ENGL 1143: ACADEMIC RESEARCH & WRITING

Spring 2022 | Midwestern State University | Dr. Coenen

Section	Days	Time	Place
Sec. 202	MWF	10-10:50 AM	BW 117
Sec. 203	MWF	11-11:50 AM	BW 117

Contact

Professor: Dr. Hillary Coenen   **Office**: BW 203

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Office Hours: M: Noon-1:50pm; W: 9-9:50am

 TR: 10-11:50am; & by appointment

Email is the best way to contact me.

Course Materials

Required Text:

- **WL** - Ingraham, Lauren, and Jeanne Law Bohannon. *The Writer's Loop: A Guide to College Writing*, with Achieve; Bedford/St. Martin's, 2020. (Provided as an e-book; Access in D2L).

Other Resources:

- Access to D2L/Brightspace and Achieve Online to receive info and submit assignments
- A Gmail account (like MSUTexas account) to collaborate & access digital materials
- Regular computer and internet access
- Microsoft Office or Google Suite (Pages & Word Perfect will not work). You may use the free Microsoft Online through MSU Portal.

Course Goals

- Apply knowledge of rhetoric to make decisions about written communication
- Engage in a writing process that includes invention, drafting, and revision
- Write thesis-based academic arguments that provide strong support and specific details
- Find, evaluate, and synthesize credible sources in support of a research paper
- Use sources ethically and in contextually appropriate ways and follow a designated style guide
- Demonstrate proficient use of Standard Written English
- Additional information about course objectives can be found here: msutexas.edu/academics/libarts/english/index.php

Course Overview

This course will develop your skills in critical reading and thinking and in evidence-based, persuasive writing. These skills will be relevant in many aspects of your life. You'll choose what you research and write about, and you'll be asked to be open to new perspectives.

We'll discuss critical media literacy this semester, and you'll have opportunities to practice and reflect on your own literacy in three timed writing tasks, and revised writing tasks, including a researched argument and digital portfolio. You'll plan, draft, exchange feedback, and revise writing assignments, and you'll have opportunities to improve drafts before and after submitting.

This writing-intensive course is also designed to build informal skills related to collaboration, participation, and critical reading. You'll earn course credit for informal tasks by recording them in a labor log. This grading model is described below.

You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb 'to claim' is: to take as the rightful owner; to assert in the face of possible contradiction. 'To receive' is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon."

--Adrienne Rich

Grades

Major (Required) Tasks	Points
TW (Timed Writing) 1: Critical Literacy Narrative (LN)	50
RW (Revised Writing) 1: Argument Response	100
TW 2: ARA Proposal	75
Annotated Bibliography	75
RW 2: Academic Researched Argument	200
RW 3: Revised Literacy Narrative	100
RW 4: Digital Portfolio	100
Final Exam (Timed Writing)	100
Labor Log (Described on p. 7)	200
Total	X/1000

Grade Scheme

Letter	Numerical
A	895-100
B	795-894
C	695-794
D	595-694
F	0-594

Midterm Grades

To help track your progress, I'll report Midterm Grades in WebWorld. Midterm grades do not appear on transcripts or affect GPAs. They reflect your standing mid- semester. Students earning a C or below should visit with me and TASP.

Grade Policy

Through contract grading in this course, the default grade is a B. If you do all that is asked of you in the manner and spirit it is asked, you'll earn a B in the course. It will not matter what I or your colleagues think of your writing, only that you are listening to our feedback openly. If you miss class, do not participate fully, turn in assignments late, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade. You can earn an A by showing in your Labor Log that you have gone above and beyond to contribute to the class community and to your learning.

eBook Access

1143's required eBook is part of MSU Texas' Courseware Access and Affordability Program. Students are charged for the course materials on their Business Office account. If you wish to opt-out of the Program and purchase the required course materials on your own, you must do so prior to **09/07/21**. Opt-out instructions are sent to students' official my.msutexas.edu email after the first day of class. Contact the MSU Bookstore if you have questions about opting out.

On Language Assessment

You may expect to learn "proper grammar" in this class, but linguists argue that every language and dialect has a distinctive grammar and that no one grammar is inherently better or more correct. American universities rely on "Standard (American) Academic English" (SAE) to determine "college readiness," but this "standard" is a false one rooted in intentional gatekeeping and discrimination based on race, class, and citizenship status. In this class, your professor will assume that SAE is a false and flawed standard. Your language practices are relevant. You will not be chastised for using grammars other than SAE. If you would like to learn to use SAE more persuasively, we can work on that through independent exercises for which you may earn extra credit, but you are also welcome to use your language experience in ways that you and your peers and community members would find persuasive and trustworthy; these goals are more practical and more inclusive than striving for an arbitrary and false notion of correctness. Grammar police be warned. (See also CCCC's 2020 Demand for Black Linguistic Justice.)

Course Practices

Submission Format and Policy

All formal assignments are to be typed and formatted – and outside sources documented - according to MLA style. Some minor assignments may be submitted on the Labor Log or as a hard copy in class. All formal papers must be uploaded into the D2L Dropbox folder. *Note:* You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved in advance.

Late Assignments

Late assignments, defined as work not submitted to the appropriate dropbox by the designated due date and time, will be accepted for full credit if the student consults with the instructor on a reasonable timeline, at the discretion of the instructor. If you need to submit something late, you may request an extension in advance. If you have difficulty submitting or are unsure if your submission was successful, email me with your work attached.

Academic Dishonesty

Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing on the Works Cited page)–whether you use that material in a quote, paraphrase, or summary. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Chair of the Department of English, Humanities, and Philosophy and/or the Director of Student Conduct.

Assessment and Revision

I will provide written or oral feedback on drafts prior to submission as needed, and I will inquire about your writing progress regularly. If you request the opportunity to revise, you should meet with me to make a revision plan. You may revise and resubmit any coursework within 3 weeks of receiving a grade and prior to finals week for additional feedback. Grade revisions will be negotiated on a case-by-case basis.

Conferences

You should participate in at least three writing conferences with me or a writing center tutor this semester prior to the last week of class. You may use these meetings for any course-related discussion, but your formal and research papers will be especially useful topics.

Contacting Me & GroupMe

Email is the best way to contact me. In the body of your email, indicate the course and section number you're in. Please allow at least 24 hours for a response during the week and 48 hours over the weekend. If you need a response more urgently, please indicate that your question is "Urgent" in the subject of your email. We will also have a class GroupMe which you can use to ask questions and share resources among classmates. Access it here: https://groupme.com/join_group/84200285/0dJLOW0N

D2L & Google Drive

We will use D2L to join class remotely in Zoom and to access most course materials including the syllabus, the textbook & Achieve resources, schedule updates, assignment sheets, PowerPoints, your feedback and grades, and other materials. You will also submit formal assignments and find announcements on D2L, so please check it daily, especially before our class meets. Google Drive will also be used as a collaborative space and to store class resources.

Course Policies

Attendance Policy

It is important that you attend class and be on time, whether in person or via D2L/Zoom. If you have a total of more than two (2) weeks' worth (TR: 4 class sessions; MWF: 6 class sessions) of absences excused or not, it will affect your performance in class. Students who miss class will not be directly penalized, but they will miss opportunities to learn and to earn points for in-class activities. Some activities may be made up if you make arrangements with me to do so in a timely manner. Notify me via email in advance if you will not be able to make class. Consider it your responsibility to be present and prepared for class in order to succeed and maximize your learning. If you must miss multiple sessions for personal/health reasons, you should alert the Dean of Students office and provide information so they can verify the situation for your instructors.

Accessibility & Technology

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 940-397-4140.

Beyond complying with the ADA, I want to ensure that this course is accessible as possible to all students. If you have problems accessing campus sites or learning materials (physical or digital), don't hesitate to talk with me about how we might improve that. I will often refer to uses of technology that I have not covered during class, and I am happy to provide one-on-one or workshop-based support for students who are unfamiliar with platforms or programs I reference.

Campus Carry Statement

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to MSU Texas's Campus Carry page (https://msutexas.edu/campus-carry/).

Writing Proficiency Requirement

All students seeking a Bachelor's degree from Midwestern State University must satisfy a writing proficiency requirement once they have 1) completed 6 hours of Communication Core and 2) earned 60 hours. Students may meet this requirement by passing the Writing Proficiency Exam, passing two Writing Intensive courses, or passing English 2113. If you have any questions about the exam, visit the Writing Proficiency Office website or call 397-4131.

Writing Center & Tutoring

Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, Writing tutors are available most weekdays. You don't need an appointment to use these services. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. See https://msutexas.edu/academics/tasp/on-campus.php for more info.

COVID-19 & Our Class

Safety & Care

We are still dealing with a public health emergency. During the pandemic, we're deeply affected by the actions others take (or don't) to mitigate the spread of COVID-19. Many faculty, staff, and students here are caregivers for parents, children, and loved ones who are immunocompromised, and many may be at risk themselves. As such, I ask that you make efforts to protect yourselves, our campus, your families, and mine as well as our broader community for the spread of COVID-19.

As the pandemic continues, I want to share thoughts about our collective experience:

- Some of our lives may be relatively unaffected by the pandemic, but others have experienced profound and life-altering tragedies and hardships. We cannot make assumptions about others' experiences.
- Be compassionate with others and with ourselves. At this time, we all need more grace and care.
- Together, we can make this semester safe, thoughtful, rigorous, and insightful through our intellectual efforts and by carefully following safety protocols.

We should follow the University's guidance regarding COVID-19 precautions, masks, & vaccinations.

On Symptoms

If you are sick, particularly with symptoms that resemble COVID-19, DO NOT ATTEND CLASS IN PERSON. I'll work with you to ensure that you have the opportunity to learn any material you miss because of illness.

On Masks

As new variants spread and the reality of breakthrough cases becomes clear, I cannot help but think of each of our family members and co-workers who are unvaccinated or immunocompromised. Because vaccinated individuals can carry or be infected by the some variants, I will wear a mask (or face shield when lecturing) in class, and I ask you to wear a mask while inside the classroom too.

On Zoom

This course is designated as a face-to-face class, and it will be held in that format unless the University changes course modalities. Students are not able to attend class via Zoom as a regular alternative. If you will miss an extended amount of time because of illness, contact me to discuss options.

Course Community

Equity, Inclusion, and Accessibility

Because we and our community members have diverse bodies, experiences, and needs, and because language helps shape our world, as a community, we must reject language and behaviors that denigrate others based on identity category. In this learning space, hate speech, harassment, discrimination, & violence are not tolerated.

As a professor, my commitment to equity, inclusion, and accessibility in this classroom and on this campus begins with acknowledging the ways that our institutions (academic and otherwise) have excluded, neglected, and marginalized many community members based on race, religion, gender expression, sexual orientation, immigration status, national origin, language, ethnicity, sex, ability status, socioeconomic status, age, body type, and other aspects of identity, and continues with seeking to understand and resist those failures. To create a safer, more just community, we should seek to critique and counteract individual and systemic/structural oppression. This means educating ourselves about oppression and marginalization, fostering conversation and learning about those topics, developing practices that respond to the needs of historically marginalized communities, and holding our communities accountable for becoming more equitable, inclusive, and accessible.

Learning with Generosity

This course encourages the discussion and consideration of some uncomfortable topics. We can work through discomfort and create a brave space for learning and exploration. We will show respect and consideration of perspectives that differ from our own. There is a lot we don't know about each other, and our choice of words in discussing social, political, and economic issues matters a great deal. As a group, we should acknowledge that, while ignorance is not an excuse for cruelty or dismissiveness, we all make mistakes as we learn, so we should be willing to forgive & learn from these situations. I will provide content warnings as needed, and if you have a need for specific warnings, please let me know.

Courtesy and Hospitality

The college classroom should be a vibrant environment that fosters creativity, discussion, and intellectual growth. You have the freedom to create the kind of intellectual community you desire. Included here are behaviors that I believe will help foster a generative community:

● *Pay attention*. This means when the instructor or classmates are addressing the class you are attentive to the speaker and NOT (1) talking, (2) using electronic devices for unrelated tasks, or (3) sleeping. If emergencies or mitigating circumstances mean that you may need to do one of these things, please be considerate by quietly excusing yourself.
● *Be respectful*. You are expected to be respectful to your instructor, your classmates, and yourself. If you witness behavior that is less than respectful, you are welcome to hold the community accountable by calling us in.
● *Be prepared & responsible*. Know what is happening in class by checking the schedule and your emails. Bring materials and assignments to class when needed. Submit work on time, and communicate with me in mitigating circumstances.
● *Participate*. Since you are working to become an expert in your field, the class and our scholarly community stand to benefit and learn from your contributions. Practice now by sharing what you know and are learning when it is relevant.
● *Communicate*. Come by or call me during office hours if you are struggling with an assignment, have issues with course material, or want additional guidance or feedback. You can also email me.

This Course as a Contract

This course uses a labor-based grading contract adapted from that of composition scholar Asao Inoue. Here is his original contract example. If you do all that is asked of you in the manner and spirit it is asked (the terms of this are laid out throughout this document), then you'll earn a B in the course. This should foster a collaborative, supportive environment and relieve some writing anxiety. You'll get feedback from me and your colleagues which you can use to improve your work and to take risks, but you won't get traditional grades on major assignments. Instead they will be marked on a Satisfactory(S)/Unsatisfactory(U) basis. If you meet the basic expectations laid out in the assignment, you'll earn full credit for it, but if you receive a "U," you may revise with additional feedback or you will earn a portion of the points (.5, .7, or .8) available for that task. You should use your colleagues and your reflections for assessment and revision advice and thus build strategies of self-assessment that function apart from a teacher's approval.

While the default grade for the course is a B, you can improve upon your grade by doing more than is required. The primary options for doing so are outlined in the Labor Log description (p. 7) and the grade distribution chart (p. 2). If you don't earn all of the points for a major assignment, you may revise and make up for it in the labor log. If you have missed or incomplete work or work that does not meet the expectations for revision, editing, or originality, and you choose not to make that up with timely revision or additional labor, you will forfeit the default B for a lower grade, depending on the amount and quality of missing or incomplete work.

By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Coenen) also agree to abide by the contract, and administer it fairly and equitably.

Labor Log & Reflection

This class works better, is more fun, and generates more learning when everyone participates. The Labor Log allows you to track and earn credit for your participation. Record all labor related to the class in your log with the type & number, date, time spent, and a brief description. Word & Google Docs versions of the template are on D2L. See the main types below:

Type (Abr.)	Goal	Pts/	Description
Meaningful Contribution (MC)	15	2	MCs represent the everyday ways that you engage in class work, and they can take many forms: comments or questions in class or via email, relevant chat on GroupMe, excellent group work, volunteering to read aloud or report group work, activities on Achieve, and others.
Homework & Tasks (HT)	12	5	HTs will be indicated when they are assigned and may include homework, brainstorming, work on major writing assignments (including planning, drafting, revision, and editing), grammar activities in Achieve, and other engagement activities as announced. There will many opportunities to complete homework or tasks, and you should strive to do all of them. About one per week will keep you on track.
Peer Review Feedback (PRF)	5	10	PRFs are a summary of the feedback you've provided to a classmate on their written drafts during peer review. The note should summarize the 2 or 3 main suggestions for revision that you gave your partner. These notes should also be provided to your peer in Achieve.
Writing Conference (WC)	4	15	WCs with me or the writing center should be recorded in your log and documented well in your own notes. You can meet with me during designated conference times or office hours, or use the writing center and document your visit (w/ writing & photos).

Name: Student Name   1
Class: Engl 1143-103/104

Labor Log

Type & #: MC 1	Partner: N/A	Time spent: <5 min	Date: 08/25
Description: I asked a question about the Labor Log description in the syllabus during our class meeting on Zoom.			
Type & #: MC 2	Partner: Desiree	Time spent: 3 min	Date: 08/27
Description: I posted a response to a question in the class GroupMe.			
Type & #: H/T 1	Partner: N/A	Time spent: 15 min	Date: 08/28
Description: I completed the planning exercise requested in Achieve in Unit 1.			

Class Schedule Spring 2022

This version of the schedule is a projection. Some items will change throughout the semester, and they will be updated on this Google Doc version of the schedule. Changes will also be discussed in class and posted to D2L. D2L also houses PDFs of readings and details for tasks and assignments not listed here.

WL = *The Writer's Loop: A Guide to College Writing* (Ingraham, Bohannon) **(Ach)**
Ach = Achieve (Online learning platform; Access through D2L)
EC = Extra Credit Option for in Achieve; must be recorded in Labor Log
RW = Revised Writing (Writing assignments that you plan, draft, revise, edit, and submit over time)
TW = Timed Writing (Less formal writing assignments that you write within ~2 hours)

Wk	Dates	Complete Before Class	In Class & Due
1	M Jan. 10	Complete Survey, Join GroupMe	Introductions, Syllabus & Policies, Achieve
	W Jan. 12	**Watch "What is Media Literacy" & "How False News Can Spread" (Ach)** **Read: WL** MSU-Texas's ENGL 1143	Review Achieve & (Contract Grading) **Introduce:** Ch. 3 & Media Literacy, TW 1: Critical Literacy Narrative
	F Jan. 14	**Read: WL** Ch 3 "Understanding Writing as a Recursive Process" (Notice Nia's examples); **Ach** - "Introduction to Diagnostics for Students"	**Discuss:** Ch. 2 Slides; CLN Planning; Achieve Extra Credit Activities, Diagnostic Quizzes; Portfolio Assignment Update Labor Log
2	M Jan. 17	Martin Luther King, Jr. Holiday	
	W Jan. 19	**Read: WL** Ch 2 "Understanding Rhetoric"	**Discuss:** Ch. 2 Slides; Syllabus Q & A
	F Jan. 21	**Write:** TW 1 Plans **EC:** Reading Skills Practice Test **(Ach)**	**TW 1 (D2L Quiz due 1/21 @11PM)** Update Labor Log
3	M Jan. 24	**Read: WL** Ch 5 "Reading Actively & Critically to Create Meaning"	**Introduce:** RW 1 Argument Response **Discuss:** Ch. 5 Slides
	W Jan. 26	**Read: WL** Ch 1 "Being an Academic Writer" **Select & Watch** film for RW 1	**Discuss:** Ch. 1 Slides
	F Jan. 28	**Read:** Rose, Wiskin, & Noble **EC:** Reading Strategies Practice Test **(Ach)** **Watch** film	**Discuss:** Practice Argument Response; RW 1 Planning **&** Update Labor Log
4	M Jan. 31	**Read: WL** Ch 6 "Writing Academic Arguments" **Write:** Draft RW 1	**Discuss:** Ch. 6 Slides; Citing Sources
	W Feb. 2	**Read: WL** Ch 4 "Improving your Draft Using Feedback and Revision"	**Discuss:** Ch. 4 Slides
	F Feb. 4	**Complete:** Draft RW 1 **EC:** Sentence Grammar Practice Test **(Ach)**	**Discuss:** Peer Review Logistics; Troubleshoot RW 1 essay; Mini-conferences
5	M Feb. 7	**Revise:** Draft RW 1; Submit **(Ach)**	Peer Review RW 1 in Achieve
	W Feb. 9	**Revise:** Draft RW 1	Troubleshoot RW 1 essay; Mini-conferences **Submit RW 1** by 2/9 @11PM (D2L) Update Labor Log; RW 1 Reflection
	F Feb. 11	**Read: WL** Ch 8 "Planning your Research & Evaluating Sources" **EC:** Punctuation, Style, Mechanics Practice Test **(Ach)**	**Introduce:** TW 2: ARA Planning & Proposal & RW 2: Academic Researched Argument & Annotated Bibliography (Same topic) **Discuss:** Ch. 8 Slides **Submit Labor Log** by 2/11 @11PM (D2L)

6	M Feb. 14	**Complete** ARA Planning Worksheet **Read:***WL* Boyd "Inequality: Can Social Media Resolve Social Divisions?"	**Discuss:** Identifying a Topic & Research Question, Ch. 8 Slides
	W Feb. 16	**Watch: Library Videos on YouTube** **Read:** *WL* Ch 9 "Managing, Annotating, & Summarizing Sources"	**Possible Library Session** **Discuss:** Ch. 9 Slides Update Labor Log
	F Feb. 18	**Read:** *WL* Appendix "Understanding Academic Citation" *EC*: Complete selected Study Plans **(Ach)**	**Discuss:** Ch. 9 Slides & Annotated Bibliography Assignment, Miley Example, Research Map Resources
7	M Feb. 21	**Review:** *WL* "ENGL 1143 Recommended Assignments" & *WL* Appendix "Understanding Academic Citation" **Plan TW 2**	**Submit TW 2** (D2L Quiz) by 2/21 @ 11PM **Class:** Mini-Conference/Planning workshop Update Labor Log
	W Feb. 23	**Read:** *WL* Ch 10 "Crafting a Thesis for a Substantial Writing Project"	**Discuss**: Ch. 10 Slides
	F Feb. 25	**Read:** *WL* Ch 11 "Integrating Ideas from Sources"	**Discuss:** Ch. 11 Slides & Research Workshop for Ann Bib.
8	M Feb. 28	**Write:** Annotated Bibliography	**Class:** Mini-Conference/Writing workshop
	W Mar. 2	**Complete:** Ann. Bib. Draft; Submit **(Ach)**	Peer Review Ann Bib **(Ach)**
	F Mar. 4	**Revise:** Ann. Bib. Draft	**Submit Ann. Bib** by 3/4 @11PM (D2L) Update Labor Log
9	M Mar. 7	**Read:** *WL* Ch 12 "Tightening Your Argument" **Review:** *WL* Ch 11	**RW 2: ARA Reading Workshop** Ch. 11 Slides & Sample Essay
	W Mar. 9	**Write:** RW 2 Draft	**Discuss** Peer Review Groups/Timeline **Class:** Mini-Conference/Writing workshop
	F Mar. 11	**Write:** RW 2 Draft	**Class:** Mini-Conference/Writing workshop
		Stay Safe on Spring Break!	
10	M Mar. 21	**Complete:** RW 2 Draft; Submit in Achieve	RW 2 Peer Review **(Ach)** Update Labor Log
	W Mar. 23	**Revise:** RW 2 Draft	**Class:** Mini-Conference/Writing workshop **Submit RW 2** by 3/23 @11PM (D2L)
	F Mar. 25	**Read:** *WL* Ch 13 "Pulling It All Together in a Final Portfolio" & *WL* Ch 7 "Writing for Public, Digital Spaces" *EC*: Complete your selected Final Tests **(Ach)**	**Introduce**: RW 3: Literacy Narrative & RW 4: ePortfolio **Discuss:** Ch. 13 & 7 **Submit Labor Log** by 3/25 @11PM (D2L)
11	M Mar. 28	**Write:** RW 3 Draft	**Discuss:** RW 3 Examples
	W Mar. 30	**Complete:** RW3 Draft	**Class:** Mini-Conference/Writing workshop
	F Apr. 1	**Revise:** RW 3 Draft	**RW 3 Peer Review**
12	M Apr. 4	**Review:** RW 4: ePortfolio **Revise:** RW 3 Draft	**Discuss:** RW 4 Examples Update Labor Log
	W Apr. 6	**Revise:** RW 3 Draft	Troubleshoot RW 3 & mini-conferences **Submit RW 3** by 4/6 @11PM (D2L)
	F Apr. 8	**Holiday Break**	
13	M Apr. 11	**Draft** RW 4; Revise RWs for ePortfolio	Discuss RW 4, Review examples

	W Apr. 13	**Draft** RW 4; Revise RWs for ePortfolio	(Google) Sitebuilding Workshop
	F. Apr. 15	**Revise** Reflections for RW 4	In-class Workshop
14	M Apr. 18	**Draft** RW 4: ePortfolio	Mini-conferences
	W Apr. 20	**Revise** RW 4	Peer Review Workshop
	F Apr. 22	**Revise** RW 4	Peer Review Workshop
15	M Apr. 25	**Complete** RW 4: ePortfolio	Mini-conferences **Submit RW 4** by 4/25 @11PM (D2L)
	W Apr. 27	**Review:** *WL* Ch 6 "Writing Academic Arguments"	Final Exam Review & Evaluations
	F Apr. 29	**Complete** Labor Log	Portfolio Showcase **Submit Labor Log** by 4/29 @Noon (D2L)
Final		Monday, May 2 @ 1PM	