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 **Fall 2019 Syllabus**

 Accelerated Reading & Writing

 **ESL 1A** Section: 2899

 6.0 hours per week/ 6 Units

 **Professor**: Peggie J. Daley

**Email:** **peggie\_daley@gcccd.edu**

**Classroom:** Room F-508 **Office:** Room F-625

**Class Days:** Monday and Wednesday **Office Days:** Mon. and Wed.

**Class Hours:** 9:30 AM to 12:20 PM **Office Hours:** 8:00 - 9:00 AM

**Class Break:** 20 minutes **ONLY** [11:00 - 11:20 AM]

ESL 1A section 2899 students should be concurrently enrolled in ESL 1AG section 2901.

ESL 1A “Accelerated” course exposes students to materials and techniques that will allow them to more quickly reach their goals in obtaining a degree, certificate or transfer to a school in the California State University (CSU) or the University of California (UC) system by reducing time needed in ESL classes. However, more work will be demanded of students in terms of reading and writing. Completion of 1A with a “C” grade takes students to level 1B, which will reinforce all the skills introduced in 1A. Those students who receive an “A” or “B” grade will skip 1B and go to ESL 2A. This is a six-hour-per-week class, which means students should set aside at least ten hours a week for homework. From our experience, students who commit to this homework time are almost always successful in the course.

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|   | **\*\*Prerequisite\*\*** |   |
|   | Grade of "Pass" in ESL 050 |   |
|   | or equivalent placement assessment |   |
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**Required Textbooks**

** The Circuit**: ISBN: 978-0-8263-1797-1. University of New Mexico Press, 1997, by Francisco Jimenez.

Stories from the Life of a Migrant Child is an autobiographical novel by Francisco Jiménez based in part on his journey from Mexico to the United States of America. The book, narrated by the child's point of view, follows the life of young Panchito and his family as they move from one location to another to harvest crops in the United States.

  **Voices from the Fields**: Children of Migrant Farm workers Tell Their Stories (Nonfiction). ISBN: 978-0-316-05620-5. Little, Brown and Company, 1993, by S. Beth Atkin.

This critically acclaimed book features nine children who reveal the hardships and hopes of today's Mexican-American migrant farm workers and their families.

**Required Materials:** Bring these materials to class every day. Loose-leaf notebook or 3-ring binder; blue book, college paper, a pen, pencil, eraser, and a highlighter. A good English dictionary.

**Highly Recommended**

* **Longman Advanced American Dictionary** ISBN: 978-1-405-82029-5. **Summary:** Highlights the 3,000 most frequent words in spoken and written English. Highlights the Academic Word List.

**Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

1. Read and write simple English sentences and questions using the present and present progressive verb tenses.
2. Correctly follow simple written and spoken instructions.

**Course Description**

This course is designed to bring students up to the grammatical, reading and composition level needed for three to two levels below ENGL 120. The focus is on reading intermediate-level complex texts, analyzing with critical attitude, and writing paragraph-to-essay length papers with proper format and evidence of intermediate to high intermediate level academic depth and rigor of research. Students in this course are generally on an accelerated pathway through the English as a Second Language program. **Non-degree applicable**.

 **Course Objectives**

Students will use an accelerated approach of intensified in-class and homework assignments, and at the end of the course they will be able to display the following skills:

1. Apply the rules for the formation, meaning and use of English structures when reading and writing in English.
2. Read passages efficiently by applying appropriate reading strategies and understand common cultural references in text.
3. Demonstrate moderate high intermediate level ability to read texts of some conceptual or linguistic complexity in a variety of genres from personal to academic.
4. Define new vocabulary based on reading and discussion, structural analysis and contextual clues.
5. Use reading techniques to distinguish facts and details from opinions, judgments and conclusions.
6. Use basic English tenses appropriately to communicate the intended ideas.
7. Use writing techniques to compose original paragraphs and multi-paragraph compositions which display evidence of proper organization and development at a higher intermediate level with use of topic sentences and a thesis statement.
8. Edit and proofread their own writing or peer writing at a high intermediate level following the basic rules of paragraph formation, essay structure, spelling, grammar and punctuation.

**Method of Evaluation**

Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

1. **Homework Assignments** [6 vocabulary worksheets,6 journals and short writings) in which students demonstrate the ability to write clear passages, correctly use vocabulary, distinguish between main ideas and supporting details in a text, and organize specific evidence by using a clear method of organization. **Late homework will not be accepted**.
2. **In-Class Exercises** in which students demonstrate the ability to write clear sentences, correctly use vocabulary, and distinguish between main ideas and supporting details in a text.
3. **Assignments that measure students’ ability** (3 annotation checks, 6 summary and annotation logs and 6 group discussion on Canvas) to apply some grammatical rules, correctly use vocabulary, provide details in support of a topic sentence or thesis statement, and organize that support by using a clear method of organization. **Late assignments will not be accepted**.
4. **Quizzes, tests, and written in-class midterm and final exam** (3 In-class written exams, 3 writing checks,6 vocabulary quizzes, 2 essays and a paragraph). Paragraph and Essays will be submitted through Vericite on Canvas. These testing methods will measure students’ ability to write clear passages, correctly use vocabulary, distinguish between main ideas and supporting details in a text, organize specific evidence by using a clear method of organization, and assignments which display the ability to incorporate outside content into written assignments. **No makeup quizzes, tests, mid-term or final exam will be given**.

**Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Produce a well-structured paragraph which communicates a refined, college-level idea with a clear topic and good development and relevant conclusion. Often or less errors in each category of the well-structured paragraph as defined in the preceding sentence shall constitute success.
2. Produce at least one college-level essay of 350-400 words with 30 or less errors of grammatical and syntactic flaws.

**Grading Method**

**All assignments** (homework, quizzes, journals, group discussions, summary and annotation logs, tutor visits, mid-term and final exam) will be graded on a point system. The total points for the class will determine the students’ final letter grade. Class participation is highly encouraged.

**No late assignments** will be accepted. Quizzes , tests, mid-term or final exam cannot be made up. **Under special circumstances**, the instructor might accept late assignments, but **ONLY** with prior consent and discussion before the assignment due date.

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| **Assignment** | **Points** |
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| **6** Vocabulary Quizzes (5 points each) | 30 |
| **6** Journals (5 points each) | 30 |
| **9** Summary & Annotation Logs (5 points each) | 45 |
| **3** Writing Check Quizzes (10 points each) | 30 |
| **6** Vocabulary Worksheets (5 points each) | 30 |
| **6** Homework assignments (5 points each) | 30 |
| **9** Canvas Group Discussions (5 points each) | 45 |
| **3** Book Checks (5 points each) | 15 |
| **3** Tutor Visits (5 points each) | 15 |
| **3** Computer Lab Visits (5 points each) | 15 |
| Paragraph #1 | 30 |
| In-Class Writing Exam #1 | 60 |
| Essay #1 | 50 |
| In-Class Writing Exam #2 | 100 |
| Essay #2 | 75 |
| In-Class Writing Exam #3 | 150 |
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| **Total** | **750** |

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 **Final Grades:**

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| **Points** | **Letter** | **Student**  |
|   | **Grade** | **Mastery** |
| 675-750 | A | Superior |
| 600-674 | B | Good |
| 525-599 | C | Average |
| 450-524 | D | Below |
| 0 - 449 | F | Below |

**Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

1. Correctly read and write affirmative and negative sentences and questions using most tenses with only a few errors of usage.
2. Apply basic punctuation and capitalization rules in writing with few errors.
3. Write short paragraphs using the correct format that show an understanding of topic sentences and supporting sentences.
4. Accurately identify the main idea in basic and some low-intermediate level readings using skimming and scanning techniques; distinguish between opinion and fact through contextual clues; and be able to discuss or write about reading topics.
5. Deduce the meaning of words in basic and some low-intermediate level readings and apply new vocabulary in writing and speaking.
6. Have some developed usage of adjectives, prepositions, articles and nouns in reading and writing.
7. Have some developed punctuation rule usage in writing including commas, apostrophes and end punctuation.

**Absent / Late Policy**

* Instructor must be contacted via phone or email if a student has an emergency (hospital or death in the family) and must be absent from class.
* If a student does not come to class for more than four (4) days, or equivalent to two (2) weeks of instruction, he/she may be dropped from the class.
* Students are responsible for work (homework, quizzes, tests, mid-term and final) when they are absent. Contact a classmate to get the information missed during an absence.
* Absence during a scheduled quiz will result in a zero grade UNLESS the student has a documented (on paper and signed by an authorized medical professional) 911 emergency sickness for the registered student.
* Be on time to class every day. Two tardies (arriving late or leaving early) will be considered one absence.
* If you arrive up to **15 minutes late**, you will be marked as tardy; after 15 minutes, you will be marked as absent.
* Don’t be late. No exceptions or excuses.

It is understood that we all have complicated lives and sometimes our best plans are insufficient to handle unanticipated circumstances. If a student should have a problem that prevents him/her from attending class, please e-mail or talk with the professor after class to communicate that the student will be absent. In addition, please contact another class member in order to keep up with assigned work. **It is the students responsibility for all assignments regardless of an absence.**

**When A Student Is Absent**

Please contact a classmate to be updated on the classroom assignments. Check the Canvas page to see if there are new assignments. The student will be responsible for being prepared when they come to the next class.

If a student is absent on a day that an assignment is due, it is the students responsibility to have someone turn it in for him/her.

**Classmate**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classmate**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Expectations**

* Respect the professor, all staff and fellow students.
* Be on time to class every day.
* Spend at least 10 hours every week doing homework for this class.
* Attend class daily.
* Schedule appointments (doctor, admissions, financial aid, driving tests, etc.) before or after class.
* Come to class every day with supplies (textbook, notebook, dictionary, pencil or pen), prepared to learn and participate.
* Turn cell phones **OFF** during class time. Students will not answer cell phones during class time OR leave class to talk or text on their cell phones.
* Take care of bathroom responsibilities before class or after class. Students will not leave class to go to the bathroom.
* No eating or drinking will be allowed during class time (except water).
* No smoking (including electronic cigarettes and marijuana) will be allowed in the classroom, bathroom, or courtyard.
* Attend the Final Exam on December 16, 2019.
* **DO NOT Cheat**. Each student is required to do his/her own work on homework assignments and all quizzes. If a student chooses to cheat or allow other students to cheat, he/she will receive a zero (“0”) for that assignment or quizzes. Continuous cheating will result in no credit (NOT PASSING) this class.

**Participation**

Students are required to attend class during the required class sessions. Students must arrive to class on time and be prepared to learn. Active participation in class activities is a critical part of this class to enhance lesson mastery and student learning outcome.

**Study Habit Support**

* Academic Resource Center (C-102) 619-660-4306
* Writing Center (B-167) 619-660-4463

**Student Help**

[How to get started with Canvas](https://cuyamaca.edu/academics/canvas/files/get-started-with-canvas.pdf): https://www.cuyamaca.edu/academics/canvas/files/get-started-with-canvas.pdf

If you are having problems with Canvas, you can check the status at [status.instructure.com](http://status.instructure.com/) or get help 24/7 at 1-844-592-2205.

* **Cuyamaca Help Desk**

**c-helpdesk@gcccd.edu**

619-660-4395

* **Cuyamaca Counseling:** See a Counselor for a Comprehensive Educational Plan

619-660-4448 619-660-4430

 **Tech Mall**

The Tech Mall (619-660-4447 - Room E-121) provides support to currently enrolled students, faculty, and staff in the use of computers and software applications.  Check out the website for hours and resources available:  [**http://www.cuyamaca.edu/techmall/**](http://www.cuyamaca.edu/techmall/)

**Disabled Student Services and Programs (DSPS)**

If a student need to request academic accommodation for special needs, such as a physical disability including vision and hearing problems, please let the professor know during the first two weeks of the semester.  The instructor will direct students to the accommodation and services that is available at Cuyamaca College.

* In Person Room A-114
* By Phone (619) 660-4576

**Disruptive Behavior** interrupts the classroom learning environment. Disruptive behavior is . . .

* Using cell phones, iPhones, iPads or other electronic devices for text messaging or talking
* Arriving to class late or leaving early
* Coming in and out of class frequently, during class time, without permission
* Being disrespectful to the professor and fellow students
* Talking when the professor is talking
* Speaking in native language
* Showing anger, arguing, and demanding immediate attention to questions about quizzes, grades or individual needs
* Making disrespectful comments about religion, race, language, appearance, gender, sexual orientation, disabilities, or nationality

**Disruptive Behavior Consequences**

* The professor will communicate with the student about the disruptive behavior.
* Students displaying serious disruptive behavior will be sent to the Dean of Student Affairs.
* Disruptive behavior second offense, students will be sent to the Dean of Student Affairs and/or be suspended.
* Suspended for disruptive behavior will result in a student missing two (2) class sessions before attending class again.

**Academic Honesty Policies**

 The following information is taken from the Cuyamaca College Student Catalog:

Professors at Cuyamaca College are eager to help students succeed in their studies.  However, success means more than just receiving a passing grade in a course.  Success means that a student has mastered the course content so that he/she may use that knowledge in the future, either to be successful on a job, or to continue with their education.  A reputation for honesty says more about the student, and is more highly prized, than simply a students' academic skills.  For that reason, academic honesty is taken very seriously by the faculty at Cuyamaca College.

 **Academic dishonesty** is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, or fraudulent means.

**Plagiarism** is defined as the act of taking the ideas, words, or specific substantive material of another and offering them as one’s own without giving credit to the source(This includes copying complete sentences or paragraphs from books, magazines, another student or the internet).

**Cheating** is NOT allowed. The ESL program has a **zero-tolerance** policy for cheating and plagiarism.

Cheating is . . . .

* Turning in another students work as if it is your own
* Giving answers for homework or assignments to another student
* Copying information from the internet and turning it in as if it is your own
* Looking at another students paper
* Looking at notes, a book, using a translator during a quiz or test
* Asking students for the answer in your native language
* Not turning papers in to the instructor when asked and when the allotted time is finished
* Offering bribes in exchange of a passing grade
* Taking pictures on your cell phone of the quizzes and or homework
* Students will receive zero (”0”) points for homework, or a quiz because of cheating
* Students may be **suspended from the college or permanently expelled** for repeated acts of cheating or plagiarism.  Please feel free to consult the college catalog for further information or visit http://www.cuyamaca.edu/ascc/conduct.asp

**Important Dates**

Sunday September 1, 2019 - Last Day to DROP without "W" and apply for a refund

Monday September 2, 2019 - **Holiday** (Labor Day)

Tuesday September 3, 2019 - **Census Day** - Last day to ADD or DROP

Thursday November 10, 2019 **-** Last Day to DROP Classes

November 11, 2019 - **Holiday** (Veteran's Day)

November 28-30, 2019 - **Holiday** (Thanksgiving)

Monday December 16, 2019- 9:30 A.M. - 11:30 A.M. **Final Exam**

Thursday December 20, 2019 - Grades will be available in Web Advisor.

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**This course outline is an agreement between the instructor and the students.**

Any information in this syllabus may change at the discretion of the instructor at any time. This class will obey and support the policies outlined in the Cuyamaca College catalogue. For more information, please read the Academic Policies in the school catalogue.

**Fall 2019 CLASS SCHEDULE**

ESL 1A Section: 2899

Monday and Wednesday

Room: F-508

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| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **In-Class Assignments** | **Homework** |   |   |   |
|   | **Mon.** | Welcome/Introduction |  |  |  |  |   |
| **1** | Aug. 19 | Class Syllabus | Read Chapters 1-2 in **The Circuit** |   |
|   |   | Packet Pre-Reading |   |   |   |   |   |
|   | **Wed.** | Packet 1 Activity 2 | Summary and Annotation Log #1 - Chapters 1-2 |
|   | Aug. 21 | Explain Annotation Logs |   |   | **due** Monday |   |
|   | **Mon.** |   |  |  |  |  |   |
| **2** | Aug. 26 | Packet 1 Activity 3 | Journal #1  | **due** Wednesday |   |
|   | **Wed.** | Packet 1 Activity 4 | Discussion Journal #1; Vocabulary Worksheet #1 |
|   | Aug. 28 | Packet 1 Activity 5 | Summary and Annotation Log #2 - Chapters 3-4 |
|   |   |   |   |   | **due** Monday |   |
|   | **Mon.** | **Holiday** | Vocabulary Worksheet #2; Vocabulary Quiz #1 |
| **3** | Sept. 2 |   | Discussion #2 |   | **due** Wednesday |   |
|   | **Wed.** | Packet 1 Activity 5 | Summary and Annotation Log #3 - Chapters 5-6 |
|   | Sept. 4 | Perfect Paragraph Writing |  |  | **due** Monday |   |
|   |   | Packet 1 Activity 6 |   |   |   |   |   |
|   | **Mon.** | Packet 1 Review Activity 4 | Vocabulary Worksheet #3 |  |   |
| **4** | Sept. 9 | Packet 1 Activity 7 | Discussion #3 | **due** Monday |   |
|   | **Wed.** | Packet 1 Activity 8 & 9 | Vocabulary Quiz #2; Journal #2 |  |   |
|   | Sept. 11 |   | Tutor Visit #1 | **due** Monday |   |
|   | **Mon.** | Packet 1 Activity 10 |  |  |  |  |   |
|   | Sept. 16 | Peer Review  | Paragraph #1 submit in CANVAS |   |
| **5** |   | Characteristics Paragraph |  |  | **due** Wednesday |   |
|   |   | Bring 3 typed copies |   |   |   |   |   |
|   | **Wed.** | Whole Class Grading | Vocabulary Quiz #3 |  |  |   |
|   | Sept. 18 | Paragraph #1; Lecture In- | Writing Check #1 Quiz |  |   |
|   |   | Class Writing Techniques |   |   | **due** Monday |   |

**Fall 2019 CLASS SCHEDULE**

ESL 1A Section: 2899

Monday and Wednesday

Room: F-508

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| **Week** | **Date** | **In-Class Assignments** | **Homework** |   |   |   |
|   | **Mon.** | In-Class Paragraph #1 |  |  |  |  |   |
|   | Sept. 23 | Summary and Book |  |  |  |  |   |
| **6** |   | Check #1 |   |   |   |   |   |
|   | **Wed.** | Discussion In-Class | Journal #3 |  |  |   |
|   | Sept. 25 | Paragraph #2; Lecture on | Summary and Annotation Log #4 - Chapters 7-8 |
|   |   | Introductions |  |  | **due** Monday |   |
|   |   | Packet 2 Activity 1 |   |   |   |   |   |
|   | **Mon.** |   | Discussion #4 |  |  |   |
| **7** | Sept. 30 | Packet 2 Activity 2 | Vocabulary Worksheet #4 |  |   |
|   |   |   |   |   | **due** Monday |   |
|   | **Wed.** |   | Summary and Annotation Log #5 - Chapters 9-10 |
|   | Oct. 2 | Packet 2 Activity 3 |   |   | **due** Monday |   |
|   | **Mon.** | Lecture on Conclusion | Vocabulary Worksheet #5 |  |   |
|   | Oct. 7 | Packet 2 Activity 4 | Vocabulary Quiz #4 |  |  |   |
| **8** |   |   | Discussion #5 | **due** Monday |   |
|   | **Wed.** |   | Summary and Annotation Log #5 - Chapters 11-12 |
|   | Oct. 9 | Packet 2 Activity 5 | Journal #4 |  |  |   |
|   |   |   | Tutor Visit #2 | **due** Monday |   |
|   | **Mon.** | Packet 2 Activity 6 | Essay #1 submit in CANVAS | **due** Wednesday |
| **9** | Oct. 14 | Peer Review | Vocabulary Quiz #5 |  | **due** Monday |
|   |   | Bring 3 typed copies |   |   |   |   |   |
|   | **Wed.** | Packet 2 Activity 7 | Journal #5 |  |  |   |
|   | Oct. 16 | Whole Class Grading | Discussion #6 | **due** Monday |   |
|   | **Mon.** | In-Class Essay #1  |  |  |  |  |   |
| **10** | Oct. 21 | Book Check #2 |   |   |   |   |   |
|   | **Wed.** | Discussion of In- Class |  |  |  |  |   |
|   | Oct. 23 | Essay #1 | Writing Check Quiz #2 |  |   |
|   |   | Packet 2 Activity 8 |   |   | **due** Monday |   |
|   | **Mon.** |   | Journal #6 | **due** Wednesday |   |
| **11** | Oct. 28 | Packet 2 Activity 9 | **Voices from the Field** - Chapters 1-2 |   |
|   | **Wed.** |   | Summary and Annotation Log #7 - Chapters 1-2 |
|   | Oct. 30 | Packet 3 Activity 1 |  |  | **due** Monday |   |
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**Fall 2019 CLASS SCHEDULE**

ESL 1A Section: 2899

Monday and Wednesday

Room: F-508

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| **Week** | **Date** | **In-Class Assignments** | **Homework** |   |   |   |
|   | **Mon.** |   | Vocabulary Worksheet #6 |  |   |
| **12** | Nov.4 | Packet 3 Activity 2 | Discussion #7 | **due** Monday |   |
|   | **Wed.** | Packet 3 Activity 3 | Summary and Annotation Log #8 - Chapters 3-4 |
|   | Nov. 6 |   | Tutor Visit #3 | **due** Monday |   |
|   | **Mon.** |   | Vocabulary Quiz #6 |  |  |   |
| **13** | Nov. 11 | Packet 3 Activity 4 | Discussion #8 | **due** Monday |   |
|   | **Wed.** |   |  |  |  |  |   |
|   | Nov. 13 | Packet 3 Activity 5 | Summary and Annotation Log #9 - Chapters 5-6 |
|   |   |   |   |   | **due** Monday |   |
|   | **Mon.** |   |  |  |  |  |   |
|   | Nov. 18 | Packet 3 Activity 6 | Discussion #9 |  |  |   |
| **14** |   |   |   |   | **due** Monday |   |
|   | **Wed.** |  Packet 3 Activity 7 |  |  |  |  |   |
|   | Nov. 20 |  |  |  |  |  |   |
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|   |   |   |   |   |   |   |   |
|   | **Mon.** |   |  |  |  |  |   |
| **15** | Nov. 25 | Packet 3 Activity 8 |  |  |  |  |   |
|   |   |   |   |   |   |   |   |
|   | **Wed.** |   | Writing Check Quiz #3 |  |   |
|   | Nov. 27 | Prepare for Essay #2 |   |   | **due** Monday |   |
|   | **Mon.** | Packet 3 Activity 9 |  |  |  |  |   |
|   | Dec. 2 | Peer Review | Essay #2 submit in CANVAS |  |   |
| **16** |   | Bring 3 typed copies |   |   | **due** Wednesday |   |
|   | **Wed.** |   |  |  |  |  |   |
|   | Dec. 4 | Whole Class Grading | Prepare for Final Exam |  |   |
|   |   |   |   |   |   |   |   |
|   | **Mon.** |   |  |  |  |  |   |
|   | Dec. 16 | **FINAL EXAM** |   |   | **9:30 - 11:30 AM** |   |