**1310.406 | Fall 2025**

Dr. Rhonda Lewis

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Office Hours | By appointment

**Books**

*Grammar 101.* Dr. Kathryn Raign

We will uphold the following university policies in all English courses.

**University Policies**

All students and faculty are required to follow the policies below.

**Academic Integrity Standards and Consequences**

According to UNT Policy 06.003, [Student Academic Integrity](https://vpaa.unt.edu/fs/resources/academic/integrity), academic dishonesty occurs when students engage in behaviors including, but not limited to:

* Cheating--submitting work that is not your own (This includes using ChatGPT)
* Fabrication is pretending you are writing about an interview when you made it up.
* Facilitating academic dishonesty--helping someone else cheat
* Forgery--pretending your work is someone else’s.
* Plagiarism--using someone else's published work without citing it correctly.
* Sabotage--setting someone else up to fail.

A finding of academic dishonesty may result in academic penalties or sanctions ranging from admonition to expulsion from the University. I am obligated to report any academic dishonesty.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' learning opportunities is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT.

Students engaging in unacceptable behavior will be directed to leave the classroom. The instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the [Code of Student Conduct](https://deanofstudents.unt.edu/conduct). The University's expectations for student conduct apply to all instructional forums, including University and electronic classrooms, labs, discussion groups, field trips, etc.

The [Dean of Students Office (opens in a new window)](https://deanofstudents.unt.edu/conduct) enforces the [Code of Student Conduct (opens in a new window)](https://policy.unt.edu/policy/07-012). The Code explains:

* What conduct is prohibited.
* The process the DOS uses to review reports of alleged misconduct by students.
* The sanctions that can be assigned

When students may have violated the Code, they meet with a representative from the Dean of Students Office to discuss the alleged misconduct in an educational process.

**ADA Accommodation**

UNT makes reasonable academic accommodations for students with disabilities. To receive accommodation, follow these steps:

1. Register with the Office of Disability Access (ODA) to verify their eligibility.
2. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs.
3. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation.
4. Students must obtain a new letter of accommodation every semester and meet with each faculty member before implementation in each class. For additional information, see the [ODA website](https://disability.unt.edu/). You may also contact them by phone at 940.565.4323.

**Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of sexual misconduct. Federal laws and UNT policies prohibit discrimination based on sex and sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, campus resources are available to support and assist.

The Survivor Advocates can be reached at:

* [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu)
* Dean of Students Office: 940-565-2648

Visit [Title IX Student Information (opens in a new window)](https://edo.unt.edu/title-ix-student-information) for more resources.

**Undocumented Students**

Please see UNT'S [Resources for DACA Students](https://www.unt.edu/daca) web page for more information.

**Emergency Notification & Procedures**

UNT uses to quickly provide 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 Canvas for contingency plans for covering course materials.

**First Year Writing (FYW) Policies**

## In addition to the policies provided by UNT, our department also has policies that we use to ensure that you are treated fairly.

## **Evaluation and Grading**

**Major Assignments | 50%**

Note | you must complete all major writing assignments to earn a passing grade.

**Weekly Writing 15%**

**Quizzes | 5%**

**Discussions | 10%**

**Attendance | 10%**

**CoReq | 10%**

**Rubrics and Scoring Systems**

For this course, we describe the grades you will be assigned in this way:

|  |  |
| --- | --- |
|  |  |
| A | 90-100 | Exceeds 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 time and context. |
| B | 80-89 | Meets the assignment's requirements, has few errors. Shows a high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original. |
| C | 70-79 | Meets most of the assignment's requirements, has some errors. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places, but ultimately challenged in organization, articulation, perception, and/or effectiveness. |
| D | 60-69 | Does not meet most of the assignment's requirements, has many errors. 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, undeveloped, and overall, not reflective of the performance expected of UNT undergraduates. |
| F | 59 or below | Does not meet the assignment's requirements. The number of errors impede the work's meaning. Shows no understanding of the concepts being taught. |

# Program Values

The assignments and activities for your course were designed carefully and are based on the following departmental values.

## We develop our writing skills 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.

## When we write, we develop our ability to think critically about complex issues.

Writing is a practice of responding clearly, concisely, and coherently to complex issues. Students studying writing develop their logical skills and learn strategies to address critical problems with precision and purpose.

## Writing is 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 is a powerful tool and can give us agency to intervene in social issues.

Writers intervene in their communities by addressing an audience's 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.

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 (FYW) 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.

# Required Attendance and Your Final Grade

You are required to attend class unless you are:

* Sick — your doctor told you not to attend.
* Attending a university-approved activity — sporting event, debate team, etc.
* Have an emergency — car accident, sick child, or family member, etc.

According to the UNT First Year Writing Policy, **no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course.**

I will check your attendance at the start of every class period. While I understand everyone gets sick or has emergencies, you must attend class regularly, or your grade will be affected:

|  |  |
| --- | --- |
| **Number of Classes Missed** | **Effect on Grade** |
| 20% of total Classes — 6 classes | I will deduct 5 points from your final grade for each additional class you miss. |
| 30% of total classes —10 classes | You will fail the course. |

Note | If you are more than 15 minutes late, I will count you absent. I will count you absent if you leave more than 5 minutes early.

If you know you must miss class for a planned reason, see me as soon as possible to make arrangements.

# Authorized Absences

UNT authorizes absences for the following reasons as excusable by the university (policy 06.039):

* Religious holy days, including travel for that purpose.
* Active military service, including travel for that purpose.
* Participation in an official university function.
* Illness or other extenuating circumstances.
* Pregnancy and parenting under Title IX.
* When the university is officially closed by the President.

If you plan to miss class for one of the events above, please see me as soon as possible before the date of your absence so we can arrange for you to submit work.

# Communication Expectations

Communication is vital to your success. When you need to reach me, follow these practices:

* Communicate with me formally through my UNT email address: kathryn.raign@unt.edu.
* Include the course and section number in the subject line: 1310.002.
* Use appropriate salutations and grammatical language: "Dear Dr. Lewis.”
* Treat all emails as professional communication.
* Respect the personal identities and privacy of yourself, me, and others.
* Respect identities based on gender, sexuality, race, ethnicity, class, and/or culture.
* Think carefully about what you reveal and do not reveal, mainly if this information involves your health and/or classroom performance. If your emails contain any information that causes me to be concerned for your safety or the safety of others, I will report it.
* Refrain from making personal attacks or using language discriminating based on gender, sexuality, race, ethnicity, class, and/or culture.

Note | I cannot discuss any information relating to academic records through email.

**Instructor Responsibilities and Feedback**

My responsibility as your instructor is to:

* Challenge you.
* Help you understand the course material.
* Help you grow and learn as a student.

To achieve these goals, I will:

* Provide clear instructions for projects and assignments.
* Answer your questions.
* Identify additional resources as necessary.
* Provide substantive feedback on your written work within two weeks of the submission date for each assignment.

**Disruptions**

Respect the class environment by using your time effectively and helping your classmates do the same. Please avoid:

* Wearing headphones
* Using your phone unless instructed to do so.
* Eating a full meal.
* Holding side conversations.

**Participation and Civility**

We are all members of an academic community where it is our responsibility to cultivate a climate where all students/individuals are valued and where they and their ideas are treated with respect.

Therefore, I expect you to conduct yourself professionally and respectfully 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 your actions in this course, including your submitted work, grades, and interactions with me and other students.

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

* Participating actively in small group work, class meetings, and discussions
* Showing attention to others in discussion posts
* Completing all assignments on time

Here are some of the “Rules of Engagement” UNT recommends as guidelines for our class:

* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on 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 will not be tolerated.
* Treat your instructor and classmates respectfully in any online or face-to-face communication, even when their opinion differs from yours.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas instead of attacking individuals.
* Be cautious when using humor or sarcasm in emails or discussion posts, as tone can be challenging to interpret digitally.
* Avoid using “text-talk” unless explicitly permitted by your instructor.
* Proofread and fact-check your sources.
* Remember that online posts can be permanent, so think before you type.

You also can visit the [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) page at <https://clear.unt.edu/online-communication-tips> for more information.

**Using Canvas**

Canvas is an essential tool to help you succeed, and we will use it extensively:

* Submit all assignments through Canvas, including quizzes, discussions, weekly writings, and major assignments.
* Check Announcements at least once a day. I will communicate important about our course as an announcement.

All students have access to Canvas through their UNT accounts. For more information on using Canvas,

* See  <https://community.canvaslms.com/docs/DOC-10701>.
* Direct questions regarding your use of the Canvas learning management system to the student help desk at:
  + Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)
  + Phone: 940-565-2324.
* Make plans to have a backup way to access the technology each week: another computer, the local library, or one of UNT's open-access computer labs. Not having access to the course will not excuse you from the workload each week.

**Formatting Your Assignments**

All written work needs to be typed and submitted online to Canvas.  For all essays,

* Include your name and the page number on the top right of each page (i.e., Last name 1)
* Include a date and the course number, ENGL 1310, on each page's top left.
* Use Times New Roman 12-point, one-inch (1”) margins, and double-spacing.

**Late or Missed Assignments**

I will follow these policies when deciding whether to accept late work:

* All papers are due by the date specified in Canvas.
* If you need extra time on a paper, you must request an extension at least 24 hours before the paper is due.
* I will deduct 5 points for each day (not business day) your work is late.
* You cannot pass the course if you have not received a grade for all major assignments.
* Meet with me as soon as possible if you miss a deadline for an assignment.

# Public Writing

All your submitted writing for this course, including prewriting, drafts, in-class assignments, and final projects, is public. I and your classmates may view the writing you submit in this course. Please do not submit any information about yourself that you do not want to be public.

**Syllabus Change Policy**

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

**Technical Requirements & Skills**

Because much of the work, you must have the correct tools:

* Computer with word processing capabilities, internet access, and web browser
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/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

# Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. Please let me know if you have a chosen name that is different from your legal name and would like that to be used in class. Below is a list of resources for updating your chosen name at UNT:

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

# Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in person. Just as we don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

# CORE Requirements Fulfillment

ENGL 1310 meets one of your CORE Communication requirements. The state defines "communication" as:

Focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

This course has four objectives:

* Critical Thinking Skills | innovation, inquiry, analysis, evaluation, and synthesis of information
* Communication Skills | effective development, interpretation, and expression of ideas through written, oral, and visual communication
* Teamwork | ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
* Personal Responsibility | ability to connect choices, actions, and consequences to ethical decision-making.

**Course Outline**

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| --- | --- | --- | --- | --- | --- | --- |
| **ENGL 1310 | FALL 2023 | MODULES 1 & 2** | | | | | | |
| **WEEK 1** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 8/22 | Course Policies | Review  Policies    Discuss  Course  Goals    Discuss  CoReq | Discussion 1 | Who Are You? | Quiz |  Course  Policies | Weekly Writing 1 | Discussion due  Wednesday  @ 11:59 pm |
| 8/24 |  | Discuss the  Elephant    Review Next  Week’s  Agenda |  |  |  | Assess &  Apply due  @ Sunday  11:59 |
| **WEEK 2** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 8/29 | Module  Introduction    CEL: 25-28  G101: 1-6 | Review  Module  Intro    Group  Activity    Review  Weekly  Writing 2 | Discussion 2 |  Finding Your  Story |  | Weekly  Writing 2 |  Writing an  Effective  Introduction | Discussion due  Wednesday  @ 11:59 pm |
| 8/31 |  | Individual  Activity    Discuss  Clauses &  Phrases |  |  |  | Assess &  Apply due  @ Sunday  11:59 |
| **WEEK 3** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 9/5 | CEL: 70-74 G101: 7-15 | Group  Activity    Review  Weekly  Writing 3 | Discussion 3 |  Which Moment  Resonates | Quiz |  Subjects,  Verbs,  Phrases,  Clauses,  Sentence  Types | Weekly  Writing 3 |  Writing  Supporting  Paragraphs | Discussion due  Wednesday  @ 11:59 pm |
| 9/7 |  | Group  Activity |  |  |  | Assess &  Apply due  @ Sunday |
|  |  | Review  Sentence  Types |  |  |  | 11:59 |
| **WEEK 4** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 9/12 | CEL: 530-  538  G101: 16-19 | Group  Activity    Review  Weekly  Writing 4 | Discussion 4 |  Choosing  Relevant Details | Quiz |  Agreement | Weekly  Writing 4 |  Writing a  Strong  Conclusion | Discussion due  Wednesday  @ 11:59 pm |
| 9/14 |  | Group  Activity    Review  Agreement |  |  |  | Assess &  Apply due  @ Sunday  11:59 |
| **WEEK 5** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 9/19 | Video: How to Peer Review  G101: 20-23 | Group  Activity    Review  Weekly  Writing 4 | Discussion 5 | Show Don’t Tell | Quiz |  Quotation  Marks,  Colons &  Apostrophes | Weekly  Writing 5 |  Rough Draft | Discussion due  Wednesday  @ 11:59 pm |
| 9/21 |  | Discuss  Rough  Drafts    Review  Quotation  Marks,  Colons &  Apostrophes |  |  |  | Assess &  Apply due  @ Sunday  11:59 |
| **WEEK**  **6** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 9/26 | G101: 24-32 | Peer Review in Dr. R’s Office | Discussion 6 |  Reviewing Each  Other’s Work | Quiz |  Writing  Strong  Sentences | Major  Assignment  | Learning  Narrative | Discussion due  Wednesday  @ 11:59 pm |
| 9/28 |  | Peer Review in Dr. R’s Office |  |  |  | Assess &  Apply due  @ Sunday  11:59 |

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| **MODULE 2 | OBSERVATION ESSAY** | | | | | | |
| **WEEK**  **7** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 10/3 | *CEL:* 108-  121  [**The Art,**](https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/)  [**Spiritual**](https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/)  [**Pursuit, &**](https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/)  [**Culture of BBQ:**](https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/)  [**Exploring the Roots of**](https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/)  [**Barbecue**](https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/)  [**Mythology**](https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/) | Group  Activity    Review  Weekly  Writing 7 | Discussion 7  | Who, What, Where? | None | Weekly  Writing 7 |  Revising  Introductions | Discussion due  Wednesday  @ 11:59 pm |
| 10/5 |  | Group  Activity |  |  |  | Apply due @ Sunday 11:59 |
| **WEEK**  **8** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 10/10 | CEL: 92121    CEL: 553571 | Group  Activity    Review  Weekly  Writing 8 | Discussion 8  | Choosing  Relevant  Details | None | Weekly 8 |  Body  Paragraph | Discussion due  Wednesday  @ 11:59 pm |
| 10/12 |  | Activity |  |  |  | Apply due @ Sunday 11:59 |
| **WEEK**  **9** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 10/17 | None | Group  Activity    Review  Weekly  Writing 9 | Discussion 9  |  Understandi ng  Community | None | Weekly  Writing 9 |  Community | Discussion due  Wednesday  @ 11:59 pm |
| 10/19 |  | Group  Activity |  |  |  | Assess &  Apply due @  Sunday 11:59 |
| **WEEK**  **10** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 10/24 | CEL 153-187 | Peer Review | Discussion 10  | Reviewing  Each Other’s  Work | Quiz 6 |  Punctuation  Practice | Weekly  Writing 10 |  Observation  Essay | Discussion due  Wednesday  @ 11:59 pm |
| 10/26 |  | Peer Review |  |  |  | Assess &  Apply due @  Sunday 11:59 |

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| **MODULE 3 | ANALYSIS ESSAY** | | | | | | |
| **WEEK**  **11** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 10/3 | CEL: 153-187 | Group  Activity    Review  Weekly  Writing 11 | Discussion  11 | Which  Concept  Matters  Most | None | Weekly  Writing 11 |  My Concept | Discussion due  Wednesday  @ 11:59 pm |
| 10/5 |  | Group  Activity |  |  |  | Apply due @ Sunday 11:59 |
| **WEEK**  **12** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 10/10 | [The Stasis Theory](https://owl.purdue.edu/owl/general_writing/the_writing_process/stasis_theory/stasis_and_research.html) | Group  Activity    Review  Weekly  Writing 12 | Discussion  12 | What Did You Learn? | Usage | Weekly  Writing 12 | | Discussion due  Wednesday  @ 11:59 pm |
| 10/12 |  | Activity |  |  |  | Apply due @ Sunday 11:59 |
| **WEEK**  **13** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 10/17 | None | Group  Activity    Review  Weekly  Writing 13 | Discussion 13 | | None | Weekly  Writing 9 |  Community | Discussion due  Wednesday  @ 11:59 pm |
| 10/19 |  | Group  Activity |  |  |  | Assess &  Apply due @  Sunday 11:59 |
| **WEEK**  **14** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
| 10/24 | None | Thanksgiving | Thanksgiving | Thanksgivin g  Thanksgivin g | Thanksgiving | Thanksgiving |
| 10/26 | Thanksgiving | Thanksgiving | Thanksgiving |  | Thanksgiving | Thanksgiving |
| **WEEK**  **15** | **READ** | **DO** | **DISCUSS** | **ASSESS** | **APPLY** | **DUE** |
|  | None | Peer Review | Discussion 15  | Reviewing  Each Other’s  Work | None |  |  |
|  |  | Peer Review |  |  | Major  Assignment | Analysis | Apply due @  Sunday 11:59 |