Advanced Grammar and Usage—English 4195 (MWF)**

Semester Fall 2026

Course Section English 4195.001 (11:15 a.m.–12:05 p.m. / LANG 114)

Instructor Professor Anne Schoolfield

Contact Information
Room: LB 407A
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Office Hours Thursdays, 6:30-7:30 p.m., & by appointment (online—please email me if you need to speak with me)

Textbooks
Kolln, *Rhetorical Grammar* (8th edition)
Thurman, *The Only Grammar Book You'll Ever Need*
Williams, *Style: Lessons in Clarity and Grace* (13th edition)

Course Description This course covers basic and advanced concepts of grammar, usage and punctuation, and techniques and practices for effective writing and publishing in the humanities. In studying these concepts, we will also explore the controversy surrounding the teaching of grammar and possible strategies for teaching grammar, rhetorical approaches to grammar and written style, and editing techniques.

Learning Objectives In this course, you will learn to

- Identify and define parts of speech and grammatical components of sentence structures
- Articulate how you can identify parts of speech and grammatical components of sentence structures and help others understand these concepts
- Analyze the social and linguistic effects of grammatical choices
- Analyze the components of clear writing style
- Develop lesson plans and exercises to teach grammar and style concepts
- Contribute to team-based learning and assignments.
- Reflect critically on the ways that social, cultural, and historical contexts shape perceptions of language; then, make informed rhetorical choices about grammar, usage, and mechanics in your own writing

Essential Competencies Essential competencies for this course include the ability to

- read and analyze texts
- write clear, concise, and appropriate prose to respond to a variety of assignments
- discuss grammar and style concepts in class and in small groups
- use word processing and presentations software and electronic mail

Disability Accommodation The University of North Texas makes reasonable accommodation for students with disabilities. Students needing a reasonable academic accommodations must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the student will request their letter of accommodation. ODA will provide faculty with a reasonable accommodation letter via email to begin a private discussion regarding a student's specific needs in a course. Students may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to meet with faculty regarding their accommodations during office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website.

Evaluation

Daily Work, Participation, Group Presentation	25%
Exam I	25%
Exam II	25%
Final Project	25%

Grades and Their Meaning

For this course, we define grades as the following:

A=excellent (90-100): Meets all of the assignment's requirements. Has few to no errors. Shows a mastery of the concepts being taught. Is impressively sophisticated, inventive, balanced, justified, effective, mature, and expertly situated in context.

B=good (80-89+): Meets most of the assignment's requirements. The number of errors does not impede the work's meaning. Shows high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original.

C=fair (70-79+): Meets some of the assignment's requirements. The number of errors may impede the work's meaning. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places but ultimately challenged in organization, articulation, and/or effectiveness.

D=passing (60-69+): Does not meet most of the assignment's requirements. The number of errors impedes the work's meaning. Shows low level of understanding of the concepts being taught. Offers an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, underdeveloped, and overall, not reflective of the performance expected of UNT undergraduates.

F=failing (59 and below): Does not meet the assignment's requirements. The number of errors impedes the work's meaning. Shows no understanding of the concepts being taught.

Daily Work

Daily work and class participation are essential to your learning in this course and therefore, count as 20% of your course grade. You will have quizzes and discussion boards, as well as homework, as daily grades. For practice sheets, simply add your answers by hand to the relevant handout. For homework assigned from Williams and Kolln, follow the sample format in Canvas for homework and submit your completed file to the appropriate link.

Note: If your homework submitted to Canvas is incomplete in any way, you will receive no more than 50% credit for the assignment. The final grade of students who miss more than two homework assignments will be lowered by one letter grade.

Both Kolln and Williams provide suggested answers to odd-numbered exercises in their books—you should be prepared to discuss these exercises in class; however, it is the even-numbered exercises that I will evaluate for your homework grade.

Note: All daily work is INDIVIDUAL work, not group work. Additionally, I do not accept homework for days when you have an unexcused absence. **You will need to be able to access your completed homework during class for class discussion.**

Participation

Your participation in this class is required. Please make sure you are asking questions and volunteering to respond to exercise questions during class meetings. Please also feel free to ask questions via email. I will use the following to assess your daily participation grade for class discussions:

10/10 Excellent participation—during the class period, the student is actively taking notes throughout, is listening actively throughout, and responds to the discussion with insight and/or asks a relevant question more than once during the class session

9/10 Very good participation—during the class period, the student is actively taking notes throughout, is listening actively throughout, and responds to the discussion with insight and/or asks a relevant question at least once during the class session

8/10 Good participation—during the class period, the student is actively taking notes throughout, and is listening actively throughout, but does not respond to the discussion with insight and/or ask a relevant question at least once during the class session

7/10 Average participation—during the class period, the student listens actively, but takes few if any notes, and does not participate in class discussion

0/10 Inadequate participation—during class the student fails to stay engaged, fails to take notes, fails to bring the relevant materials for the day, is unable to respond meaningfully/accurately to questions posed by the instructor, is reading/studying material unrelated to this class, is engaged in a hobby, exchanges notes with or chats with a student next to them, or is inattentive or disruptive in any way

Exams

You will take two exams this semester. Exam 1 will cover the part of speech; Exam 2 will cover sentence structure and punctuation. Both exams will contain a variety of objective questions, as well as short answer questions in which you must explain the grammatical choices you make.

Group Presentations

During Week 14, you and your assigned group will present a chapter from Williams using MS PowerPoint (Office 365). Every group member should prepare and present a section from your assigned chapter; your group should present all concepts and go over all *assigned* exercises—each group member should present a portion of the exercises. Your group should post its presentation to Canvas by **Wednesday, 11/13, 11:59 p.m.**

Group Assignments		
Group 1	Williams, Lesson 9: Shape	Ex. 9.1 (evens); Ex. 9.2 (evens)
Group 2	Williams, Lesson 10: Elegance	Ex. 10.1-10.2 (evens)
Group 3	Williams, Lesson 6: Framing Documents	Ex. 6.4
Group 4	Williams, Lesson 7: Framing Sections	Ex. 7.2
Group 5	Williams, Lesson 11: The Ethics of Clarity	Ex. 11.1, 11.2, 11.4

Final Project

For your final project, you will create three **ORIGINAL** one-page editing exercises based on concepts chosen from **Williams, Chapters 4-11**, for a specific audience of students (either high school writing students or first-year college composition students). One of the concepts you choose may come from the chapter that your group will present; the other two concepts should come from two additional chapters. Your completed project should include the following elements:

- An **overview** in which you preview your project and describe why you chose the particular concepts you highlight in your project. (200-250 words)
- An **audience analysis** in which you describe your chosen audience in detail—what are your audience's interests in writing? what does your audience know already from their previous study of writing that you can draw upon to help you explain the concepts you've chosen? what obstacles might prevent your audience's understanding or using these concepts? how will understanding these concepts allow your audience to write better? (250-300 words)
- A **lesson description** for each concept in which you discuss how you will present the concept and set up the exercise for that concept. Successful lesson descriptions will **name and teach specific terms and strategies** from your chosen chapters from Williams and provide a **first-person narrative** that describes HOW you will teach these terms and concepts. You should also consider when you might use each lesson. (250-300 words per description)
- The three **ORIGINAL editing exercises** with thoughtful instructions that name **terms and strategies from Williams** and then guide students to use these terms and strategies to edit effectively. (One page each)

Draft Audience Analysis

Write a full rough draft of your audience analysis and submit your document to Canvas by **11/16, 11:59 p.m.**

ORIGINAL Lesson Description 1 & Exercise 1 Draft

Write a full rough draft the of your first lesson description and the exercise that goes with it, using terms and strategies from Willams, for feedback; submit your document to Canvas by **11/18, 11:59 p.m.**

ORIGINAL Lesson Description 2 & Exercise 2 Draft

Write a full rough draft the of your second lesson description and the exercise that goes with it, using terms and strategies from Willams, for feedback; submit your document to Canvas by **11/30, 11:59 p.m.**

ORIGINAL Lesson Description 3 & Exercise 3 Draft & Project Overview

Write a full rough draft of your third lesson description and the exercise that goes with it, using terms and strategies from Willams, for feedback **AND** a full rough draft of your project overview; submit your document to Canvas by **12/2, 11:59 p.m.**

Format

I will post a sample format for the final project in Canvas before your rough drafts are due. Projects that fail to follow this format can receive no higher than a C regardless of their other merits.

Final Draft

You must post an electronic copy of your final draft to Turnitin via Canvas by **12/5, at 11:59 p.m.**

Class Policies

The following class policies will help you succeed in this class and understand what I expect of you.

Attendance

- Attend class regularly. *You cannot perform well unless you attend class.*
  If you miss a class, ***you*** are responsible for all material covered and all assignments made.

  UNT has advised faculty to return to pre-pandemic attendance policies; under our course policy, **after six absences, you will fail the course for non-attendance.** If you have a crisis that causes you to miss more than six class days, you will need to contact the Dean of Students.

  Please note that I take roll at the beginning of each class; **students who arrive more than ten minutes after I finish taking roll are counted absent.**

Note Taking

Taking your own notes during class meetings will help ensure your success in this course. You should also take notes as you read each daily assignment to ensure you are prepared to participate fully in class discussions and to ask questions about challenging material.

Assignments

- Prepare reading assignments for the first day they are listed on the syllabus.
- Submit all written assignments on time using the appropriate Canvas link.
  If you are having trouble completing an assignment, talk with me before the assignment is due—several days before major assignments.
- Prepare all assignments specifically according to instructions.
  Assignments not prepared according to instructions may receive a grade of F.

Email / Canvas

Use your **UNT email account** for this class and check your email *daily* for course announcements and updates. For all emails, use an informative subject line prefaced by your course and section information—for example, "English 4195.001: Question about the Final Project." Please note that you should also use formal language, use my title (Prof. Schoolfield), and sign your email. We will use Canvas for daily assignments, discussion boards, and other submissions.

Software Requirements

For written assignments and the group presentation in this class, you must use Office 365 through Canvas from start to finish (no use of Google docs or any other software will be acceptable); moreover, you must maintain a revision history for each file and provide access to your revision history whenever your instructor asks to see it. Note that you must disable MS Copilot or any other "editing" software associated with Office 365 for this class.

Cell Phones/Computers/Screens

Use of devices including, but not limited to, cell phones, tablets, laptops, and any smart devices (e.g., watches, glasses, etc.) without authorization from the instructor is strictly prohibited. Computers and other devices should remain closed/off during class unless you have my permission to use them for course work.

Course Safety

All students should be aware of UNT's guidelines for responding to "active shooter situations" (see https://emergency.unt.edu/sites/default/files/active_shooter_guidelines.pdf)

Additionally, students must comply with UNT's policy for Carrying of Concealed Handguns and Other Firearms on Campus (https://policy.unt.edu/policy/04-001).

Academic Freedom & Responsibility

UNT has a robust policy regarding academic freedom and academic responsibility. Crucially, this policy encompasses not only the rights of faculty members but also the rights "of the student to freedom in learning." As a student in this classroom, therefore, you have the right to encounter and debate new ideas, diverse forms of knowledge, and unfamiliar or contrary points of view. According to UNT policy, "it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive." At the same time, to encourage the free exchange of ideas, and to ensure that your right to learn is protected, the tone for such discussion must always be civil and respectful; hateful or discriminatory speech will not be tolerated. For more information, please consult the full UNT policy at https://policy.unt.edu/policy/06-035.

Audio/Video Recording

Although UNT is a publicly supported institution, our classroom is not a public space. Therefore, to protect the intellectual property and privacy rights of both faculty and students, video and audio recordings are prohibited during class. The exception is for students who have been granted explicit approval as an ODA accommodation. For more information, please consult the full UNT policy at https://studentaffairs.unt.edu/office-disability-access/faculty/faculty-guide/accommodations-explained/Audio-Recording-Faculty.html

Academic Integrity

Students should understand the UNT policies covering violations of academic integrity standards.

UNT Policy 06.003: Student Academic Integrity defines "cheating" as the following:
"the use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. use, without permission [from the instructor], of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University [Note: this item includes the use of materials from *former* students of the university];
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment" (UNT Policy 06.003, p. 2).

Further, the policy defines fabrication, plagiarism, and facilitating academic dishonesty in the following ways:

Fabrication: "falsifying or inventing any information, data, or research outside of a defined academic exercise." (UNT Policy 06.003, p. 2).

Plagiarism: "use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials." (UNT Policy 06.003, p. 3).

Facilitating Academic Dishonesty: "helping or assisting another in the commission of academic dishonesty." (UNT Policy 06.003, p. 2).

ANY use of ChatGPT or other generative AI writing tools (GrammarlyGO, GPT-3, GPT-4, BERT, or others) to produce assignment responses—including, but not limited to, "editing" essays or responses, using paraphrase tools or other language/editing/thesaurus tools, OR generating essays or responses for this course—**is prohibited and constitutes cheating**. All word processing must be done using Office 365 from start to finish (no use of Google docs or any other software will be acceptable at any point). Note that you must disable MS Copilot or any other "editing" software associated with your word processor for this class.

Any student in English 4195 found cheating, fabricating, plagiarizing, facilitating fabrication/cheating/plagiarizing, OR engaging in any other type of academic dishonesty addressed in UNT Policy 06.003 ***will fail the course.***

Further, the ***instructor will report academic dishonesty*** *to the UNT Office of Academic Integrity****; these reports will become part of the student's permanent academic record.***

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to provide students with critical information quickly in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Policies Related to Public Health

Technology Policies

Please note that as public health situations change, the mode of delivery for this course may change. When necessary, course materials will be delivered digitally through Canvas and all assignments will be submitted through Canvas. The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a microphone and any software available through Canvas to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

Resources for Survivors of Violence

If you are a survivor of relational or sexual violence, there is support for you. There are on- and off-campus resources available to survivors at no cost. Counseling and Testing Services can provide confidential mental health counseling. They are in Chestnut Hall 311. You may also call (940) 565-2741 to schedule an appointment. Denton County Friends of the Family is a community agency that offers free counseling and 24/7 crisis hotline services to survivors. Contact them at (940) 387-5131. The UNT Survivor advocate can assist in reporting options, arrange for academic and housing accommodations, schedule appointments and help connect students to UNT and other community resources. They are in Union 409 and can be contacted at (940) 565-2648. To report sexual misconduct to Equal Opportunity & Title IX, visit report.unt.edu. The UNT Police Department can be contacted at (940) 565-3000.

****Please note:** While this syllabus is a useful guide to the course, I reserve the right to make changes at any time to better meet students' needs and/or to adjust for unforeseen circumstances. I will inform you of any changes *in writing* using the Canvas announcement function.

Readings and Assignments

Week 1	August	17	Topics:	Introduction to the course // Verbs—Types of Verbs / Parts of the Verb / Irregular Verbs
		19	Topics:	Verbs—Types of Verbs / Parts of the Verb / Irregular Verbs
			Reading:	Thurman, pp. 24-27, pp. 59-63
			Task:	Complete practice sheets (1-3) before class
		21	Tasks:	Verbs (Active & Passive Voice)
			Reading:	Kolln, Chapter 3, pp. 39-41
			Tasks:	Active-Passive Practice Sheet // **Quiz 1: Syllabus Quiz DUE at 11:59 p.m.** (online)
Week 2		24	Topic:	Verbs (Active & Passive Voice), cont.
			Reading:	Kolln, pp. 10-11 & Chapter 3
			Tasks:	Kolln, Ex. 2, p.11; For Group Discussion A & B (type your responses to these and the other exercises, using the Canvas format) & Ex. 8, p. 36-37; Ex. 9, p. 41; Ex. 10, p.44; **Quiz 2: Types of Verbs / Parts of the Verb**
		26	Topic:	Verbs (Verbals, Moods)
			Reading:	Thurman, Chapter 4: Verb Varieties—Verbals, pp. 53-57; Verb Moods, p. 64
			Tasks:	Practice Sheets
		28	Tasks:	**Quiz 3: Verb Tenses and Moods, Irregular Verbs, Active and Passive Voice** (in class) Post to Discussion Board Forum "Introduce Yourself" & Complete English 4195 Questionnaire by 11:59 p.m. (online)
Week 3		31	Topic:	Verbs (Verbals, Moods, cont.)
			Reading:	Thurman, Chapter 4: Verb Varieties—Verbals, pp. 53-57; Verb Moods, p. 64
			Tasks:	Practice Sheets
	September	2	Tasks:	**Quiz 4: Verbals** / Start Nouns / "Introduce" responses DUE 11:59 p.m.
		4	Topic:	Nouns
			Reading:	Thurman, Chapter 2: Parts of Speech— Nouns, pp. 19-20; Kolln, Chapter 1: Introduction to Words and Phrases, pp. 6-10; Chapter 12, pp. 193-199
			Task:	Kolln, Ex. 1, p. 9-10 & For Group Discussion, p. 8; Ex. 38, p. 199-200
Week 4		7		Labor Day—no class!
		9	Topic:	Pronouns
			Reading:	Thurman, Chapter 2: Parts of Speech—Pronouns, pp. 20-23, & Chapter 5: Pronoun Problems—Agreement & Indefinite Pronouns, pp. 65-69; Vague Reference & Pronoun Person, pp. 69-73, and Pronoun Case, etc., pp. 73-78 Kolln, Chapter 12: Words & Word Classes, pp. 208-219
			Task:	Kolln, Ex. 42, p. 214 & Ex. 43, p. 217 / Practice sheet
		11	Tasks:	**Quiz 5: Noun/Pronoun Quiz** / Start Adjectives & Adverbs
Week 5		14	Topic:	Adjectives & Adverbs
			Reading:	Thurman, Chapter 2: Parts of Speech—Adjectives & Adverbs, pp. 23- 24, 27-31 / Kolln, Chapter 1: Introduction to Words and Phrases, pp. 11-13; Chapter 12: Words & Word Classes, pp. 200-206
			Tasks:	Kolln, For Group Discussion, p. 13; Ex. 39, p. 202; Ex, 40, pp. 205- 206 / Practice Sheet
		16	Topic:	Prepositions, Conjunctions, Interjections
			Reading:	Thurman, Chapter 2: Parts of Speech—Prepositions, Conjunctions, Interjections, pp. 31-34 / Kolln, Chapter 1: Introduction to Words & Phrases, pp. 14-16 / Kolln, Chapter 12: Words & Word Classes, pp. 206-208
			Tasks:	Kolln, Ex. 3, pp. 15; Ex, 41, p. 207 / Practice Sheet
		18	Task:	**Quiz 6: Adjective/Adverb/Prepositions/Conjunctions/Interjections Quiz**

Readings and Assignments, cont.

Week 6		21	Task:	Exam I review
		23	Task:	**Exam 1—Parts of Speech**
		25	Topic:	Sentence Structure
			Reading:	Thurman, Chapter 3: Basic Sentence Structure—Subjects & Predicates, pp. 35-41 / Kolln, Chapter 2: Sentence Patterns, pp. 18-35
			Tasks	Kolln, Ex. 4, p. 21; Ex. 5, p. 26; Ex. 6-7, pp. 28-29
Week 7		28	Topic:	Sentence Structure
			Reading:	Thurman, Chapter 3: Basic Sentence Structure—Subjects & Predicates, pp. 35-41 / Kolln, Chapter 2: Sentence Patterns, pp. 18-35
			Tasks:	Kolln, FGD, pp. 31; practice sheets
		30	Topic:	Sentence Structure (Sentence Complements/Dependent Clauses)
			Reading:	Thurman, Chapter 3: Basic Sentence Structure—Phrases & Clauses, pp. 41-45; Sentence Functions & Subject-Verb Agreement, pp. 45-52 / Kolln, Chapter 4: Coordination and Subordination, pp. 47-54, pp. 66-68
			Tasks:	Kolln, Ex, 11-12, p. 53-54; FGD, p. 68; practice sheet
	October	2	Topic:	Correctness NO Class Meeting (Prof. Schoolfield at Faculty Retreat)
			Reading:	Williams, Chapter 1: Understanding Correctness & Style / Kolln, Introduction: What is Rhetorical Grammar? / Thurman, Chapter 1: Finding the Right Words
			Tasks:	Post to Canvas Discussion Board Forums by 11:59 p.m.
Week 8		5	Topic:	Sentence Structure (Commas)
			Reading:	Thurman, Chapter 6: Punctuation and Style—Commas, pp. 91-96
			Tasks:	Practice sheet / **Quiz 7: Sentence Structure / Dependent Clause Quiz**
		7	Topic:	Sentence Structure and Punctuation (Colons & Semicolons)
			Reading:	Thurman, Chapter 6: Punctuation and Style—Colons & Semicolons, pp. 96-99 / Kolln, Chapter 4: Coordination and Subordination, pp. 56-66
			Task:	Kolln, Ex. 13, p. 56; FGD, p. 57; Ex. 14, p. 66; Practice sheet
		9	Task:	**Quiz 8: Commas, Colons, Semicolons Quiz**
Week 9		12	Topic:	Punctuation and Copyediting
			Reading:	Thurman, Chapter 6: Punctuation and Style—pp. 79-110
			Tasks:	Practice sheets
		14	Topic:	Actions
			Reading:	Williams, Chapter 2: Actions
			Task:	Williams, Ex. 2.1 (all), Ex, 2.2 (evens only). pp. 30-31; Nominalizations Practice Sheet
		16	Topic:	Actions
			Reading:	Williams, Chapter 2: Actions
			Task:	Williams, Ex. 2.4 & 2.5 (evens only); Ex. 2.6 (#s 4 & 8 only)
Week 10		19	Topic:	Characters
			Reading:	Williams, Lesson 3: Characters
			Task:	Williams, Ex. 3.1 (evens only), p 53; Ex. 3.2 (evens); Ex. 3.4 (evens)
		21	Task:	Exam review
		23	Task:	**Exam 2—Sentence Structure and Punctuation**

Readings and Assignments, cont.

Week 11		26	Topic:	Cohesion and Coherence
			Reading:	Kolln, Chapter 9: Cohesion, pp. 139-146 / Williams, Lesson 4: Cohesion and Coherence, pp. 64-69
			Tasks:	Kolln, FGD, p. 141 & p. 145; Ex. 30, p. 146; Williams, Ex, 4.1 (#2 only)
		28	Topic:	Cohesion and Coherence
			Reading:	Kolln, Chapter 9: Cohesion, pp. 146-155 / Williams, Lesson 4: Cohesion and Coherence, pp. 69-89
			Tasks:	Kolln, Ex. 31, p. 149; FGD, p.149, p.152, p. 154; Williams, Ex. 4.2 (#2 only)
		30	Reading:	Williams chapter assigned to your group (See assignment on p. 3 above)
			Tasks:	Post Final Project Preliminary Audience Analysis & Group Presentation Preliminary Chapter Post to Discussion Boards by 11:59 p.m.
Week 12	November	2	Topic:	Emphasis
			Reading:	Kolln, Chapter 10: Sentence Rhythm / Williams, Lesson 5: Emphasis
			Tasks:	Kolln, Ex. 32, p. 160; Ex. 33, p. 164; FGD, pp. 162, 164, 165-166, 169; Williams, Ex. 5.1-5.2 (evens only)
		4	Topic:	Concision
			Reading:	Williams, Lesson 8: Concision
			Tasks:	Williams, Ex. 8.1 (evens) & 9.2; Ex. 9.3 (evens)
		6	Task:	Final Project Concept 1 Post DUE in Canvas at 11:59 p.m. (online)
Week 13		9	Task:	Group Presentations Complete *assigned* exercises (See assignment on p. 3 above) for your group's chapter and submit to Canvas / Chapter DB post
		11	Task:	Work on Group Presentations (Post to Group Presentations Discussion Board)
		13	Task:	Group Presentations DUE in Canvas at 11:59 p.m.
Week 14		16	Task:	Groups 1 & 2 Presentations Draft Lesson Description 1 & Exercise 1 **DUE in Canvas at 11:59 p.m.**
		18	Task:	Groups 3 & 4 Presentations Draft Audience Analysis **DUE in Canvas at 11:59 p.m.**
		20	Tasks:	Groups 5 Presentation Post responses to Group Presentations by 11:59 p.m. & Final Project Concepts 2 & 3 Post DUE in Canvas at 11:59 p.m. (online)
Week 15		23		**Fall Break: November 23-29 (includes Thanksgiving)**
Week 16		30	Tasks:	In-class conferences Draft Lesson Description 2 & Exercise 2 **DUE in Canvas at 11:59 p.m.**
	December	2	Tasks:	In-class conferences Draft Lesson Description 3, Exercise 3, & Overview **DUE in Canvas at 11:59 p.m.**
Week 17		5	Task:	(Saturday) **Final Project DUE in Canvas at 11:59 p.m.**