

# ENGL 1310-002: First Year Writing I

Instructor: Jarred Stewart

Office: Sage 310

Office hours: Wednesday and Friday, 2-3pm.

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Course Meeting: WH314

Course Time: MWF 1:00-1:50pm

## Course Descriptions

In ENGL 1310, students are introduced to rhetorical tools, invention strategies, and writing processes that will help them thrive as writers in a university setting and beyond. Students begin with personal inquiry, writing about experiences and memories. With an emphasis on description, explanation, and observation, they practice genre conventions, gain rhetorical knowledge, and develop a framework for producing persuasive writing about themselves and their communities. Reading and discussing nonfiction texts helps develop their habits of critical reading and familiarity with academic argument. In the final Analysis Essay, students make the move to academic or public argument by writing about a cultural issue of significance to them. Over the course of the semester, students practice ways to gain critical distance and take an analytical perspective on a topic and themselves. They learn to use conventions of academic analysis and to structure claims and evidence in ways that make their findings clear to their audiences.

### Required Materials:

Both ENGL 1310 and ENGL 1320 courses will use:

*The Composition of Everyday Life*, Brief 6th Edition

(Mauk/Metz, Cengage, 2017, ISBN 9780357613740)

### Course Objectives

By the end of this course, students in this course will be able to

- Assess and explain their own writing habits reflectively
- Identify and describe events from their own personal experiences that give insight into larger cultural issues
- Observe and examine details that make other people, objects, or places unique within specific cultural or social groups
- Analyze and evaluate specific concepts or texts that have significance within larger cultural conversations
- Cultivate effective writing processes through repetition, practice, and revision
- Compare and rate their contributions as a team member to peer review and other team-based assignments

### Units and Assignments Overview

#### Unit 1 – The Value of Writing:

We'll look at the way writing is important in our lives and in potential careers. The class will investigate how we use writing to think, process events and feelings, and persuade others. The class will also look at the importance of writing within your future careers and how writing has and hasn't changed.

Major Essay: You will write a learning narrative that narrates a specific event from your life that helped you learn something new about yourself or others. Your narrative should focus on a specific event in a narrow timeframe, using vivid description, narration, detail, and dialogue to organize your memories and make the significance of what happened clear to an audience.

## Unit 2 – Observing a Community:

We will look at how we observe and write about people and groups. This process involves examining our own biases, being observant of behaviors and language, and analyzing how behaviors and language reveal ideas and beliefs.

Major Essay: You will observe a group to which you do not belong and write an essay to reveal and inform a wider audience about the nature and importance of the group to society. The goal will be to give people insight into a group they may have overlooked or never encountered.

## Unit 3 – Writing Analysis

Writing has great power when done right, so it's important to learn to analyze texts for why they work. In this unit, we will look at how we analyze texts by identifying different rhetorical devices and how writers get their point across.

Major Essay: You will complete an analysis of a non-fiction text (speech, editorial, essay, etc.) breaking down the text you are analyzing and showing how it works to inform, persuade, or entertain an audience. Your analysis should read the text carefully and offer insight into how the text adds new perspective to a particular cultural or social issue.

## **Readings**

You will read selections from *The Composition of Everyday Life* as well as essays and chapters from major authors that will demonstrate effective ways to communicate observations and ideas. Some of these will offer ideas and beliefs you may disagree with. That is to be expected with college reading. I encourage you to engage with what you read, try to understand their perspective, and feel free to share your disagreement (thoughtfully and civilly) during class. However, please remember the readings are chosen for the quality and mechanics of the writing rather than their specific ideas.

## **Evaluation and Grading:**

Note: *To earn a passing grade, you must complete all major writing assignments.*

### **Units and Assignments:**

Category	Details	Total Points	Info
Major Writing Assignments	Unit 1-Learning Narrative-150 pts Unit 2-Investigation Essay-150 pts Unit 3- Analysis Essay-200 pts	500 points	Each essay will be graded with a detailed rubric. You will turn in a rough draft and receive feedback from your peers. Failure to turn in a rough draft will result in a 20% point deduction from your grade.
Discussion Board Posts	9 discussions, each worth 20-25 points	200 points	Discussions will be in response to readings and discussions of what you've learned from essays/activities
Activities/Quizzes	Activities- 50 points Quizzes based on readings- 150 points (9 quizzes-16-17 points each)	200 points	Quizzes are 3-4 open ended questions about the reading assigned. Activities <ul style="list-style-type: none"><li>• Mar 20-Observation Records</li><li>• Apr 17-Analysis Proposal</li></ul>
Participation and Attendance in Class	To earn all these points, you are expected to engage in class discussions, offer your own perspectives, and engage in group activities. You can't participate if you aren't in class.	100 points	1-3 Absences: No Deduction 4 Absences: 30 point deduction 5 Absences: 60 point deduction 6 Absences: 80 point deduction 7 Absences: 100 point deduction 9+ Absences: Failure of Course  Additional point deductions will be made for being disruptive or off task in class.

## **Course Grades**

900-1000=A	800-899=B	700-799=C	600-699=D	<599=F
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## **Grading Policies and Tips**

This course has a demanding reading and writing load commensurate with a first-year writing class. Students will be expected to read all assigned texts carefully and to be prepared to discuss the texts analytically and critically on the day that they are assigned. Much of your class time will be spent discussing course readings, practicing writing, and working together collaboratively. If you do not understand or need help, please talk to me right away. Being prepared for class means having completed the readings, taking notes, and completing any assignments before you walk in the door.

Please also keep up with all writing assignments. On days when writing is due, be ready to post a draft for your other writing community members. Evaluating, revising, and editing our writing together is a vital part of this class.

Sometimes you will also engage in collaborative or individual assignments or activities during class. When you communicate with other class members, you should move beyond simply discussing what parts of the texts that you “like.” Work hard to think about how the texts support and contradict one another. Bring experiences and ideas from your own life into the discussion where appropriate. Look for ways that class readings and discussions are relevant in the world around you. Pay attention to what your classmates say and build off of their ideas when you can. Encourage, support, and learn from each other.

## **Quizzes**

Quizzes will be given when you have an assigned reading for the course. They will be open-ended questions (meaning not multiple choice) that will allow you to demonstrate your understanding of the assigned pages. Questions will focus on the main ideas and broad themes of pieces; however, if you have not done the reading, you will not be able to answer them to my satisfaction. If you miss a quiz for a university excused absence (see student handbook), I will use your next quiz grade for the missed quiz.

## **Discussion Boards**

All discussion boards are due at the end of the week, which I have designated Sunday at midnight. There are a couple where this differs, but it is clearly stated in the post. Sentence and paragraph lengths are given on each post. Credit will be based on how well you answered the question, met length expectations, the quality of the writing, and the response you give to other students if that was a requirement. Posts that show little effort, will not receive points.

## **Online Assignments**

There are two days where I have to be out to manage an event, January 27 and February 24. On these two days there is an online assignment that you will be required to complete that will count as your attendance and participation for the day. It must be turned in by midnight of that day since it counts as your virtual attendance. Failure to turn in an assignment will result in a deduction on attendance and participation points. The assignment must meet the given criteria and show a good faith effort. Both assignments are designed to take about 45 minutes to an hour to complete.

## **Rubrics and Scoring Systems**

For each major writing assignment, you will be given a detailed rubric that I will use to grade. You should use this rubric to guide your work. If you have questions about the rubric, please ask before starting the assignment.

## **Formatting Your Assignments:**

All written work needs to be typed and submitted online to our CANVAS site, with a paper copy brought to class.

All essays should be formatted with the following

- An MLA heading
- Your name and the page number on the top right of each page in the header
- Times New Roman or Arial, 12pt, double spaced unless other wise instructed, one inch margins

## **Late or Missed Assignments:**

All papers are due by midnight on the due date (or by the date specified in Canvas). Late work is accepted purely at my discretion and will **only** be accepted if you have an **in-person conversation** with me about why. If you get behind, come talk to me in person as soon as possible and let's work out a plan to get you back on track. Coming to me early looks much better than waiting until the paper is already late. The last paper cannot be accepted late. Missed in-class assignments due to an absence (other than those excused by official UNT policy) cannot be made up.

Exceptions for technical outages: The UNT 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 which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

## **UNT First-Year Writing Program Values**

- Writing develops through inquiry, experimentation, and discovery.
- The act of writing encourages intellectual and personal development, and leads to greater knowledge retention, deep reflection, and empathy. Writing may teach us new ways to understand ourselves, our world, our communities, and others better. Through writing and listening to the writing of others, we grow intellectually, reflect deeply, and respond empathetically to vital issues facing ourselves, our communities, and our world.
- Writing facilitates critical thinking about complex issues.
- Writing is the practice of responding clearly, concisely, and coherently to complex issues. Students studying writing develop their logical skills and learn strategies to address critical problems and attune to audiences with precision and purpose.
- Writing takes place through a lifelong process supported by revision and reflection.
- Beyond traditional academic skills and rules of writing, writers develop flexible strategies to read, listen, plan, and collaborate with others by revisiting and reflecting on their writing experiences. Students studying writing learn to reflect on their own writing processes, which might include critical reading, planning, drafting, collaborating, revising, and reflecting, through multiple pages of drafted material.
- Writing can give us agency to intervene in social issues.
- Writers intervene in their communities by addressing audience needs and concerns. Academic audiences expect writers to address difficult questions through well-researched writing that is supported with compelling evidence. Other kinds of audiences and communities expect writers to address their needs differently, through flexible rhetorical strategies that offer relevant and timely information.
- Writing is integral to information literacy and critical reading.
- In order to write ethically and build credibility with audiences, writers must read sources carefully and know how to assess and use information effectively.
- Writing is learned through effective and engaging teaching.
- The First-Year Writing program at UNT provides its instructors with ongoing educational training to help them deliver effective and engaging instruction to students. UNT FYW acknowledges excellence in teaching and fosters a culture that facilitates thoughtful instruction and promotes student success.

# **Instructor Policies and Expectations:**

## **Attendance and Absences:**

UNT policy 6.039 on student attendance states that no student will be excused for more than 25% of a course for absences. However, it is the UNT FYW policy that no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course. Writing courses are by nature participatory, collaborative, and discussion-based and require you to be present. Twenty percent of this course equals 8 days.

It is not necessary to let me know if you will miss a single class; however, if you are going to miss more than one class I strongly recommend you stay in touch. There are no makeup opportunities for activities or quizzes that occur when you're absent except for University approved absences.

Note that absences for the following reasons are authorized as excusable by the university (policy 06.039): (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President.

## **Communication Expectations:**

1. Communicate with me only using your UNT email address
2. Remember I am not able to discuss your grades or academic records through email. That needs to be done in person.
3. Treat all communications as professional, meaning proofread your emails, don't use texting abbreviations, and use formal language/style
4. Careful of your tone in email since there are no verbal or nonverbal cues.
5. Please check the syllabus before emailing me questions. Often emails I get can be answered by reading the syllabus or the assignment.
6. For discussion posts on Canvas, keep your language formal, professional, and respectful. When responding to others, be careful to treat people with kindness and generosity and give them the biggest benefit of the doubt you can. Writing is hard as is putting your ideas out there for others. We're all learning.

## **Instructor Responsibilities and Feedback**

My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide substantive feedback on your written work. You can expect me to have feedback and grades returned to you within two weeks of the submission date for each assignment.

## **Participation and Civility:**

We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all online interactions and class---related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing, do so in a civil manner. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:

- Participating actively in small group work, class meetings, and discussions
- Showing attention to others in discussion posts
- Completing all assignments on time
- Coming prepared to online conferences/office hours

UNT offers “Rules of Engagement” for productive conversation for online communication here: <https://clear.unt.edu/online-communication-tips>. The most important thing to remember is that your discussion posts are permanent, so be careful of how you communicate your ideas and feelings.

Aside from these suggestions, here are a few thoughts:

- Do not use all caps ever. No one needs to yell in Canvas.
- Never use any derogatory language verbally or in writing
- Critique ideas, not the people that hold them
- Avoid attempts at humor or sarcasm in discussion posts.
- Always keep your writing and speaking professional.
- If you're upset, think twice about saying or writing something.

### **Using the UNT Writing Center:**

It is recommended that you schedule an appointment with the UNT Writing Center to request extra help with all of your assignments for this class. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. A writing tutor can help you get started on a paper or help you decide what to revise on an existing draft. In order to make an appointment with a writing tutor, visit <https://writingcenter.unt.edu/online-tutoring>. The Writing Center also offers online tutoring through UNT's Zoom portal.

### **Library skills.**

Please make yourself familiar with the UNT Library and its resources before you get too far in this course. You can make an appointment with a reference librarian in order to get one-on-one help using this link: <https://library.unt.edu/forms/reference-appointment/>

### **Public Writing**

You should consider that all of your submitted writing for this course, including prewriting, drafts, in-class assignments, and final projects, is public writing. The writing that you submit in this course may be viewed by me and possibly your classmates as well. Please do not submit any information about yourself that you do not want to be public.

### **Syllabus Change Policy**

I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus.

### **Technical Requirements & Skills**

#### Minimum Technology Requirements

- Computer with word processing capabilities, internet access, and web browser
- Canvas Technical Requirements (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

#### Computer Skills & Digital Literacy

Students in this course should be able to

- Use Canvas
- Use email with attachments
- Use presentation and graphics programs
- Use Zoom as a web conferencing tool (<https://clear.unt.edu/supported-technologies/zoom>)

## Getting Help

### Technical Assistance:

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

### UIT Help Desk:

<http://www.unt.edu/helpdesk/index.htm>

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940-565-2324

In Person: Sage Hall, Room 130

## **UNT Policies**

### **Academic Integrity Standards and Consequences.**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an official disciplinary record for the student(s).

Academic integrity violations can include copying a passage from a source verbatim, but they can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased. Be careful to always acknowledge the work of other writers, and take the time to work out your thoughts and arguments without copying the work of others.

### **ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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 deliver letters of reasonable accommodation during faculty 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 at <https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

## **Emergency Notification & Procedures.**

UNT uses a system called Eagle Alert to quickly notify students with critical information 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 Blackboard for contingency plans for covering course materials. II. Optional Statements.

## **Retention of Student Records.**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

## **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be notified verbally or in writing and may be directed to leave the classroom. Additionally, the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the UNT Policy Page.

## **Access to Information**

Students' access point for business and academic services at UNT is located at: <http://my.unt.edu>. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

## **Student Evaluation Administration Dates.**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

## **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.



Week	Date	Class Focus	Reading for Class	Assignment Due (by midnight of stated date)	Discussion Board Assignment (by Sunday of the week)
Week 1	Jan 18	Syllabus discussion Writing & your career			
	Jan 20	Curating information in writing, what to include and leave out	CEL- 3-4, 8-12		
Week 2	Jan 23	Writing experiences practice and peer review	"Such, Such Were the Joys"		Essay#1 Proposal
	Jan 25	Introduce Essay #1 Brainstorming and sharing experiences	CEL 25-26		
	Jan 27	<b>No Class</b> Complete online assignment: Describing Moments-Earliest memory draft and 5 senses	CEL 44-45, 531-532		
Week 3	Jan 30	<b>Census Date</b> What makes sentences work? Group analysis of samples and discussion	CEL 533-538		Writing quality sentences about personal experiences
	Feb 1	Dealing with emotional moments in writing. How to process emotions on the page. Reading discussion and sample writing.	<i>Year of Magical Thinking</i>		
	Feb 3	Thinking on the page: How to process ideas on the page?	"The Present "		
Week 4	Feb 6	Structures of essays, organizing events and ideas.	CEL 49-51		
	Feb 8	Discussion of reading given the elements we've discussed: structure, inclusion of details, learning	"The Curse"		
	Feb 10	Writing Day			
Week 5	Feb 13	Writing the conclusion-finding meaning and answering questions		Essay #1 Draft	Peer Review Response
	Feb 15	Small group peer review	CEL 54-57, read your assigned essays before coming to class		
	Feb 17	Revising process discussion-adding versus subtracting.			
Week 6	Feb 20	Proprioceptive writing exercise			
	Feb 22	<b>No class</b> -turn in Essay #1, complete self-assessment		Essay #1 due	
	Feb 24	<b>No class</b> - online assignment: describing the peculiarities of groups			
Week 7	Feb 27	Discuss reading: How do we observe others? How do biases play a role? How we	"The Watermelon Feed"		Essay #2 Proposal

		move from observations to conclusions or inferences			
	Mar 1	Making observations-Superfans Video			
	Mar 3	Making observations-Group Dynamics Video	CEL 430-435		
Week 8		Discussion of reading: How small observations can lead to larger meaning. What questions would you ask?	Class A		Connection between observations and your future career
	Mar 6				
	Mar 8	Writing Day-Opening & Conclusions			
	Mar 10	Observations to Conclusions group activity			
Spring Break					
Week 9		Writing Day		Observation/Interview Record	Place and your chosen group observation
	Mar 20				
	Mar 22	Role of place/environment when we describe groups and people	"Goodbye to All That"		
	Mar 24	Practice writing about place			
Week 10	Mar 27	Small group reflection on practice writing		Essay #2 Draft	
	Mar 29	Peer Review	Read assigned essays		
	Mar 31	Writing Day			
Week 11	Apr 3	Reflective writing-thinking about your own experience			Rhetorical analysis of advertisement
	Apr 5	Writing Day			
	Apr 7	<b>Last Day to Drop</b> Introduce Rhetorical Analysis Parts of Analytical Essay	CEL 153-157	Essay #2	
Week 12	Apr 10	Discuss reading, logical versus emotional, Evidence and credibility	Letters to a Young Contrarian		
	Apr 12	Evidence and credibility	CEL 158-161		
	Apr 14	Language and rhetorical devices writing activity			
Week 13	Apr 17	Use of evidence to support claims		Rhetorical Analysis Choice Proposal	Use of rhetorical analysis in your career
	Apr 19	Rhetorical Analysis practice-"A Talk to Teachers"			
	Apr 21	Continue Analysis			
Week 14	Apr 24	Rhetorical Analysis practice "Ballot or Bullet"			
	Apr 26	Context of the argument Analysis Conclusion			
	Apr 28	Writing Day		Essay #3 Draft	
Week 15	May 1	Peer review	Read assigned essays		
	May 3	Developing and using writing skills assignment			

	May 5	Developing and using writing skills assignment			
Finals Week				Essay #3 Due	