Writ 1201-Sections 05 and 06  
Writing Studio (4 credits)  
Fall Semester 2013

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Office Hours: T, Th 9:45 – 10:45  
W 11:00 – 1:30  
and by appointment

Writ 1201-05 meets 11:15-12:30 T, Th in 227 Appleby  
Writ 1201-06 meets 2:30-3:45 T, Th in 204 Appleby

Class syllabus, assignments, and announcements are available on Moodle. Access through the “MyU” portal, then click on the “My Courses” tab; or access through the Moodle portal at ay13.moodle.umn.edu.

Course Overview and Outcomes

Writ 1201 provides a comprehensive introduction to university writing practices and purposes in order to develop knowledge and skill that position students for success in Writ 1301—and thus for success in future University courses that require writing. Student writing is at the center of course instruction. Students develop skills in generating and gathering ideas for a paper, drafting, revising, and editing. Students share their writing with others in the class (peers and instructor), receive frequent feedback from the instructor and peers, and read and respond carefully to the work of their classmates.

At the successful conclusion of Writ 1201, students will be able to do the following:

• Understand writing assignments and craft effective, relevant approaches in response
• Practice prewriting, planning, drafting, organizing, revising, editing, and proofreading so that those steps and their recursive nature are part of the writing process
• Craft thesis statements for a paper and topic sentences for paragraphs that clearly indicate the direction of ideas; focus, develop, and organize claims and evidence to flesh out an argument
• Distinguish between popular and scholarly sources, and evaluate the credibility of sources; summarize, paraphrase, quote appropriately, and cite sources accurately and ethically
• Provide constructive comments on peer drafts during the revision process; integrate feedback from peers and the instructor in final drafts
• Consistently use complete, grammatically correct sentences; find and eliminate errors in usage and mechanics
• Develop a vocabulary to discuss the rhetorical choices a writer makes; learn about the literal, connotative, and expressive potential of language and use that learning to guide word choices
• Identify an author’s audience, purpose, argument, and assumptions; develop critical reading skills
• Demonstrate by participation in class discussion that writing, like learning, is an ongoing and shared endeavor

Writ 1201 does not fulfill the freshman composition requirement of the University. Students must successfully complete Writ 1301 in order to fulfill this requirement.

Textbooks and Supplies (Texts are available at U of M Bookstores in Coffman)


Students may spend up to $10 photocopying or printing drafts

Workload

Students can expect to spend an average of eight hours per week on this course outside of class time. In general, for undergraduate courses, each credit requires an average of two hours of learning effort outside the classroom each week, in order for an average student to achieve an average grade in a course. Thus a student taking 15 credits should plan to spend approximately 30 hours completing assignments, in addition to time spent in class.

Course Work and Grades

Work for this course falls into two general categories: formal papers and informal writing assignments. For the most part, the informal writing assignments help you develop skills and approaches needed to do your best on the formal papers. All work will be graded on a point system, explained below. The informal assignments should be completed thoroughly and thoughtfully; the formal papers should be completed thoroughly, thoughtfully, and correctly, according to academic standards and the rules of standard English. Assignments submitted late will receive a lower grade. Attendance, effort, etc. may also affect your overall grade for the course. Keep copies of all your work in a folder dedicated exclusively to this course; you’ll need to refer to it for your reflective paper, plus you may need to refer to it to confirm its completion or the grade it received. Back up your work on your computer in case assignments get lost.

All students must complete all the assigned readings listed on the schedule below. Based on individual needs—or the needs of the class as a whole—students may also be assigned specific individual readings on style, grammar, etc. from A Pocket Style Manual; or they may be assigned online readings or exercises based on this text.

Formal Papers:

You’ll be assigned to write four formal papers. Three will be worked on extensively before you submit them for grading; these will be about 1000 to 1250 words
long. The other formal paper (Paper 3) is a take-home essay exam, approximately 750 words long. You must turn in all drafts of Papers 1, 2, and 4, along with the final draft. Specific information about these papers will be on individual assignment sheets.

The first two papers may be revised if you’d like to try for a higher grade (as reflected in the number of points earned). The previously graded draft must be submitted with the revision. If the grade on the revision is higher, that grade will replace the original grade. If the grade on the revision is lower, the original grade will stay.

Late papers cannot be revised, and late papers must be submitted by the date the revision of that paper is due, except under highly unusual circumstances.

All drafts that are read by your classmates must be word-processed in a conventional 12-point font. All drafts must be double-spaced. The final draft must include a title, as well as your name, my name, course and section designation (Writ 1201-xx), and the date. (Grading: Papers 1 and 3, up to 30 points each; Papers 2 and 4, up to 40 points each)

**In-class Work and Informal Writing Assignments:**

Writ 1201 is a writing studio; thus being in class and participating in peer review, in-class assignments, etc. are important to your success in the course. Both inside and outside the classroom, you’ll be completing assignments intended to help you develop your skills as a college student and writer: writing summaries of readings, taking timed essay exams, citing sources correctly, etc. Although I expect you to do your best in all ways with these assignments, your intellectual engagement with the topic is my main concern and will be the main criterion for grading.

Peer Review: Getting help from others helps writers develop their skills. For Papers 1, 2, and 4, you’ll meet with a small group of your classmates (about 4 students per group) to provide feedback on the drafts of their papers and to receive feedback on the draft of your paper. See the Peer Review Information Sheet for specific information. (Grading: up to 20 points for each peer review session; 60 points total)

Writing Assignments: The purpose of these eight assignments is to help you better develop your skills in reading a text closely, finding an author’s main ideas, quoting from outside sources, and exploring your ideas through writing. Specific information is on each assignment sheet. Many of these assignments have several parts, so be sure to read the assignment sheets carefully and label each part clearly. Assignments submitted late will have points deducted. (Grading: up to 10 points each; 80 points total)

In-Class Assignments: The purpose of these seven assignments is to give you practice developing skills necessary to write the formal papers and, especially, to cite sources correctly. These assignments must be completed in class on the dates listed below; they cannot be made up, except in cases of extreme emergency. The specific assignments will be given in class on the date noted on the schedule below. (Grading: Assignment 6 is worth up to 10 points; all other assignments are worth up to 5 points each; 40 points total)
“Mini-lecture” Quizzes: Throughout the semester I’ll be giving brief lectures on diction, grammar, etc; the specific content will be determined by the needs of the class. Take notes on these “mini-lectures,” and apply the information provided to your writing assignments. There will be several short quizzes throughout the semester on this material. These quizzes will be cumulative, so review your notes periodically. (Grading: up to 35 points total)

Citation Quiz: Knowing how to cite sources correctly is essential when writing college-level papers. In addition to participating in in-class exercises on MLA citation and demonstrating your ability to cite correctly in your papers, you’ll take a short quiz on in-text citation. (Grading: up to 15 points)

Essay Exam: Your success in college may easily depend on your ability to state your ideas clearly in a timed classroom setting. The purpose of this exam is to help you develop your ability to do so in a fairly non-threatening situation. (Grading: up to 15 points)

Reflective Paper: Towards the end of the semester you’ll be asked to review, reflect on, and write about your progress as a writer in Writ 1201. Specific information will be on an individual assignment sheet. For now, however, be sure to save all the writing you complete for this course. You will need this writing to complete the reflective paper. (Grading: up to 15 points)

Grading Summary

Each assignment is worth from 5 to 40 points, depending on its difficulty or its importance to the goals of the course. The maximum number of points for each assignment is listed below. If you’d like to monitor your grade throughout the semester, you may want to keep track of the points you earn.

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Points Earned</th>
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<tbody>
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<td>Formal Papers</td>
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<td>Paper 4</td>
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<td>Informal Assignments</td>
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Writing Assignment 1 10 _____
Writing Assignment 2 10 _____
Writing Assignment 3 10 _____
Writing Assignment 4 10 _____
Writing Assignment 5 10 _____
Writing Assignment 6 10 _____
Writing Assignment 7 10 _____
Writing Assignment 8 10 _____
Peer Review 1 20 _____
Peer Review 2 20 _____
Peer Review 3 (for Paper 4) 20 _____
Citation Quiz 15 _____
“Mini-lecture” Quizzes 35 total _____
Essay Exam 15 _____
Reflective Paper 15 _____
Total Points 400 _____

Note: 10 points will be subtracted each time you are seen texting or checking text messages during class time.

To determine your final grade, divide the number of points you’ve earned by 4. If you have 93 or more points, you have an A for the course; 85-92, B; 77-84, C; 69-76, D; 68 or fewer points, F. Again remember that your attendance, effort, etc. will also affect your final grade.

University of Minnesota Policies

ASSIGNMENTS AND GRADES
• You must turn in all required drafts and revisions. If you do not, you are likely to receive a lower grade for the course.
• Late assignments may receive a lower grade.
• Keep copies of all your work in a folder dedicated exclusively to this course; back up your work on your computer in case assignments get lost.

The grading policy in this course conforms to University guidelines. Therefore a "C" is equivalent to basic fulfillment of requirements; to achieve a grade higher than a "C" a student must perform beyond the basic requirements. Please keep the following scale and criteria in mind:

GRADING AND TRANSCRIPTS
The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:
A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A- 3.667
B+ 3.333
B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B- 2.667
C+  2.333  
C   2.000 - Represents achievement that meets the course requirements in every respect  
C-  1.667  
D+  1.333  
D   1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements 
S   Represents achievement that is satisfactory, which is equivalent to a C- or better. 

For additional information, please refer to: 
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

INCOMPLETES  
A grade of incomplete ("I") is given only in a genuine emergency, and generally only for work which is due during the last two weeks of the course. The student must make arrangements in writing with the instructor for an incomplete before the last day of class.

EXTRA CREDIT  
The University does not permit students to submit extra work in an attempt to raise their grade unless the instructor has specified at the outset of the course that such opportunities are afforded to all students.

FIRST-YEAR WRITING PROGRAM ABSENCE POLICY  
Unlike many courses at the University, first-year writing courses are small, discussion-oriented classes. For this reason, the First-Year Writing Program has developed a class attendance policy:

Missing the equivalent of one week or more of class with unexcused absences may result in a lower grade. Missing the equivalent of three weeks or more with unexcused absences may result in failing the course.

MAKEUP WORK FOR LEGITIMATE ABSENCES  
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:  
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

A student who is absent for any reason is responsible for all material and activities missed in class. Students must check with the instructor to find out was missed.

Students are responsible for coming to class on time. Tardiness may be considered equivalent to unexcused absences. In addition, a student who is unable to function adequately in class (e.g., falling asleep or attending without appropriate materials or assignments) may be considered to have unexcused absences.

STUDENT CONDUCT CODE  
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the
University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

USE OF PERSONAL ELECTRONIC DEVICES IN THE CLASSROOM
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please Reference http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

SCHOLASTIC DISHONESTY
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Plagiarism, representing someone else's intellectual work as your own, can result in a grade of F for the assignment, and may result in a grade of F for the course. Plagiarism can include submitting a paper:
- written by means of inappropriate collaboration;
- written by you for another course, submitted without the permission of both instructors;
- purchased, downloaded, or cut and pasted from the Internet;
- or that fails to properly acknowledge its sources through standard citations.

APPROPRIATE STUDENT USE OF CLASS NOTES AND COURSE MATERIALS:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially
furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html.

SEXUAL HARASSMENT
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html

DISABILITY ACCOMMODATIONS
The University is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical) please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website at https://diversity.umn.edu/disability/

MENTAL HEALTH SERVICES
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu

ACADEMIC FREEDOM AND RESPONSIBILITY
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*
Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

**STUDENT WRITING SUPPORT**

Students can get one-to-one consultations on any course paper or writing project at Student Writing Support, with locations in 15 Nicholson (appointment only) and 9 Appleby (walk-in), plus online services. See [http://writing.umn.edu/sws/index.htm](http://writing.umn.edu/sws/index.htm) for details about locations, appointments, and online consultations.

**1201-05 and 06 Course Policies**

- If you need access to a printer, there are computer labs throughout campus, including in the lower level of Appleby Hall.
- If you anticipate having to miss class, or if an emergency arises, notify me as soon as possible, preferably before you miss or within 24 hours after.
- Assignments that are not completed or that are late as the result of an unexcused absence cannot be made up; thus you will lose points for these assignments. Being late to class—or leaving early—may be considered equivalent to an unexcused absence.
- If an assignment is submitted that shows evidence of plagiarism (either in its entirety or in part), that assignment will receive 0 points and the student submitting the assignment will be reported to the Office for Student Conduct and Academic Integrity.
- Keep your personal electronic devices in your backpack (or somewhere where they won’t distract you) during class. Turn off your cell phone before class begins. Do not text or check text messages. If you are caught texting or checking text messages during class, 10 points will be subtracted from your grade for each offense.
- Use classroom computers (and the classroom itself) only for 1201 course work, not for checking personal email, playing games, studying for other classes, etc.

**Schedule**

This schedule may be adjusted as the semester progresses; if the schedule changes, you’ll be notified in class. All reading assignments must be completed by the class listed. Always bring the text(s) we are discussing to class. All readings identified by author are in 40 Model Essays. Readings identified as “PSM” are in A Pocket Style Manual. You do not have to complete the exercises that follow the 40 Model Essays readings, but do read the background information on the authors.

T 9/3 Introductions; preview course and syllabus; write course goals
Th 9/5
Read *40 Model Essays*, pp 1-12
Read Visser, pp 129-33
Complete Writing Assignment 1
In class, discuss above readings
In class, practice annotations/marginal notes
In class, preview assignments for Unit 1

T 9/10
Read *40 Model Essays*, pp 13-21 and 62-68
Read Dillard, pp 74-79
Complete Writing Assignment 2
In class, visit Appleby site of Student Writing Support
In class, discuss above reading
In class, assign Paper 1

Th 9/12
Read Hughes, pp 69-71, and Orwell, pp 85-92
Complete Writing Assignment 3
In class, discuss above readings
In class, complete In-class Assignment 1

T 9/17
Read Lamott (distributed in class)
Complete Writing Assignment 4
Know topic of Paper 1
In class, discuss above reading
In class, complete In-class Assignment 2
In class, form peer groups

Th 9/19
No class. Individual conferences with instructor in 305 Nolte Center.
Bring 2 copies of a draft of Paper 1 to conference.

T 9/24
Bring copies of a solid draft of Paper 1 for all members of your peer group; distribute these to members of your peer group in class.
See Peer Review Assignment Sheet for more information.
Read *PSM*, pp 155-59 (bring *PSM* to class)
In class, demonstrate peer review process

Th 9/26
Before class: Review the drafts of your peers’ papers, following the criteria outlined on the Peer Review Assignment Sheet
In class, peer reviews of Paper 1
In class, write revision plan of Paper 1
If time allows, work on Paper 1 in class

T 10/1
Paper 1 due at beginning of class; hand in In-class Assignments 1 and 2, all peer and instructor feedback, revision plan, and the cover sheet, as well as the final draft of Paper 1
Last day to hand in any Unit 1 assignments
(continued on next page)
T 10/1 (cont.) Read Mairs, pp 216-18
In class, preview assignments for Unit 2
In class, discuss plagiarism and use of quoted material
In class, practice using quoted material (In-class Assignment 3)

Th 10/3 Read Rodriguez, pp 234-40; Naylor, 256-59; and Tan, pp 262-68
Read/skim PSM, pp 122-30
Complete Writing Assignment 5
In-class, discuss above readings
In class, practice using quoted material (In-class Assignment 4)

T 10/8 No class. Individual conferences with instructor in 305 Nolte. Paper 1 and WA 5 will be discussed and returned at conference.

Th 10/10 Read Cofer, pp 50-59; Staples, pp 112-15; and Sanders, pp 139-44
Complete Writing Assignment 6
In class, discuss above readings
In class, practice using quoted material (In-class Assignment 5)
In class, assign Paper 2

T 10/15 Read Quindlen, pp 108-10; Eighner, pp 192-94; and Gladwell, pp 286-91
Read/skim PSM, pp 130-55
Complete Writing Assignment 7
Optional revision of Paper 1 due (also hand in previously graded draft)
In class, discuss above readings
In class, preview works cited listing

Th 10/17 Read Ericsson, pp 162-70
Complete Writing Assignment 8
Know topic of Paper 2
In class, discuss above readings
In class, create MLA works cited listing (In-class Assignment 6)

T 10/22 In class, discuss essay exams
In class, write Essay Exam (Open book; bring 40 Model Essays to class)

Th 10/24 In class, group writing (In-class Assign 7). Bring 40 Essays to class

T 10/29 & Th 10/31 – No class. Individual conferences with instructor in 305 Nolte. Bring 2 copies of a draft of Paper 2 to conference.

T 11/5 Bring copies of a solid draft of Paper 2 to distribute to each member of your peer group
In class, demonstrate peer review process for Paper 2
Th 11/7 Before class: Review the drafts of your peers’ papers, following the criteria outlined on the Peer Review Assignment Sheet
In class, peer reviews of Paper 2

T 11/12 Paper 2 due at beginning of class. Hand in all drafts, peer and instructor feedback, revision plan, and cover sheet, as well as final draft of Paper 2.
Last day to hand in any Unit 2 assignments
In class, citation quiz (Open book; bring 40 Essays and PSM to class)
In class, assign Paper 4

Th 11/14 In class, know topic of Paper 4
In class, assign Paper 3 (Take-home essay exam)
Catch-up, misc. day

T 11/19 No class. Individual conferences with instructor in 305 Nolte.
- Hand in Paper 3 at conference
- Discuss topic of Paper 4 at conference

Th 11/21 Work on Paper 4 in class

T 11/26 Optional revision of Paper 2 due (also hand in previously graded draft)
In class, work on Paper 4; give solid draft of Paper 4 to instructor by end of class.

Th 11/28 Thanksgiving – No class

T 12/3 Reflective Paper due
Bring copies of a solid draft of paper 4 to distribute to each member of your peer group

Th 12/5 Before class: Review the drafts of your peers’ papers, following the criteria outlined on the Peer Review Assignment Sheet
In class, peer reviews of Paper 4

T 12/10 Paper 4 due – Hand in all drafts, peer and instructor feedback, revision plan, and cover sheet, as well as final draft of Paper 4
Last day to hand in any late assignments
In class, course evaluations