ENGR 110 (Communications)
Course Policies & Weekly Schedule

Instructor: Kaveh Tagharobi | Section: A01 | Fall 2019

A print copy will be provided upon request.

ACKNOWLEDGMENT

The University of Victoria wishes to acknowledge the Songhees, Esquimalt and WSÁNEĆ peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day.

COMMUNICATIONS CONTACT INFORMATION

Instructor: Kaveh Tagharobi

Contact: kaveht@uvic.ca (Mon-Fri, 9-5)

Class times: Mon/Thur, 1:00-2:20 p.m.

Class meets: Clearihue Building A035 (basement Computer Lab)

Office Hours: Mon 2:30-3:30 or by appointment

Office: Clearihue Building C355

COURSE DESCRIPTION (COMMUNICATIONS SECTION)

The Communications component of ENGR 110 introduces you to the basics of academic honesty and integrity, critical reading and thinking, academic research, and writing in the context of the discipline of Engineering. You will read a variety of scholarly articles on engineering and related topics; you'll learn to identify academic conventions, rhetorical strategies, structures, and patterns; examine them critically and analytically; and apply them to your own academic writing. You will use the 40:20:40 writing process to plan, draft, and revise a variety of academic writing assignments asking you to summarize, analyze, and synthesize ideas; apply principles of academic argumentation; and reflect on your learning in the course.

LEARNING OUTCOMES

The learning objectives below state what you should be able to do/know during and at the end of the course. The **weekly schedule at the end of this document** illustrates how each session contributes to these learning outcomes. Students successfully completing ENGR 110 will be able to:

1. Recognize, understand, and apply the standard conventions of academic writing to produce academic documents with appropriate content, effective organization, grammatically correct usage, and formal style.

2. Apply a writing process to plan, draft, revise, edit and proofread their work.

3. Apply a problem-solving approach to writing assignments and developing research questions.

4. Comprehend challenging texts; identify main ideas and supporting details; and distinguish facts from opinions.

5. Reflect on their progress as learners, identify strengths and weaknesses in their own and others' writing, and set learning goals for themselves.

6. Analyze challenging texts in terms of rhetorical purpose, audience, genre, patterns of development, and stylistic features.

7. Incorporate source material into their own writing according to standard academic conventions; quote, paraphrase, and summarize the words and ideas of others effectively and ethically to support their own ideas.

8. Distinguish academic from non-academic sources; find, evaluate, and use academic research sources to support ideas in their research papers; and evaluate others' arguments for validity and reliability in an academic context.

REQUIRED TEXTS

• *Academic Writing Essentials.* University of Victoria. 2nd. edition; 2nd. version (2017). Available at the bookstore. Older used versions are acceptable. ***Note*** It is not mandatory to purchase this book. Alternative readings will be available for those who opt out of using this textbook.

• The resource **links on CourseSpaces** are the equivalent of a textbook; use them to review course readings, PowerPoint slides, worksheets, sample documents, and other postings before, during, and after completing your writing assignments in order to closely meet requirements, achieve your best, and earn high grades.

• You can also access **course readings** at one place on CourseSpaces. Check each week's notes to see what texts are required that week. **Please print the readings in this folder**, as we will be working on them in class. Reading the texts before class helps you engage better with the material during class.

COMMUNICATIONS RESOURCES

Multiple resources are available to support your learning in ENGR 110:

● **CourseSpaces:** Here's where you'll find all routine information to help you successfully pass this portion of the course: weekly activities and learning outcomes; all Communications assignments; contact information, links, and resources, etc. **Review it regularly for updates**: I routinely use CourseSpaces Announcements to send you important updates and other messages.

● Getting stuck is part of the writing process! It happens to all of us. If you have any questions or difficulties with course materials or with assignments, please check with me during **office hours** (**Cle C355**). Come with specific questions, plus work-in-progress, if any. If you can't make office hours, we can set up an alternative time. Office hours are there to help you: please use them. 😊

● You can get extra help with writing! Centre for Academic Communication (Rm 135 Learning Commons, McPherson Library) provides free one-on-one tutoring to help you build writing skills and proficiency in English,

plus workshops that address common problems in academic writing, reading, and speaking. You can book appointments online or stop by for a drop-in (subject to availability). ****An important note**:** I work at the CAC; however, for academic integrity and equity reasons, I will not be able to see you while you are in my class. You are more than welcome to see other CAC staff about your ENGR 110 writing and communication work.

● Stop by the Research Help Desk in the library to get help with your research strategy, finding sources, and citation questions.

● The Assignment Calculator breaks down the research process into steps and provides you with tips, advice, and resources to help you through your research and writing. It also provides suggested deadlines for each step to help keep your work on track.

● UVic Library offers anti-plagiarism citation resources to help you maintain academic integrity.

● A one-stop ENGR Library Resources site has been set up for you; feel free to contact Engineering Librarian Aditi Gupta (aditig@uvic.ca) any time you need help or advice on any research involved in this or your other Engineering courses.

● If you are a multi-lingual learner, access the following support services as needed: the English Language Centre Study Zone offers help with English language skills; the CALL Facility (Computer Assisted Language Learning), located in Cle A051, offers software, audio, and video resources for language learners on a drop-in basis.

● Students with diverse learning styles are welcome in this course. If you have a learning/ health consideration that may require accommodation, please approach the Center for Accessible Learning; staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations to assist you in achieving your learning goals in this and all your courses.

● Last but not least, take care of yourselves! 😊 If you're feeling blue—struggling to keep up, anxious, overwhelmed, lonely—you can get help. Everyone benefits from support during times of struggle. You are not alone. UVic Peer Helping Program, the Student Mental Health site, and UVic Counselling Services provide cost-free, confidential services in a safe and supportive setting. Access these services to help maintain (or recover) personal wellness and develop effective learning strategies while you're away from home. Student services can help keep you on track, or get back on track, so you can make the best of your university experience.

ASSIGNMENTS

Detailed descriptions of assignments are posted on **CourseSpaces** and will be discussed in class before due dates. Each assignment's requirements are laid out and the assessment rubric is provided. However, **if you have any questions or are confused about an assignment, make sure to ask**. Losing marks or feeling stressed about the assignment because you are afraid to ask is counter-productive.

Because this is a writing course, the assignments have been designed to build core competencies in academic writing. In other words, they build on each other. The design of assignments has also taken into account the Design side of the course as well as an understanding of the workload of first year engineering. The aim is to work

smarter, not necessarily harder, but that remains up to you. Since a scaffolded model has been employed in designing the assignments, regular attendance and being prepared for each class will be key to success.

TABLE ONE: ASSIGNMENT SUMMARY

Breakdown	Assignment	Length	Weight	Due
Essay sections, Draft (40%)	1. Research Question & Keywords	1 page	5%	Wk 3, September 19
	2. Lit Review	500-700	10%	Wk 6, October 7
	3. Intro & Outline	300 words	5%	Wk. 7 October 17
	4. Argument (body)	800-900	15%	Wk 9, October 28, 31
	5. Conclusion	300	5%	Wk 10, November 7
Final Revised Version, 40%	6. Final Reflection	350-500	10%	Wk 13, December 1
	7. Final Version	1800-2000	30%	Wk 13, December 1
Exam, 20%	Final Exam		20%	Exam Period, TBA
Writing Exercises	In class writes, reflections, exercises, practice	<1 page	0%	Ongoing, supports graded work

Submitting Assignments
- All due dates are firm.
- Assignments are expected to be completed according to the assignment guidelines and submitted in the manner indicated.
- It is your responsibility to be prepared in the event of technology problems (printer/uploading). Make sure you allow enough time in case of technical difficulties.
- For online submissions, only Word files or PDFs will be accepted. If your file isn't in one of these forms, it will be considered late until the mistake is corrected and the assignment is resubmitted. It is up to you to notice this error.
- Keep all graded assignments as they form your portfolio. Keep back-up copies of all assignments, including drafts. Don't delete assignments until final grades have been posted.
- I do not require that you hand in hard copies; however, I encourage that you rotate between working on electronic and print versions of your writing. There are benefits to revising on hard copies.

There are pedagogical reasons behind submission requirements. Please make sure you follow the expectations as they are laid out to avoid a loss of marks. If you have a concern about submitting an assignment, please talk to me before it's due.

Missed/Late Assignments
- Missed assignments will receive a zero.
- Reasonable extensions on due dates may be negotiated *ahead of the due date* if you can provide compelling reasons for doing so. Otherwise, in fairness to students who complete and submit assignments on time, late assignments are marked down 5% per each late day; assignments submitted 5 or more days late are graded on a pass (50%)/ fail (0%) basis and are returned without feedback.

- Assignments are considered late if they are not submitted by the time indicated on the CourseSpaces dropbox.
- Each writing assignment receives a complete grade only when all the assignment components (outline, exercises, peer review, etc.) are completed. Missing any one part or step may cause you to lose marks on that assignment.
- **Revising Assignments:** In some cases, you will be allowed to revise and resubmit your work. You will have one week from when the assignment is returned to you with the option of meeting with me to revise and resubmit. If your assignment is not resubmitted within the week, your original grade will stand. This option does not pertain to the final essay, reflection, or the final exam.

N GRADES

Failure to complete any one or more graded assignment results in an Incomplete (N) grade for the course, regardless of the cumulative percentage on other elements of the course. "N" is a failing grade and factors into a student's GPA as 0. The maximum percentage that can accompany an N on a student's transcript is 49. Only students who have completed all written assignments for the course, including the exam, will be considered to have completed the course and assigned a final grade.

GRADING SCALE

Written work for ENGR 110 is carefully evaluated according to the first-year grading standards, which provides detailed criteria for each letter grade. Evaluation is based on detailed assessment of content, organization, and style.

Assignments that meet the requirements of the assignment and demonstrate stated learning outcomes will achieve a high grade; assignments that do not will likely earn a poor grade. Each assignment is accompanied by a detailed rubric. Be sure to read and follow assignment instructions and rubrics carefully; make sure you understand what's required (and ask if you don't!); last but not least, write your own assignments in order to avoid penalties for plagiarism, as well as to ensure good learning and good grades.

Final grades for the course are calculated in accordance with the UVic standard undergraduate grading scale as outlined in the University Calendar.

EXAMINATIONS

The final exam, to be scheduled in the exam period, is based on the Communications aspects of the course, plus the Plenary Lectures. *You must pass the final exam in order to pass the course.*

FAILING GRADES

Failing grades apply in the following cases:
- To pass ENGR 110, students must pass both the Communications and Design portions of the course. Students who fail either part will fail the entire course and must retake the entire course.
- To pass ENGR 110, students must attend all design laboratory sessions and complete all design exercises, or risk receiving a failing grade for the course.
- As noted above, you must pass the final exam in order to pass the course. Failing the exam results in a failing grade for the course as a whole.

CONDUCT & BEHAVIOUR

The following course policies and expectations apply to our section:

I will expect you to	*You can expect me to*
• attend all classes except in case of illness or emergency • prepare for class by completing readings and assigned work in advance • actively participate in classroom activities • ask questions if you do not understand • submit all assignments according to instructions, complete, and on time • use my comments and feedback to improve future work • cooperate with and act respectfully toward other students and me • communicate with me about problems or concerns as soon as possible • put focused and disciplined effort into the course assignments	• be on time and prepared for class • teach to the course goals • give clear instructions for assignments and exercises • advise and support you in your course work • treat you with respect • act in a fair manner • be available during office hours or, if necessary, arrange an alternative time to meet • evaluate students fairly and constructively, based on criteria made clear to students beforehand • return assignments in a timely manner • give useful, constructive feedback

During class, I expect that you will be engaged in the activities we are doing, participating in discussion, and properly prepared (complete course readings, have your textbooks and appropriate note taking tools with you). UVic's Policy on Human Rights, Equity, and Fairness states that UVic "is committed to promoting, providing, and protecting a supportive and safe learning environment for all its members." We therefore encourage respectful, courteous communication, both written and spoken, inside and outside the classroom.

Our class is a professional space. In respect to your classmates and your own learning journey, **keep the classroom as a learning space:** put digital devices out of sight; avoid gaming, checking texts, or social media feeds; eat and drink before or after class. This will help everyone remain focused on the learning tasks at hand. If you finish an activity ahead of time, use that time to further reflect, revise, or freewrite on the activity, rather than break focus to check emails, texts, or games. Instead, continue engaging with the activity in constructive, creative ways on the principle that thinking, reflecting, and writing are never fully "finished."

ATTENDANCE

The university expects you to __attend all classes__ in which you are enrolled. According to the UVic calendar (Regulations on Attendance), students who neglect their academic work, including assignments and attendance, may be refused permission to write the final examination in a course.

Attendance requirements for ENGR 110 (Communications) are as follows: Those who **miss the first 2 classes** will be automatically dropped; those who miss more than **4 communications lectures** in the term may be barred from the final exam. Those who miss more than **6 communications lectures** will not be permitted to sit the final exam without an academic concession.

If you are absent for any reason, you remain responsible for what you have missed: make arrangements to get notes from a classmate; clarify assignment instructions by consulting course websites, documents, and other resources; and submit work that is due.

UNIVERSITY POLICIES ON ACADEMIC HONESTY AND INTEGRITY

Cheating, plagiarism, and other forms of academic fraud are taken very seriously by the Faculty of Engineering and the University at large. Presenting the work of others as your own (cheating), or using the work of others without proper acknowledgment (plagiarism) violates University policy on Academic Honesty and Integrity, as well as the Engineering Faculty's Code of Ethics.

The writing you do in ENGR 110 *must be your own*, from planning, to drafting, and revising. Purchasing or re-submitting someone else's work (or your own) or paying editors to "correct" your work = plagiarism. This means that when you plagiarize, you are "hijacking" someone else's work and taking credit for their effort. Submit assignments *in your own words*; signal your use of others' words with quotation marks; paraphrase properly; give credit to the words, information, graphics, and ideas derived from other sources (even if you paraphrase them!) via properly-formatted IEEE style citations. Written work may be passed through plagiarism-detection software.

Use of Editors

An editor is an individual or service, other than the instructor, who revises, corrects, alters, or contributes to a student's work. Unauthorized use of editors (paid or unpaid) is not allowed; if you wish to use an editor, *you must ask permission*, and the extent of editing, if allowed, will be defined for you.

Peer review by classmates and tutoring that provide advice and suggestions, *but do not include editing,* are permitted. In addition to consulting with me, you are encouraged to seek out reviews of your work that prompt you *to make revisions yourselves*. For example, students may

- Seek help from tutors at the Centre for Academic Communication;
- Invite peers or others to suggest revisions and provide feedback regarding clarity and structure (but without making actual corrections or other changes);
- Use software that identifies grammar, usage, and punctuation errors

Penalties for Integrity Violations

Students found guilty of violating academic honesty face significant consequences. Depending on severity, the offence may result in an **F grade** on an assignment, an F grade for the course, and/ or may be added to a student's academic record. Few companies wish to hire graduates with a record of plagiarism on their transcript.

Avoiding Integrity Violations

The best way to avoid plagiarism is to manage your time effectively, get familiar with what constitutes academic dishonesty, and learn how to properly cite and document sources. Some students plagiarize accidentally due to ignorance. Unfortunately, ignorance of the law is no defense. It is each student's responsibility to learn how to avoid academic dishonesty. If in doubt, please ask for guidance. This course will help you learn how to quote, paraphrase, and cite your sources correctly, but you will need to be proactive on your own behalf by carefully reviewing and checking resources on plagiarism made available to you.

The university has prepared several web pages to help you understand University Policy on Academic Honesty and Integrity. Go through the following links to learn what constitutes plagiarism, what the penalties are, and how to avoid it:

- [Citation Help: Avoiding Plagiarism](#) from the UVic Libraries website; explains what plagiarism is and how to avoid it.
- [What You Should Know About Cheating and Plagiarism](#) from the UVic Ombudsman's Office.
- UVic Calendar [Policy on Academic Integrity](#) gives the definitions of plagiarism, cheating, and aiding others to cheat; the procedure for dealing with violations of the policy and the penalties.

Unless otherwise noted, all course materials supplied to you in this course have been prepared by UVic's AWR instructors and are intended for use in this course only. Do **not digitally re-circulate** course materials, whether by email or by uploading, saving, copying, or selling to websites, or to others not enrolled in the course. Doing so constitutes a **violation of academic integrity** as defined in the UVic Calendar.

GRADE APPEALS

If you feel an assignment has been improperly or unfairly evaluated, discuss your concerns with me first. I strive to evaluate your work in a way that is fair, appropriate, and reasonable, based on the [first-year grading standards](#), and I will be open to listening to your concerns. For your part, if you request a grade review, be prepared to show how your work matches the standards for the letter grade (as described in the first-year grading standards) you feel you should have received. If you're not satisfied with our discussion, you can apply for a [formal grade review](#), described in the UVic Academic Calendar.

ACADEMIC CONCESSION

If your academic performance is affected by illness, injury, or family or personal affliction, immediately consult with University Counseling Services, University Health Services, or another health professional. Supporting documentation allows you to request an extension or deferral without penalty. The University's full policy on [academic concessions](#) is outlined in the UVic Undergraduate Calendar.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback regarding the course and my teaching, as well as helping the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more information nearer the time but please be thinking about this important activity during the course.

> I am here to support your learning. If you've got any questions or concerns about the course, or need help with assignments, please check with me for advice and assistance. ☺

> **See next page for the course syllabus: weekly learning outcomes, readings, due dates, and other related activities.**

ENGR 110 (Communications)
Weekly Schedule

Instructor: Kaveh Tagharobi | Section: A01 | Fall 2019

A print copy will be provided upon request.

The information in this schedule can also be found under each week in CourseSpaces.**For updates see the site**

Note If you do not have *Academic Writing Essentials,* check CourseSpaces for alternative texts.

Dates	Learning Outcomes	Due Dates, Readings, Activities
Week One 2-8 Sep	**September 5: Session 1** • Introductions • Overview of the course and policies	**Diagnostic (0%) – in class**
Week Two 9-15 Sep	**September 9: Session 2** • Basics of academic writing and research • Writing process: 40/20/40 • Finding a topic & keywords • Reading: pre-reading and skimming *Targeted Learning Outcomes:* *Learning Outcome 1: Recognize, understand, and apply the standard conventions of academic writing* *Learning Outcome 2: Apply a writing process to plan, draft, revise, edit, and proofread their work* *Learning Outcome 3: Apply a problem-solving approach to writing assignments and developing research questions* *Learning Outcome 4: Comprehend challenging texts*	Before class: Read *AWE: "*Characteristics of Academic Writing" (p. 10); "The Academic Writing Process" (pp. 14-20); "Reading Academic Writing" (p. 22) **OR** alternatives. In class: Work on the theme (Sustainable Development) to identify topics and keywords. Homework: Skim through Mraz & Soma to make a list of broad topics & keywords; choose a topic and keywords; look for 2-3 news stories related to your topic; complete toolkit up to the end of module 2.
	September 12: Session 3 • Refining your topic • Writing a research question • Evaluating your research question *Targeted Learning Outcomes:* *Learning Outcome 3*	Before class: Read *AWE: "*Researching" (pp. 29-32) **OR** alternatives. In class: Refine topic; use limiters; pitch topic to a peer; write a research question; come up with keywords; evaluate RQ.

			Homework: Draft assignment 1 and print for peer review next week.
Week Three **16-22 Sep**	**September 16: Session 4** • Giving and receiving feedback • Intro to critical reading (Annotating) *Targeted Learning Outcomes:* *Learning Outcome 5: Reflect on their progress as learners, identify strengths and weaknesses in their own and others' writing, and set learning goals for themselves* *Learning Outcome 6: Analyze challenging texts in terms of rhetorical purpose, audience, genre, patterns of development, and stylistic features*		Before class: Read "Peer Review Guidelines" & *AWE:* "Annotating" (p. 22) **OR** alternatives. In class: Peer review of Assignment 1; make a map of Mraz. Homework: Read and make a post outline of Rosen. Annotate as you read. Bring a hard copy of Assignment 1 (online) on Mon. Do Toolkit modules 3, 4 & 5.
	September 19: Session 5 • Summarizing • Mini library orientation *Targeted Learning Outcomes:* • *Learning Outcome 7: Incorporate source material into their own writing according to standard academic conventions; quote, paraphrase, and summarize the words and ideas of others effectively and ethically to support their own ideas* • *Learning Outcome 8: Distinguish academic from non-academic sources; find, evaluate, and use academic research sources to support ideas in their research papers; and evaluate others' arguments for validity and reliability in an academic context*		**Assignment 1 Due: Refined topic and Research Question (5%)** Before class: Read *AWE* "Finding Sources" (pp. 32-39) **OR** alternatives. In class: WS: Find sources; Practice summarizing. Homework: Summarize Rosen and Bigongiari using the note-taking worksheet.
Week Four **23-29 Sep**	**September 23: Session 6** • Creating a synthesis matrix • What is a literature review? *Targeted Learning Outcomes:* • *Learning Outcomes 3, 4, 7, & 8*		Before class: Read "What is a Synthesis Matrix?" In class: Identify the main themes within your topic; start a synthesis grid using the themes. Homework: Find 3 more sources on your topic (2 academic + 1 non-academic) and make a synthesis grid. Do Toolkit modules 6 & 7.
	September 26: Session 7 • How to write a literature review		Before class: Read "Literature Reviews" article.

	• Incorporating summaries *Targeted Learning Outcomes:* *Learning Outcomes 1, 5, & 7*	In class: Complete synthesis grid; start literature review. Homework: Continue the work started in class on your literature review.
Week Five **30 Sep-6 Oct**	**September 30: Session 8** • Writing strong paragraphs • Making comparisons *Targeted Learning Outcomes:* *Learning Outcomes 1, 2, 5, & 7*	Before class: Read *AWE* "Writing Strong Paragraphs" (pp. 68-73) **OR** alternatives. In-class: Identify paragraph elements; draft a lit. rev. paragraph; create transitions. Homework: Draft 2 lit. review paragraphs for peer review.
	October 3: Session 9 • Citing in IEEE *Targeted Learning Outcomes:* *Learning Outcomes 1, 2, & 7*	Before class: Read *IWE* "IEEE" (pp. 57-58) **OR** alternatives. In class: Literature review peer review.
Week Six **7-13 Oct**	**October 7: Session 10** • Writing a tentative thesis • Developing secondary questions • Organizing your ideas into paper structure *Targeted Learning Outcomes:* *Learning Outcomes 1, 2, & 3*	**Literature Review Due (10%)** Before class: Read *AWE* "Developing a Thesis" (pp. 88-89 & 107) and "Mind Mapping" (p. 16) **OR** alternatives. In class: Write a tentative thesis; develop secondary research questions; make a preliminary mind map. Homework: Keep developing your thesis statement, main supporting points, and mind maps.
	October 10: Session 11 • Making an outline • Writing an introduction *Targeted Learning Outcomes:* *Learning Outcomes 1, 2, & 3*	Before class: Read *AWE* "Outlining" (pp. 16-17) **OR** alternatives. Read "Writing an Introduction." In class: Practice outlining; analyze introductions; start drafting your intro

Week Seven 14-20 Oct		Homework: Complete your outline and Intro, due after Thanksgiving.
	October 14: THANKSGIVING – NO CLASS	
	October 17: Session 11 • Developing an argument • Rhetorical strategies *Targeted Learning Outcomes:* *Learning Outcomes 1, 2, 3 & 6*	**Intro & Outline Due (5%)** Before class: Read "Framing an argument" and "What in the world is a rhetorical analysis?" In class: Analyze "Engineering Sustainable solutions" for rhetorical strategies. Homework: Read Bigongiari and analyze how the writer makes their argument.
Week Eight 21-27 Oct	**October 21: Session 13** • Patterns of development • Metacommentary (They say, I say) *Targeted Learning Outcomes:* *Learning Outcomes 1, 2, 3, & 7*	Before class: Browse through MIT's "Paragraph Development." In class: Identify patterns of development. Homework: Make a topic sentence outline.
	October 24: Session 14 • Flow and unity (alignment) • Writing clearly *Targeted Learning Outcomes:* *Learning Outcomes 1, 2, & 3*	In class: Analyze texts for transitions and signal phrases; check for alignment. Homework: Finalize argument (thesis and outline).
Week Nine 28 Oct-3 Nov	**October 28: Session 15** • Draft and revise body	**MIDTERM: Argument (body)** drafted and revised in class over two sessions **(15%)**
	October 31: Session 16 • Draft and revise body	
Week Ten 4-10 Nov	**November 4: Session 17** • Writing conclusions • Writing strong sentences	Before class: Read "Conclusions." In class: Analyze conclusions; write your conclusion. Homework: Write your conclusion.
	November 7: Session 18 • Strategizing your revisions	**Conclusion Due (5%)**

	• Back to the big picture	Before class: See "Pyramid of Writing Concerns" and think about the hierarchy of writing issues. In class: Strategize revisions; revise conclusion. Homework: Make final structural changes based on your plan.
Week Eleven 11-17 Nov	November 11: READING WEEK AND EMEMBERANCE DAY – NO CLASS	
	November 14: Session 19 • Making a list of references • Avoiding common writing issues	In class: Make a list of references; revise writing to detect common errors. Homework: Prepare Intro and conclusion for review.
Week Twelve 18-24 Nov	**November 18: Session 20** • Revising the intro and conclusion *Targeted Learning Outcomes:* *Learning Outcomes 5*	In class: Review introduction and conclusion. Homework: Prepare the body and references for review.
	November 21: Session 21 • Revising the body of paper *Targeted Learning Outcomes:* *Learning Outcomes 5*	In class: Body and works cited review. Homework: Prepare the entire paper for peer review.
Week Thirteen 25 Nov – 1 Dec	**November 25: Session 22** • Peer review of the entire paper • How to write a reflection *Targeted Learning Outcomes:* *Learning Outcomes 5*	In class: Peer review forum. Homework: Use peer review to revise paper. Start Reflection.
	November 28: Session 23 • Exam prep (short answers) • CES	In class: practice writing short paragraphs. Homework: Finalize essay and reflection to submit by Dec 1.
	December 1, at 23:59: Final Paper (30%) and Reflection (10%) Due	
Week Fourteen 2-8 Dec	**December 2: Session 24** • Exam prep (the essay)	In class: practice answering essay questions.