

Texas A&M University – Texarkana

## **English 345: Advanced Composition for Educators**

Course Syllabus

Fall 2018

**Instructor:** Ms. Lindy Merriman

**Meeting Time:** Mondays, 4:30-7:15pm

**Location:** NTCC

**Email Address:** [Lindy.Merriman@tamut.edu](mailto:Lindy.Merriman@tamut.edu)

**Phone Number:** 903-717-1205

**COURSE NUMBER:** ENGL 0345.42R (80721)

**CREDITS:** 3 SCH

**COURSE TITLE:** Advanced Composition for Educators

### **COURSE DESCRIPTION**

Participants will refine their writing skills, developing techniques and resources to improve their own writing as well as that of their students.

**\*Please note:** this section of the course works in cooperation with a section offered at A&M-Texarkana's Bringle Lake campus at the same time. We will work together with students at that site through distance education technologies, facilitated by the TAMUT site faculty, Dr. Corrine Hinton.

### **REQUIRED TEXTS**

1. Calkins, Lucy McCormick. *The Art of Teaching Writing*. Portsmouth: Heinemann, 1994.
2. Supplemental readings posted to the course Blackboard site

### **EMAIL ACCOUNT**

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

### **STUDENT LEARNER OUTCOMES**

1. Students will prepare for teaching grammar and mechanics, i.e. writing conventions (Domain 1, Standard 9), in their classrooms through weekly editing reviews.
2. Students will analyze, synthesize, evaluate, and discuss assigned readings by way of weekly, out-of-class reflection papers considering and connecting readings, personal experience, and implementation of writing as a process in the classroom (Domain 1, Standard 8).
3. Students will analyze, synthesize, evaluate, and discuss assigned readings, class discussions, presentations, and/or activities in the classroom by way of weekly, in-class reflections.
4. Students will recreate 2-3 selected moments in their personal literacy development (including formal and informal educational experiences), and evaluate them in the

context of best practices in literacy instruction and using those to predict how they will engage their students in the future through the production of a Literacy Narrative.

5. Students will analyze and synthesize material from course readings and discussions to create a literacy-based mini-lesson and a WAC theme study project they will share with the class; students will also collect artifacts from their fellow students' projects, creating a resource portfolio for future use in their classrooms.
6. Building on their weekly reflective papers, students will analyze, synthesize, evaluate, and research material to be developed into an expository essay about theories and practices guiding writing as a process (Domain 1, Standard 8) and writing across the curriculum.
7. Students will review and evaluate personal and professional writing development by collecting all course materials in a folder (introduced by a reflection of personal and professional growth as a teacher and writer).
8. Each student will analyze, synthesize, and evaluate one assigned weekly reading (or a comparison of two readings) for presentation to the class, demonstrating writing as a process (Domain 1, Standard 8) and writing across the curriculum.

## **COURSE DELIVERY METHOD**

Face-to-face

## **COURSE REQUIREMENTS**

Students in this class will be expected to complete the following requirements:

- a. Regular attendance at all class meetings; and
- b. Completion of all assignments, homework, papers, presentations, projects, and in-class activities.

## **SUMMARY OF ASSIGNMENTS**

### **Editing Exercises (11 x 10 points each = 110 points)**

Completed during class, editing exercises are brief writing-related mini-lessons covering grammar, mechanics, usage, and style. Students not present during class when the exercises are given will not be permitted to complete them later.

### **Reading Responses (12 x 15 points each = 180 points)**

Completed outside of class, reading responses are typed responses to all assigned readings for the week. These responses should include a brief summary of each reading, identification of particularly interesting or challenging features of each reading, and the way in which you might apply what you learned from the reading to your classroom. (500 words minimum).

### **In-Class Reflections (12 x 5 points each = 60 points)**

Completed in class, these reflections are handwritten responses to the class discussions, activities, and/or presentations for that session. Students not present during class will not be permitted to makeup in-class reflections.

### **Reading Analysis Presentation (75 points)**

Starting week two, two to four students (depending on enrollment) will be assigned to present an analysis on one of the assigned weekly readings. Reading analyses should be 10-15 minutes in duration and include all of the following:

- a *brief* summary outlining the major points of the reading (understanding);

- the significance of the reading in the teaching of writing and/or writing across the curriculum (analyzing and evaluating)
- how what we learn from the reading can be *applied* to the classroom (applying); and
- a list of 4-5 discussion questions which will be used to lead the class discussion that week (creating).

Each presenter must also design and distribute a useful, one-page (front and back is permissible) handout for his/her classmates to add to their portfolios. Visual supplements (PowerPoint, Prezi, or poster) are permitted in conjunction with (not as a substitution for) the presentation.

### **Literacy Narrative (75 points)**

Students will trace two to three critical moments in their journeys as readers and writers. Students will also evaluate what made these moments critical and the ways their own experiences might shape their own instruction of reading or writing in their future classrooms.

### **Mini-Lesson (100 points)**

Students will create and present to the class a mini-lesson (no longer than 10 minutes) using the principles of effective mini-lessons outlined in the text (and discussed in class). The lesson should be on a writing-related concept for students in a targeted grade or content area as identified by the student. Students will complete a report summarizing the mini-lesson and deliver the actual lesson to their classmates for feedback.

### **Theme Study (100 points)**

Using the theme study approach presented in *The Art of Teaching Writing*, students will design a theme study for a targeted grade level of their choice. The project includes a visual theme study chart (similar to Figure 26-1 in Calkins) as well as a report documenting the theme study, referencing applicable TEKS, and citing any references or resources using APA format.

### **Final Project (200 points)**

Using weekly reflections of assigned readings, the primary textbook, class discussions, and outside scholarly sources, students will develop an APA-formatted expository essay exploring the theories and practices of teaching writing across the curriculum targeted to the student's specific area of interest. Students will prepare a 5-10 minute presentation about their final papers as part of this project.

### **Resource Portfolio (100 points)**

The portfolio will contain an introduction from the author outlining course progress; Weekly Editing exercises; weekly reflections (in and out of class); reading analysis presentations and classmate handouts; and all small projects with instructor evaluations should be included.

## **SUMMARY OF ASSIGNMENTS**

Editing Exercises	110 points
Reading Responses	180 points
In-Class Reflections	60 points
Reading Analysis Presentation	75 points
Literacy Narrative	75 points
Mini-Lesson	100 points
Theme Study	100 points
Final Project	200 points

Portfolio

100 points

**Total Points Available: 1000****GRADING SCALE**

896 – 1000 earned points = A

796 – 895 earned points = B

696 – 796 earned points = C

596 – 695 earned points = D

Fewer than 596 earned points = F

**COURSE POLICIES****Military Personnel & Veterans:**

Thank you for serving our country. I recognize the complexities that may occur when you are an active military student or student veteran. If you want to self-disclose your prior or current military status with me, please feel comfortable doing so. Know that I will never discuss nor ask you to disclose this information with others (including your fellow students). If you have temporary or permanent physical or mental health concerns that may warrant reasonable accommodations, please speak with Mr. Carl Greig (CGreig@TAMUT.edu) in the Student Life office. You may also discuss these concerns with me privately – although you are not obligated to do so. Drill schedules, activation for active duty, complications with education benefits disbursements, VA appointments, and other unforeseen military or veteran-related developments can complicate your academic life. If you make me aware of any complications, I will do everything I can to assist you in resolving the matter and/or putting you in touch with the official university personnel who can help. Recommended resources include the Manager of our Veterans Services Center (UC 258), Mr. Robert Hernandez (903.334.6602, RHernandez@TAMUT.edu), Counseling Services (903.223.3186), and your Student Veterans Association chapter officers (TAMUT.SVA@gmail.com).

**Attendance**

Attending class is to your advantage. I am not responsible for reminding you to attend class or for providing you with material if you miss class. If you miss more than three days during the semester, you seriously endanger your ability to master the course material, participate in important class activities, and possibly miss critical assignment due dates. If you know you will miss class for a legitimate reason (medical appointment, sick child, funeral, etc.), then speak with/email me *ahead of time* so we can make arrangements for you to submit work early for full credit. You must attend the full class period to submit any assignments due that day. You may not send it with another student, email it to me in lieu of a hardcopy, or submit it at the beginning of class and then leave. Participation means interaction with other students and the instructor, not just presence in class. Students are expected to deal with each other and the instructor in a professional, courteous manner.

There will be **no cell phone use during class time**. If you have an emergency and are expecting a phone call, notify your professor before class begins, set your phone to vibrate, then get up and leave the room to talk on your phone.

### **Late Work**

Generally, I do not accept work after the end of the class period for which that work is due nor do I permit students to make up late work. Work completed during class (editing exercises, in-class reflections, etc.) cannot be made up – no exceptions. If you cannot meet an assignment deadline, it is in your best interest to contact me prior to the deadline to discuss any options you may have.

### **Contacting Us**

If you need to meet with me privately, please contact me via email to make an appointment. I do not have an office space on campus but can make arrangements to meet before or after class with enough notice. Many questions can be answered via email and I'm rather timely in my responses, so email is the best option for getting into contact with me right away.

### **Academic Integrity**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty. **Any submitted assignments discovered to have violated academic integrity will be grounds for a grade of "F" in the course and/or further disciplinary actions.** For additional information see the university catalog.

**Academic Integrity Addendum:** All work you submit for this course must be original work completed **for this course during this semester**. If you are repeating this class, you must construct new and original work for your assignments, even if the assignments are similar or the same from previous semesters. Submitting work that you've completed previously is unethical and unfair to other students in the course.

### **Safe Assign**

To maintain the ethicality of the work submitted for this course, you will be asked to submit some of your assignments via the course Blackboard site which is enabled with the Safe Assign tool. Safe Assign checks submissions for unoriginal material from the internet, print sources, other student papers, and other sources. You will have the ability to view your Safe Assign originality reports. Any possible instances of plagiarism or other academic integrity violations (such as unauthorized collusion) will be verified through available means prior to communicating findings to the student.

### **Extra Credit**

If you utilize the Success Center and receive feedback from a writing tutor on your final project at least 3 days prior to the assignment due date, **and** you include a complete proof sheet with your submission, you will receive 10 extra credit points toward that assignment. Please note: the Success Center offers online tutoring for distance students; visit their website for details and instructions - <http://www.tamut.edu/Academics/Student-Support/Success-Center/index.html>.

### **Disability Accommodations**

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

**Drop Policy**

To drop this course after the census date, a student must complete a [Drop/Withdrawal Request Form](#), located on the University Registrar's webpage or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email [Registrar@tamut.edu](mailto:Registrar@tamut.edu), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140).

Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Drop/Withdraw deadlines for the Fall 2018 semester		
Session	Drop without a grade	Last day drop/withdraw
Full Term (16 week)	Wednesday, September 12	Friday, November 16

## **ADDENDUM**

***Content Outcomes include University Student Learner Outcomes (SLOs) and Texas Education Agency Educator Content Standards as outlined below. During the first class, students receive, as documented by student signature, copies of Texas Essential Knowledge and Skills (TEKS) Standards for Chapter 110, Grades EC-12 English Language Art and Reading.***

***Texas Education Agency Standards for English Language Arts and Reading EC-6: This course addresses Standards 4, 8,9,11, 12 as follows:***

Standard IV: Literacy Development and Practice, Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard VIII: Development of Written Communication, Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX: Writing Conventions, Teachers understand how young students use writing conventions and how to help students develop these conventions.

Standard XI: Research and Inquiry Skills, Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII: Viewing and Representing, Teachers understand how to interpret, analyze, evaluate, and produce.

***Texas Education Agency Standards for English Language Arts and Reading7-12: This course addresses Standards 1, 5, 6, 7, 8, 9 as follows:***

Standard I: Teachers of students in grades 7-12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English Language Arts (i.e. writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

Standard V: Teachers of students 7-12 understand the writing is a recursive, developmental, integrative, and ongoing process and provide students with opportunities to develop competence as writers.

Standard VI: Teachers of students in grades 7-12 understand how to write effectively for various audiences and purposes and provides students with opportunities to write in a variety of forms and contexts.

Standard VII: Teachers of students in grades 7-12 understand structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Standard VIII: Teachers of students in grades 7-12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Standard IX: Teachers of students in grades 7-12 understand how to interpret, analyze, and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

## **COURSE CALENDAR, FALL 2018**

*Note: The instructor reserves the right to alter the course calendar in any way determined appropriate based upon the needs of the course and its students. Students will be notified of any changes to this calendar.*

### **WEEK 1 (August 27): What is WAC?**

#### ***In Class***

- Instructor and class introductions
- Course and syllabus review and recommendations
- Introduce Portfolio project
- Sign up for Reading Analysis presentations
- Introduction to the Course: ***What is Writing Across the Curriculum?***

#### ***For Next Time***

- Read Calkins, Chapters 1-4 (pp. 3-49)
- Read Shelley Stagg Peterson's "Teaching Content with the Help of Writing Across the Curriculum," 2007 (Blackboard)
- Read Barbara Moss' "Making a case and a place for effective content area literacy instruction in the elementary grades," 2005 (Blackboard)
- Complete Reading Response #1 on Calkins, Peterson, and Moss

### **WEEK 2 (September 3)**

No class – LABOR DAY HOLIDAY

### **WEEK 3 (September 10): Making Writing Meaningful & the Writing Process**

#### ***In-Class***

- **DUE TODAY: Reading Response 1**
- Editing Exercise #1
- Reading Analysis Presentations
- Reading Discussion
- Introduce the Literacy Narrative
- In-Class Reflection #1

#### ***For Next Time***

- Read Calkins, Chapters 6-7 (pp. 59-107)
- Read Jane A. Hansen's "First Grade Writers Revisit Their Work," 2007 (Blackboard)
- Read Joan Gilbert & Marleen Kotelman's "Five Good Reasons to Use Science Notebooks," 2005 (Blackboard)
- Complete Reading Response #2 on Calkins, Hansen, and Gilbert & Kotelman
- Work on Literacy narrative (due Sept. 24)

### **WEEK 4 (September 17): Early Childhood Literacy Development**

#### ***In-Class***

- **DUE TODAY: Reading Response 2**
- Editing Exercise #2
- Reading Analysis Presentations
- Reading Discussion



- In-Class Reflection #2

***For Next Time***

- Read Calkins, Chapters 8-10 (pp. 109-179)
- Read – Kris Grymonpré, Allison Cohn, and Stacey Solomon’s “Getting Past ‘Just Because’: Teaching Writing in Science Class,” 2012 (Blackboard)
- Complete Literacy Narrative (due Sept. 24)
- Complete Reading Response #3 on Calkins and Grymonpré, Cohn & Solomon

**WEEK 5 (September 24): Writing in Upper Elementary & Adolescence**

***In-Class***

- **DUE TODAY: Literacy Narrative**
- **DUE TODAY: Reading Response 3**
- Editing Exercise #3
- Reading Analysis Presentations
- Reading Discussion
- In-Class Reflection #3

***For Next Time***

- Read Calkins, Chapter 11 (pp. 183-191) & 20-21 (pp. 337-355)
- Read - Tasha Tropp Laman’s “The Functions of Talk Within a 4th-Grade Writing Workshop: Insights into Understanding,” 2011 (Blackboard)
- Read – Susan Carter’s “Connecting Mathematics and Writing Workshop: It’s Kinda Like Ice Skating,” 2009 (Blackboard)
- Complete Reading Response #4 on Calkins, Laman, and Carter

**WEEK 6 (October 1): The Writing Workshop**

***In-Class***

- **DUE TODAY: Reading Response 4**
- Editing Exercise #4
- Reading Analysis Presentations
- Reading Discussion
- In-Class Reflection #4

***For Next Time***

- Read Calkins, Chapters 12-14 (pp. 193-247)
- Read – Beth Kovalcik and Janine L. Certo’s “The Poetry Café is Open! Teaching Literary Devices of Sound in Poetry Writing,” 2007 (Blackboard)
- Read – Elizabeth Hale’s “Academic Praise in Conferences: A Key for Motivating Struggling Writers,” 2018 (Blackboard)
- Complete Reading Response #5 on Calkins, Kovalcik & Certo, and Hale

**WEEK 7 (October 8): Mini-Lessons & Conferring**

***In-Class***

- **DUE TODAY: Reading Response 5**
- Editing Exercise #5
- Reading Analysis Presentation(s)
- Reading Discussion

- In-Class Reflection #5
- Introduce Mini-Lesson

***For Next Time***

- Read Calkins, Chapters 22 & 23 (pp. 357-397)
- Read – Diane Carver Sekeres & Sr. Madeleine Gregg’s “The Stealth Approach: Geography and Poetry,” 2008 (Blackboard)
- Read – Nell K. Duke et al., “Teaching Genre with Purpose,” 2012 (Blackboard)
- Complete Reading Response #6 on Calkins, Sekeres & Gregg, and Duke et al. (not due until Oct. 22)
- Complete Mini-Lesson (due October 15)

**WEEK 8 (October 15): Mini-Lesson Presentations**

***In-Class***

- **DUE TODAY: Mini-Lesson**
- **DUE TODAY: Reading Response 6**
- Mini-Lesson Presentations
- In-Class Reflection #6

***For Next Time***

- Read Calkins, Chapters 24 & 25 (pp. 399-451)
- Read – Tara Gibney’s “Teaching Memoir in the Elementary School Classroom: A Genre Study Approach,” 2012 (Blackboard)
- Read – Cynthia A. Dollins’, “Crafting Creative Nonfiction: From Close Reading to Close Writing,” 2016 (Blackboard)
- Complete Reading Response #7 on Calkins, Gibney, and Dollins

**WEEK 9 (October 22): Genre Studies**

***In-Class***

- **DUE TODAY: Reading Response 6 and 7**
- Reading Analysis Presentations (from Week 8 readings also)
- Reading Discussion
- In-Class Reflection #7

***For Next Time***

- Read Calkins, Chapter 26 & 27 (pp. 453-499)
- Read – Meena Balgopal et al, “Solving the Mystery of Mock Mummies: Using Scientific Inquiry Skills in an Integrated Lesson,” 2009 (Blackboard)
- Read – Natalie Harr & Richard E. Lee Jr.’s “Nature Detectives,” 2010 (Blackboard)
- Complete Reading Response #8 on Calkins, Balgopal et al., and Harr & Lee Jr.

**WEEK 10 (October 29): Theme Studies & Writing throughout the Day**

***In-Class***

- **DUE TODAY: Reading Response 8**
- Editing Exercise #6
- Reading Analysis Presentations
- Introduce Theme Study

- Reading Discussion

***For Next Time***

- Read Calkins, Chapters 15-17 (pp. 249-285) and Chapter 28 (pp.501-511)
- Read – Maria Varelas, Christine C. Pappas, Sofia Kokkino, and Ibett Ortiz’s “Students as Authors,” 2008 (Blackboard)
- Read – Dee Thompson’s “Chef of the Week,” 2012 (Blackboard)
- Complete Reading Response #9 on Calkins, Varelas et al., and Thompson
- Complete Theme Study

**WEEK 11 (November 5): Evoking the Writerly Life**

***In-Class***

- **DUE TODAY: Theme Study**
- **DUE TODAY: Reading Response 9**
- Reading Analysis Presentations
- Reading Discussion
- Introduce Final Project
- Introduce Annotated Bibliography
- Database review & recommendations
- In-Class Reflection #8

***For Next Time***

- Read - Kelli R. Paquette & Sue A. Rieg’s “Using Music to Support the Literacy Development of Young English Language Learners,” 2008 (Blackboard)
- Read - Shernaz B. García & Brenda-Jean Tyler’s “Meeting the Needs of English Language Learners with Learning Disabilities in the General Curriculum,” 2010 (Blackboard)
- Read – Michelle Muller Wilkins, Jesse L. M. Wilkins, and Tamra Oliver’s “Differentiating the Curriculum for Elementary Gifted Mathematics Students,” 2006 (Blackboard)
- Complete Reading Response #10 on Paquette & Rieg, Garcia & Tyler, and Wilkins et al.
- Start researching for final paper and building Annotated Bibliography
- Complete idea journal/outline for final paper (November 12)

**WEEK 12 (November 12): WAC for Diverse Student Populations**

***In-Class***

- **DUE TODAY: Reading Response 10**
- **DUE TODAY: Final Project idea journal/outline**
- Editing Exercise #7
- Reading Analysis Presentations
- Reading Discussion
- MLA & APA Style Reviews
- In-Class Reflection #9

***For Next Time***

- Read Calkins, Chapters 18 & 19 (pp. 287-335)
- Read – April D. Nauman, Terry Stirling & Arlene Borthwick’s “What Makes Writing Good? An Essential Question for Teachers,” 2011 (Blackboard)

- Read – Andrea Cruz & Michelle S. Brown’s “Impact of the Accountability System on Perceptions and Practices of South Texas Elementary School Teachers,” 2010 (Blackboard)
- Read – Lee Stewart’s “Achievement Differences between Large and Small Schools in Texas,” 2009 (Blackboard)
- Continue working on final paper and annotated bibliography
- Rough draft – Works Cited/References page (due November 10)
- Complete Reading Response #11 on Calkins, Nauman et al., Cruz & Brown, and Stewart

### **WEEK 13 (November 19): Assessing Student Writing**

#### ***In-Class***

- **DUE TODAY: Works Cited/References page rough draft**
- **DUE TODAY: Reading Response 11**
- Editing Exercise #8
- Reading Analysis Presentations
- Reading Discussion
- Assessment Activity
- In-Class Reflection #10

#### ***For Next Time***

- Read – Edel M. Reilly & Gian S. Pagnucci’s “Mathematics, Art, Research, Collaboration, and Storytelling: The High M.A.R.C.S. Project,” 2007 (Blackboard)
- Read – Kevin Ming’s “10 Content-Area Literacy Strategies for Art, Mathematics, Music, and Physical Education,” 2012 (Blackboard)
- Read – Dianne S. McCarthy’s “Communication in Mathematics: Preparing Preservice Teachers to Include Writing in Mathematics Teaching and Learning,” (Blackboard)
- Continue working on Final Project (due December 12); rough draft due December 3
- Complete Reading Response #12 on Reilly et al., Gunel et al., Ming, and McCarthy

### **WEEK 14 (November 26): Contemporary WAC Research**

#### ***In-Class***

- **DUE TODAY: Reading Response 12**
- Editing Exercise #9
- Reading Analysis Presentations
- Reading Discussion
- In-Class Reflection #11

#### ***For Next Time***

- Continue working on Final Project (due December 12); rough draft of about 3 typed pages due December 3

### **WEEK 15 (December 3): Writing Workshop**

#### ***In-Class***

- **DUE TODAY: Final Project Rough Draft (about 3 typed pages)**
- Editing Exercise #10
- Reading Analysis Presentations
- Reading Discussion

- Final Paper rough draft workshop
- In-Class Reflection #12

***For Next Time***

- Finalize final project packet, including Annotated Bibliography (December 12)
- Prepare Final project presentation
- Compile portfolio (due December 12)

**FINALS WEEK: Final Project Presentations**

**Please note: during Finals Week, we will meet during our designated final exam block: Wednesday, December 12 from 4:00-6:00pm – please make arrangements to accommodate the earlier start time.**

- **DUE TODAY: FINAL PROJECT & ANNOTATED BIBLIOGRAPHY**
- **DUE TODAY: PORTFOLIO**
- Editing Exercise #11
- Final project Presentations