RWS 100 Syllabus

Instructor: Arthur Kayzakian
Email: kayzakia@rohan.sdsu.edu
Office: SH 116
Phone: 818 427 9898
Office Hrs: M 1:00 – 2:00 PM, or by appt.
Class Meets: MWF 11 – 11:50 AM

What is the Story of this Course?
You will practice interpreting, analyzing, evaluating and producing written argument, as argument is central to academic literacy, critical thinking, professional and civic life. You will learn to write and revise papers in which you address complex arguments effectively, use source materials responsibly and make sound decisions about audience, context, structure, and purpose.

COURSE DESCRIPTION:
As we are all active agents in an increasingly digital world, this class will be centered on the topic of Digital Literacy and how we navigate and interact with the web. More specifically, this section of RWS 100 will be a collaborative experience, both online and in class, as we explore the various rhetorical effects and strategies of our texts throughout the semester. Not surprisingly, each of us brings a different perspective to the conversation, and I expect these varied perspectives to further enrich our scholarly discussions. This course is meant to develop your reading, thinking, and writing skills. As this course specifically focuses on interpreting, analyzing, evaluating, and producing written argument, you will become familiar with effective methods of argumentation by both reading texts and producing papers of your own over the course of the semester. This is meant to encourage you, as both students and digital citizens, to use key rhetorical concepts as a mode of inquiry and invention as you develop reading and writing proficiency in academic disciplines and other contexts.

RWS 100 Student Learning Outcomes

General Education Capacities/Goals & RWS Learning Outcomes
Our Learning Outcomes Reflect the Goals and Capacities of the General Education Program. RWS 100 is one of several courses in the area of general education defined as “Communication and Critical Thinking.” Focusing particularly on argument, this course emphasizes four essential general education capacities: the ability to 1) construct, analyze and communicate argument, 2) contextualize phenomena, 3) negotiate differences, and 4) apply theoretical models to the real world. This course advances general education by helping students understand the general function of writing, speaking, visual texts, and thinking within the context of the university at large, rather than within specific disciplines. In addition to featuring the basic rules and conventions governing composition and presentation, RWS 100 establishes intellectual frameworks and analytical tools that help students explore, construct, critique, and integrate sophisticated texts.

Within this framework of four general capacities, the course realizes four closely related subsidiary goals. These goals focus on helping students

1) craft well-reasoned arguments for specific audiences;
2) analyze a variety of texts commonly encountered in the academic setting;
3) situate discourse within social, generic, cultural, and historic contexts; and
4) assess the relative strengths of arguments and supporting evidence.

Our student learning outcomes for RWS 100 are closely aligned with these goals and capacities, and reflect the program’s overall objective of helping students attain “essential skills that underlie all university education.”

Assignment Types: the following four outcomes describe the four main writing projects or "assignment types" for the course. Students will be able to:

1. Describe and analyze an author’s argument, claims, project, support and rhetorical strategies.
2. Construct an account of an author’s project and argument and carry out small, focused research tasks to find information that helps clarify, illustrate, extend or complicate that argument; use appropriate reference materials, including a dictionary, in order to clarify their understanding of an argument.
3. Analyze and evaluate an author’s project and argument and explain rhetorical strategies that this author—and by extension other writers—uses to engage readers in thinking about her argument.
4. Assess the relative strengths and weaknesses of multiple assigned texts, including discussion of rhetorical strategies, supporting evidence, audience, and text structure.

Outcomes across the semester: the following points describe outcomes to work on throughout the semester, to be attained over the 15 weeks. Students will be able to:

5. describe elements of an argument--claims, methods of development, kinds of evidence, persuasive appeals; annotate the work that is done by each section of a written argument;
6. analyze and assess the relative strengths of arguments and supporting evidence
7. use all aspects of the writing process—including prewriting, drafting, revising, editing, and proofreading;
   choose effective structures for their writing, acknowledging that different purposes, contexts and audiences call for different structures; understand the relationship between a text’s ideas and its structure;
8. identify devices an author has used to create cohesion or to carry the reader through the text; use metadiscourse to signal the project of a paper, and guide a reader from one idea to the next in their writing;
9. effectively select material from written arguments, contextualize it, and comment on it in their writing;
10. determine when and where a source was published, who wrote it and whether it was reprinted or edited; understand that texts are written in and respond to particular contexts, communities or cultures; examine the vocabulary choices a writer makes and how they are related to context, community or culture, audience or purpose;
11. craft well-reasoned arguments for specific audiences
12. respond in writing to ideas drawn from various cultures and disciplines, using the activity of writing to clarify and improve their understanding of an argument;
13. analyze and assess arguments made by visual texts; incorporate visual images into their documents;
14. edit their writing for the grammar and usage conventions appropriate to each writing situation;
15. assign significance to the arguments that they read; 
16. reflect on how they wrote their papers, and revise arguments and findings based on critical reflection.

TEXTS AND MATERIALS:
1) Class Syllabus (good to reference, check course outline and reading schedule) 
5) Course wiki, https://kayzakian.pbworks.com/. Some short texts and course materials will be available there. You can use the wiki to print them out and bring to class.

USEFUL RESOURCES
1. The Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/
2. SDSU Writing Center, Love Library, Room LA 1103 (next to the Circulation Desk). The Center is open Monday to Wednesday 9 a.m. to 8 p.m., Thursday 9 a.m. to 5 p.m., and Friday 9 a.m. to 2 p.m. For more information visit http://writingcenter.sdsu.edu/. Appointments can be made online.

REQUIREMENTS
ESSAYS: You will write four formal essays of four to six pages in length for this course. Most papers will require at least one rough draft, or conferencing (meeting) with me.

PORTFOLIO: You will compose a five blackboard posts consisting of reading responses and the final drafts of your 4 papers. Altogether, this is your “portfolio.” Most of this work will help you draft the 4 major papers. You will thus a) do a lot of writing in this class, b) need to keep track of your portfolio work, as I’ll ask you to hand it in periodically (I suggest you use a notebook with a 2-pocket folder for loose material). Much of this will be posted to blackboard. The portfolio will count for 100 points toward your final course grade.

BLACKBOARD: Most writing done outside class (homework, reading responses etc.) should be posted to blackboard.

READING RESPONSES: Reading Responses will be 75-100 words and follow MLA conventions. Post them to blackboard. They are due on the day scheduled in the course outline. No make-up or late responses. Reading questions will be provided days before the assigned due date.

WORKSHOPS/PEER REVIEW: One or more drafts will be required for each writing assignment. You will “workshop” the essay with your peers, both gaining and giving feedback. You will complete feedback forms in peer review and be evaluated based on evidence of engagement in the activity.

CLASS PARTICIPATION: You are expected to participate actively in class. Although this does not mean speaking up and contributing valuable insight during every class session, it does mean arriving on time and being prepared, paying attention, and being involved. You could be called on to answer a question at any time, so please be prepared! As long as you’ve done your assigned work, it will not be difficult.
Participation is worth a 100 points. Every day that you do not participate based on the aforementioned criteria, I will deduct 2.2 points. If you need a break down of how this works, speak to me after class.

IF YOU ARE ABSENT: You are still responsible for knowing what was covered in class, what the homework is, and when it is due. Please exchange phone numbers and/or emails with at least two of your classmates (see the form at the back of the reader). In addition, check blackboard regularly. If you miss class, contact a fellow student for information, or come see me during office hours. If you still have questions, feel free to email me.

GRADING:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Constructing an Account of an Argument</td>
<td>200</td>
<td>09/25</td>
</tr>
<tr>
<td>Assignment 2: Gathering Information and Managing Sources</td>
<td>200</td>
<td>10/25</td>
</tr>
<tr>
<td>Assignment 3: Explaining Rhetorical Strategies</td>
<td>200</td>
<td>11/25</td>
</tr>
<tr>
<td>Assignment 4: Evaluating &amp; Comparing Multiple Texts</td>
<td>200</td>
<td>12/25</td>
</tr>
<tr>
<td>Portfolio (5 Reading Responses and Final Draft of 4 Essays)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
<td>C</td>
<td>730-769</td>
</tr>
<tr>
<td>A-</td>
<td>900-929</td>
<td>C-</td>
<td>700-729</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
<td>D+</td>
<td>670-699</td>
</tr>
<tr>
<td>B</td>
<td>830-869</td>
<td>D</td>
<td>630-669</td>
</tr>
<tr>
<td>B-</td>
<td>800-829</td>
<td>D-</td>
<td>600-629</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
<td>F</td>
<td>0-599</td>
</tr>
</tbody>
</table>

For Reading Responses on Blackboard, worth up to 10 points, you will be graded as follows:

1. (A) An “A” post will be a thoughtful comment on the question posed. It will stay on topic and respond thoroughly to the question citing the reading when applicable. The “A” student will also take time to constructively comment/critique on 1 of their peers’ work/ideas in a tactful manner, and even provide further ideas/questions for exploration. 10 pts.

2. (B) A “B” post is a good post, but it is not excellent. The student makes thoughtful comments, responds to 1 other post, but may have trouble in clearly putting thoughts in an organized, easy to understand manner. A “B” student may veer off topic slightly. Spelling or grammar issues can keep a “B” post from becoming an “A.” 8 pts.

3. (C) A “C” post is average. The student responded either briefly to the question, did not respond completely to the question, was not able to apply textual analysis to the response, did not create a thread or respond to other posts, or there were grammar/syntax issues that impeded the understanding of the post. 7 pts.
4. **(D)** The “D” post would be earned by a student who attempts a post, or simply reacts to it, but fails to clearly respond to the topic posed or does not respond to his peers’ comments. **6 pts.**

5. **(F)** A student who earns an “F” failed to post to the discussion board, merely “reacted” to the topic at hand, and/or was rude/disrespectful to their peers, submitted no response to other posts, incorrectly posted only a thread or a response, not both. **0-5 pts.**

Postings must be 75 – 100 words (a short paragraph for each - 1 paragraph for the thread and 1 paragraph for the response) and not stray off topic. Repetitive responses (where a student says the same thing as a response) will not be considered for grades.

There are five Discussion Boards worth up to 10 pts. each (50 points total). They are open on the first day of class and will close before the start of class on the due date (for example: 8:00 am class/7:59 am close). No late submissions accepted.

**EVALUATION OF ESSAYS**

Circling of an item indicates deficiency—ESPECIALLY WORK ON THIS; Underlining indicates excellence—ESPECIALLY GOOD WORK HERE.

1. **PURPOSE:**
   - **Overall:** Paper responds to topic and/or aim asked in assignment. Topic is stated.
   - **Introduction:** Lead-in arouses interest; thesis statement has controlling idea establishing clear focus for whole paper; set up is given for major aspects/points to be developed.
   - **Body:** Development of overall controlling idea maintained throughout.
   - **Conclusion/Evaluation:** Connection is made back to overall idea and it significance.

2. **ORGANIZATION:**
   - **Overall:** Paper responds to pattern of organization asked in assignment, if given; paper has introduction, body of main points (three or more), and conclusion; points in body relate to overall thesis; points are presented in logical and appropriate sequence; points are given balanced amount of development.
   - **Paragraphs in body:** Each is focused on one main point, having a topic sentence with a controlling idea; support connects to topic sentence and has logic to sequence presented.
   - **Transitions:** Connection of ideas is made between paragraphs; connection is made between aspects of development within paragraphs to create smooth flow of thought.
   - **Research:** Material has direct connection with the thesis; research material is used logically in development; research is integrated smoothly into the presentation.
   - **Structure:** Organizes argument to meet the specific needs of the content.

3. **CONTENT:**
   - **Paper responds to assignment and reflects understanding of material.**
   - **Thesis not superficial or obvious about topic but shows thought, maturity, and perceptiveness.**
   - **Points for development divide overall idea into significant aspects.**
   - **Development of each point has depth, going past generalities to specifics of background, reasons, analysis, evidence, including quotes as appropriate and/or examples and illustrations for support, clarity, informativeness, and interest.**
   - **Basis of authority for statements is made clear, including credibility of sources established, as appropriate.**
   - **Research material is interpreted and discussed adequately; paraphrases and quotes are introduced and...**
clearly distinguished from the writer’s own style; number of sources is sufficient to provide
different viewpoints; quotes are well chosen and integrated (smoothly worked into the writer’s
own sentences); the writer’s own sentences; research supports and clarifies writer’s thesis, is
appropriately selected, and accurately cited.

Content: presents a solid case addressing a range of relevant issues and considerations.
Evidence: marshals ample support, successfully integrating specific quotations and examples from
appropriate texts into analysis of author’s own making.

Analyzes arguments, applying specific concepts and models in order to produce significant insights.
Locates texts (and the arguments they make) within a variety of contexts, demonstrating complex ways
texts are shaped by and shape other variables.

4 STYLE: 40 35 30 25 20 15 10 5 0
Audience: accommodates multiple expectations and premises of the audience.
Accesses the relationships among multiple positions (including strengths and weakness) with respect to
audience, avoiding simplistic judgments and demonstrating, where appropriate, how the
preponderance of evidence supports specific positions over others.
Paper responds to assignment for intended audience and tone.
Opening catches interest.
Paper overall reflects voice of person who wrote it, showing interest and involvement of the writer, not
sounding mechanical.
Audience for paper is treated with respect.
Thesis and set up are stated as assertions about the topic to show what will be developed rather than
statements about the writer or the paper.
Dominant tone is reasonableness, avoiding emotionalism.
Flow of ideas is smooth and engaging.
Sentences have variety of structures for rhetorical effectiveness.
Imagery is created and appeals to variety of senses.
Summary and Clichés are avoided.
Diction is accurate and appropriate for purpose of paper and assumed audience.
Academic 3rd person is used. First person is used only when allowed or appropriate.
Final sentence gives paper a finished sound.
Avoids repetition.
Language: communicates effectively, with relatively few errors or distractions.

5. TOTAL IMPRESSION: 40 35 30 25 20 15 10 5 0
Paper responds to all (or almost all) aspects of assignment.
Everything, including research, works together effectively.
Paper has overall professional appearance.
Paper maintains interest and effectiveness throughout.

Incorrect or lack of Electronic submission will lose the paper one full grade (-10 pts) with no adjustment.

6. MECHANICS: -5 -10 -15 -20 AUTOMATIC F* 
Major errors or combination of minor errors in Standard English spelling, punctuation, and grammar.
Occasional or continual sentence structure problems
Major errors involve any of the following: sentence fragment, comma splice or run-on
sentence, dangling modifier, subject-verb agreement error, pronoun case or
agreement error, incorrect use of common sound-alike words (e.g. its/it’s; there/their/they’re; your/you’re).
Also detracting from the paper’s merit are any of the following:
careless typing and/or poor proofreading;
incorrect heading format;
incorrect heading, lack of title, writer's name, course, etc.;
margins wider than 1”;
lack of or improper format for appropriate documentation of sources;
lack of citations or improper format for Works Cited page;
lack of or improper format for in-text citations;
lack of sufficient length of paper (additional -10 pts.).
sources are appropriately signed and attached, if requested.

INADEQUATE RESEARCH: ____________________
GRADE FOR PAPER: ____________________

IMPORTANT DUE DATES

<table>
<thead>
<tr>
<th>Paper #1</th>
<th>Friday, September 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #2</td>
<td>Wednesday, October 21</td>
</tr>
<tr>
<td>Paper #3</td>
<td>Friday, November 13</td>
</tr>
<tr>
<td>Paper #4</td>
<td>Monday, December 14</td>
</tr>
</tbody>
</table>

MAJOR ASSIGNMENTS

1) Describe and analyze an author’s argument, claims, project, support and rhetorical strategies (Thompson)
2) Construct an account of an author’s project and argument and carry out small, focused research tasks to find information that helps clarify, illustrate, extend or complicate that argument; use appropriate reference materials, including a dictionary, in order to clarify their understanding of an argument (Boyd)
3) Construct an account of one or more authors’ projects and arguments and explain rhetorical strategies Carr uses to engage readers in thinking about his arguments. (Carr)
4) Assess the relative strengths and weaknesses of multiple texts, including discussion of rhetorical strategies, supporting evidence, audience, and text structure. (texts tba)

POLICIES & PROCEDURES

Attendance: There is no substitute for attending class. Since this is a discussion-oriented course, your attendance is crucial, and key to doing the portfolio work. Regular attendance will greatly elevate your chances of performing well. Simply showing up for class, however, will not be enough. I expect the class to be the site of lively intellectual activity, discussion, debate and critical, respectful exchange.

Essays: All essays are due as a hard copy in class and on Turnitin on the date specified. All essays must be typed and adhere to MLA format and must be stapled. Late assignments will not be accepted. For documented extenuating circumstances, late work may be accepted up to one week following the printed deadline. Please keep in mind that I will deduct half of a letter grade for every day it is late. In borderline cases, you can rewrite one essay if it is below a C-.

The Course wiki: In the first week you will receive an email inviting you to join the class wiki, https://rws100wiki.pbworks.com/. Please accept the invitation and set up a password for yourself (your username will be your email address). Check the wiki regularly. You may need it to print materials to bring to class.
Electronics: Your active participation is required in this course. As such, our classroom will be a “cell-free zone.” Please put your cell phones on vibrate, turn off your iPods, and similar electronic equipment when you come to class. If you receive an emergency phone call, please take the call outside of class. Since we live in a digital age, I do not mind the use of laptops but sometimes I will ask you to put them away if I need your attention for a lesson. If phones are relevant to the activity we are engaged in I’ll let you know. If while in class you are scrolling Facebook, Instagram, Snapchat, Twitter, listening to music, texting, or really any form of social media I will mark you absent.

Plagiarism: All work in this course must be original. Plagiarism will result in serious consequences ranging from grade reduction to failure in the class to expulsion from the college. For more information on the university cheating and plagiarism policy, please visit: http://www-rohan.sdsu.edu/dept/senate/policy/pfacademics.html. SDSU’s library also has an excellent tutorial on how to avoid plagiarism.

Respect: Since this is a discussion-based class, it is vital that you listen and speak respectfully to others at all times. I encourage you to express your opinions, of course – they will help inspire good discussions.

Problems: If you run into problems or emergencies, talk to me as soon as possible

Office Hours: I encourage all students to attend office hours, but especially if you have any questions or concerns about reading, writing, the course or college in general. Please make an appointment with me in advance via email or after class. Please bring all of your pre-writing, drafts, and final drafts of your essays with comments to office hours. It will assist me in answering any questions you may have on the assignments.

Course Tutoring: I invite all students to attend office hours with questions on writing or the RWS 100 course. If you would like additional assistance and encouragement, SDSU has a Writing Center with an excellent staff of tutors to assist students in all courses. The Writing Center is located in the Love Library, Room LLA 1103, which is in next to the Circulation Desk. For more information about hours and services visit http://writingcenter.sdsu.edu/.

Disabled students: Every attempt will be made to offer reasonable accommodations for students with disabilities in this course. Students with disabilities who may need accommodations in this class are encouraged to notify the instructor privately and to contact Student Disability Services (SDS) as soon as possible. SDS staff are available in the Calpulli Center in Suite 3101 or by phone at (619) 594-6473 (voice) or (619) 594-2929 (TTD/TTY).

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Counseling: There are many events and situations that put additional stress on being a student. SDSU has an excellent center for Counseling & Psychological Services that is open to students Monday through
Friday from 8am-4:30pm. To set up an initial consultation, call (619) 594-5220. For immediate or emergency help, you are welcome to use San Diego’s free 24-hour counseling access line at (800) 479-3339. C&PS on campus also has a “Center for Well-Being” with multiple stations for relaxation if you are feeling stressed during the semester. C&PS is located in the Calpulli Center, Room 4401.

**Student-athletes:** Student-athletes have demanding, dynamic schedules. As an instructor, I am committed to helping you succeed in the course. To do so, regular and effective communication is needed. While exceptions will not be made for attendance, assignment deadlines, or exams, I’m happy to work with all student-athletes in conjunction with Student-Athlete Support Services (SASS) to help you excel in this course. For more information on SASS’ academic advising and tutoring services, please call (619) 594-4743.

**COURSE OUTLINE AND READING SCHEDULE**

Please note that the following schedule is approximate, as dates and topics may shift as the semester continues. Please refer to the wiki/Blackboard for current information regarding your assignment due dates. **All readings are expected to be completed outside of class before the first class discussion date.**

**Week 1**
- **M 08/24** Syllabus; overview of the course
- **W 08/26** Read pgs. 1-7 in *CR*, and 1-15 in *They Say/I Say.*
- **F 08/28** Applying PACES concepts to short texts in *CR*.

**Week 2**
- **M 08/31** Discussion of Thompson. Finding Claims and Evidence
- **W 09/02** No Class (Chart Thompson using Ethos, Pathos, Logos and bring to class on Friday)
- **F 09/04** Essay Structure for Thompson

**Week 3**
- **M 09/07** No Class Sept 07. Labor Day – Enjoy your holiday!
- **W 09/09** Drafting Thompson paper (Bring one paragraph with analysis); peer workshop
- **F 09/11** Drafting continued; Thompson (Bring one paragraph with analysis); peer workshop

**Week 4**
- **M 09/14** Drafting continued (Bring one paragraph with analysis); peer workshop
- **W 09/16** Conferencing (meet with professor)
F 09/18 Rough draft of paper 1 due (bring 5 copies to class); peer workshop

Week 5
M 09/21 Conferencing (meet with professor)
W 09/23 Conferencing (meet with professor)
F 09/25 Final draft paper 1 due. Introduction to Unit 2.

Week 6
M 09/28 Boyd (reading response due and posted to Blackboard); Digital Literacy
W 09/30 Discuss Boyd and chart sections of the text (Finding Claims)
F 10/02 Research Tutorial/(Re)Search Literacy (Visit Library) Read pgs. 50 – 53 in EOA

Week 7
M 10/05 Essay structure: Extend, Illustrate, Complicate, Qualify, Challenge
W 10/07 Analyzing and evaluating Boyd
F 10/09 Working with sources (Bring Seagull in Works Cited and in text citations)

Week 8
M 10/12 Drafting; Bring one paragraph with analysis; peer workshop
W 10/14 Drafting; Bring one paragraph with analysis; peer workshop
F 10/16 Drafting; Bring one paragraph with analysis; peer workshop

Week 9
M 10/19 Drafting, workshops, peer review
W 10/21 Drafting, workshops, peer review
F 10/23 Final draft of paper 2 due Rhetorical Strategies & unit 3

Week 10
M 10/26 Writing about rhetorical strategies. Bring short texts to class “
W 10/28 Writing about rhetorical strategies / Essay structure
F 10/30 Analyzing and evaluating Carr (reading responses due on Blackboard)

Week 11
M 11/02 Drafting paper 3; (Bring one paragraph with analysis); peer workshop
W 11/04 Drafting paper 3; (Bring one paragraph with analysis); peer workshop
F 11/06 Drafting paper 3; (Bring one paragraph with analysis); peer workshop

Week 12
M 11/09 Drafting paper 3; (Bring one paragraph with analysis); peer workshop
W 11/11 Veteran’s Day – No class!
F 11/13 Conferencing
<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M 11/16</td>
<td><strong>Final draft of paper 3 due</strong></td>
</tr>
<tr>
<td>W 11/18</td>
<td>Unit 4 – analyzing and evaluating responses to all readings</td>
</tr>
<tr>
<td>F 11/20</td>
<td>Analyzing and evaluating responses to Carr <em>(reading responses due)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M 11/23</td>
<td>Drafting Paper 4; (Bring one paragraph with analysis); peer workshop</td>
</tr>
<tr>
<td>W 11/25</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>F 11/27</td>
<td>Thanksgiving Holiday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M 11/30</td>
<td>Drafting Paper 4; (Bring one paragraph with analysis); peer workshop <em>(Reading Responses Due)</em></td>
</tr>
<tr>
<td>W 12/02</td>
<td><strong>Rough Draft of Paper 4 Due</strong>/Peer Workshop</td>
</tr>
<tr>
<td>F 12/04</td>
<td>Conferencing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M 12/07</td>
<td>Conferencing</td>
</tr>
</tbody>
</table>

**Monday, Dec 14**  **Final Draft of Paper 4 Due**