  
Unit 4 (literary analysis) **discovery worksheet** due in its own dropbox | 11 p.m. on Wed., Nov. 9  
11 p.m. on Wed., Nov. 9 |
| Week 11 | Unit 4 – Literary analysis (Chapters 14 & 25) | Unit 4 (literary analysis) **embedded librarian discussion topic** closes 2 p.m. on Wed., Nov. 16  
Unit 4 (literary analysis) **essay** due in its own dropbox  
Optional: **Formal outline** for the literary analysis essay due in its own dropbox | Embedded librarian discussion topic closes 2 p.m. on Wed., Nov. 16  
11 p.m. on Wed., Nov. 16  
11 p.m. on Wed., Nov. 16 |
<p>| Week 12 | Unit 5 – Revision and editing; writer’s workshop (Chapters 9 &amp; 10) | Unit 5 (revision and editing) <strong>Response to comments paper</strong> about graded descriptive process analysis essay due in its own dropbox | 11 p.m. on Tues., Nov. 22 |
| <strong>Holiday: Nov. 23 – 25</strong> | | | |
| Week 13 | Unit 5 – Revision and editing; writer’s workshop (Chapters 9 &amp; 10) | Unit 5 (revision and editing) <strong>Revised descriptive division essay</strong> due for workshop under the appropriate discussion forum | 11 p.m. on Wed., Nov. 30 |</p>
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Unit 5 – Revision and editing; writer’s workshop (Chapters 9 &amp; 10)</th>
<th>Unit 5 (revision and editing) <strong>Two workshop letters and marked up essays</strong> due under the appropriate discussion forum</th>
<th>11 p.m. on Wed., Dec. 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 5</td>
<td>Unit 6 – Advanced revision &amp; editing; reflective narrative; portfolio (Chapters 12 &amp; 26)</td>
<td>Unit 6 (advanced revision and editing; reflective narrative; portfolio) <strong>Portfolio plan</strong> due in its own dropbox</td>
<td>11 p.m. on Fri., Dec. 9</td>
</tr>
<tr>
<td>Week 15</td>
<td>Unit 6 – Advanced revision &amp; editing; reflective narrative; portfolio (Chapters 12 &amp; 26)</td>
<td>Unit 6 (advanced revision and editing; reflective narrative; portfolio) <strong>Portfolio</strong> due in its own dropbox.</td>
<td>11 p.m. on Fri., Dec. 16</td>
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