

English 100 Expository Writing

3 Credits Fall 2009
TTH 1:30-2:45; MW 5:30-6:55
Palanakila 124

INSTRUCTOR: Janine Oshiro

OFFICE: Na'auao 131

OFFICE HOURS: MWF 11:30-12:30; TTH 9:30-10:30; and by appointment

TELEPHONE: 236-9231 x 231 (voicemail only)

EMAIL: jhoshiro@hawaii.edu

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

A composition course on the writing process including description, narration, exposition, and argument. Course stresses unity, development, organization, coherence, and other basic writing skills necessary for college writing. Prerequisite: "C" or higher in ENG22 or placement into ENG100 or approval of Language Arts representative.

ACTIVITIES REQUIRED OUTSIDE OF CLASS

In addition to regular assignments, students must fulfill the college-mandated Library Research Unit (3 sections with a score of 10 in each) in order to pass. Students are also encouraged to attend office hours or schedule other meeting times for additional help. If you do not have computer, printer, or Internet access at home, please familiarize yourself with the computer lab hours on campus.

LEARNING RESOURCES AND MATERIALS

Required every day: *The Little Penguin Handbook*, 2nd Edition, Faigley
The Say, I Say with Readings, Graff, Birkenstein, and Durst

Recommended: Your peers are a great learning resource. I encourage you to exchange contact information with a classmate so that you can help each other succeed.

Other materials: 3 Ring Binder with organizing tabs

Flash drive

Notebook/ Paper

Dictionary

STUDENT LEARNING OUTCOMES

The student learning outcomes are:

1. Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
2. Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and instructor feedback, editing, and proofreading.
3. Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.
4. Read for main points, perspective, and purpose, and analyze the effectiveness of a variety of rhetorical strategies in order to integrate that knowledge into writing.

COURSE DESCRIPTION

"A writer is not so much someone who has something to say as he is someone who has found a process that will bring about new things he would not have thought of if he had not started to say them." --William Stafford

In this course we will engage in the writing process; we will use the act of writing to discover and develop fresh and complicated ideas about who we are, what we read, and the world we live in. We will often start with a question; and while we may find a suitable answer, that answer will hopefully lead us to yet another question. And another. We will consider, very carefully, the choices that we make as writers and the resulting effects. We will start with basic mechanics and grammar to provide you with a strong foundation for writing, but this class is about more than being "correct." We'll build on that foundation to explore important issues and create meaningful essays and letters. I hope that we will—together—create an invigorating learning environment in which you can indulge your curiosity, ask difficult questions, confuse yourself with possibilities, revise for a moment of clarity, and surprise yourself with what results in the sometimes wild, sometimes meticulous, and transformative process of composing words.

"Some people will never learn anything, for this reason, because they understand everything too soon." --Alexander Pope

Let us begin with the assertion that academic writing is not boring. Revision is not a chore. Writing requires taking risks. You will write three major academic essays, bearing in mind that *essay* comes from the French word *essayer*, meaning *to try, to attempt*. In other words, go for it! Try out a few ideas, always with the opportunity to revise, revise, revise. If you feel uncertain, confused, and don't know what to write, then you are probably at a good place to begin the drafting process. Revision and peer review will play a big role in this class. Your active participation and your willingness to support and engage your peers will determine the quality of your time here. Be prepared for group work. Be prepared to discuss the assigned readings everyday. Be prepared to take part in stimulating academic "conversations" with other writers through the miracle of MLA citation. Topics for essays are flexible, so I hope you will make use of the opportunity to move toward deeper understanding of issues that really matter to you, draft by careful draft.

ACTIVE LEARNING AND PARTICIPATION

Students are responsible for the grade that they earn in this course. I have set up grading criteria and standards to insure fairness and academic integrity, but you are ultimately responsible for your success. I am here to facilitate your learning experience and assist you as much as possible to fulfill the Student Learning Outcomes for English 100 and achieve your academic goals.

To help you keep track of your progress, fill out The English 100 ALPS, Active Learning and Participation Schedule. Discussions and activities that occur in class are designed to help you succeed in your essays. As such, regular attendance is required and absences will affect your final grade. Six absences will result in a final grade of *F*. If you arrive more than five minutes late, it counts as an absence. Three late days are equal to one absence.

In the event of an extended emergency, I advise you to withdraw as soon as possible and take the class at another time. If the withdrawal date has passed, see the Dean of Student Services for assistance. If you must miss class, I expect that you will let me know and contact a peer to find out what you missed. Office hours provide additional support to regularly attending students, and should not be a substitute for regular class attendance.

COURSE TASKS AND GRADING

- ★ Essays and Process Work 30%
 - Completed Drafts and Reflection Memos
 - Peer Review Participation

- ★ Final Portfolio and Evaluation Process 30%
 - Significantly revised essays totaling 20+ pages
 - Portfolio Letter and Final Reflection Memos
 - Participation in Portfolio Review Process/ Evaluation

- ☞ AA Fundamentals 20%
 - Completed ALPS
 - Grammar Activities and Sentence Sense Worksheets
 - Selected in-class writing and smaller writing assignments
 - Personal Editing Checklist
 - Grammar and Writing Quizzes and Tests
 - Final Exam (Fundamentals and Essay)

- ☞ Reading Activities 20%
 - Reading Logs
 - Reading Quizzes
 - Dictionary and Cultural Context Logs

Students may earn the following grades:

- A = 100-90 Reflects exceptional work
- B = 89-80 Reflects very good work
- C = 79-70 Reflects adequate work
- D = 69-60 Reflects poor work
- F = 59-0 Reflects inability to complete work

An important note on grades and learning: An *A* grade reflects exceptional work. If you earn an *A* or *B* you will have worked hard for it and your work will reflect excellence. To earn a *B* is a great accomplishment. If you earn a *C*, you will have completed almost all of the work at an adequate level to move on. Occasionally a student completes all the work, attends all classes, and even seeks additional help, but does not show the adequate skills to move on to upper level classes. In these rare cases, a student who has completed all of the work may be eligible for the *N* grade. Passing this class means that you are indeed ready for more advanced college work. Repeating English 100 can often be helpful for some students who need extra time building a foundation before attempting 200 level courses, especially Writing Intensive courses. Recognizing the need to repeat a course shows more intelligence than simply passing through with barely adequate skills. Genuine learning should be the priority in your college education.

Your final grade will be affected by absences:

1-2 absences	Work due will receive half credit
3 absences	Final grade reduced by 5% and half credit for late work
4 absences	Final grade reduced by 8% and half credit for late work
5 absences	Final grade reduced by 10% and half credit for late work
6 absences	Will result in final grade of <i>F</i>

All formal essay assignments (20 pages of significantly revised writing) and the college mandated Library Research Unit must be completed in order to pass this course. If your current grade is an *A*, but you do not complete the Library Research Unit with passing scores, you will receive an *F*.

DISABILITIES ACCOMODATION STATEMENT

If you have a disability that could limit your ability to participate and succeed in this course, you are encouraged to contact the Disability Specialist Counselor, Ann Lemke, at 235-7448. You may also stop by Akoakoa 213 for more information. I am unable to make the appropriate accommodations for you without the guidance of the counselor.

ESSAY AND ASSIGNMENT GUIDELINES

Process to Portfolio Work and Late Work Policy

Each essay assignment involves many steps that are detailed in the assignment sheet. Revision works best if you do your very best on draft one and complete each step on time. Drafts receive full credit if the guidelines are followed. Drafts will receive reduced credit if lacking in length or effort. If you are unable to turn in a first draft on time, this will prevent you from receiving timely peer and instructor feedback. You earn peer review points by providing a classmate with feedback on the assigned day; you do not receive points by asking someone outside of class to review your essay or by doing late peer review.

Late drafts and assignments will receive half credit, except for Reading Logs. Assignments are due at the beginning of class. If you are tardy, the assignment you turn in for the day will receive half credit. When you turn in an assignment on a day when you arrive late, write down your time of arrival at the top of the page. Reading Logs are a way to prepare for the class discussion, so they serve no purpose if turned in late. Late quizzes made up within one week will receive an automatic 10% deduction. Late quizzes made up after one week will receive an automatic 25% reduction.

I am happy to meet with you to discuss your essay during office hours or a scheduled time. I am, however, unable to edit essays that you email me. My job is not to "correct" your essays; it is to help

you revise on your own for complexity, clarity, organization, and proper grammar. We will use Turnitin, an online feedback and originality system. Essays posted late may not receive feedback.

Format for Formal Assignments

Include your name, my name, class, and date. Double-space the entire document and use 1" margins. Center your interesting and provocative title. Do not use a cover sheet. Use 12 point Times New Roman font for all documents. To make a heading with your last name go to View > Header and Footer. Align on the right and type your last name and insert page number. Your last name and the current page number will automatically appear on each page.

Leong 1

Cindy Leong

Instructor Janine Oshiro

English 100

15 January 2009

Ejecting the iPod

The iPod is the most significant piece of technology that has affected my life. I can't leave home without syncing my most recent playlist, and yet I sometimes

Format for Informal Assignment

For informal handwritten assignments, label with name, date, and assignment. For example:

Cindy Leong

1/30/09

In-class freewrite: My favorite place

My favorite place is and is not the beach. I hate the way the wet sand feels on my feet, and I hate the mess it leaves in my car, but I love listening to the ocean and the sound of the wind...

Process Binder and Portfolio

Do not throw away any brainstorming, freewriting, peer review sheets, or process work. Organize a three ring binder to hold all class materials. You may want to include tabs for ALPS, in-class writing, each individual essay assignment and process work, and handouts. Keeping your materials organized will help you prepare the Final Portfolio at the end.

Your portfolio will include:

- All drafts of Essays and Reflection Memos
- Peer review materials
- Personal Editing Checklist
- In class writing and process work
- Process Rubrics for assignments
- Dictionary and Cultural Context Logs

Creating Original Work

Students are expected to compose new, original essays for each assignment. Let your voice shine and grow through the course of the semester. Please do not reuse previously written essays. We will cover MLA documentation to avoid faulty paraphrasing and unintentional plagiarism. Plagiarism, the use of other people's words and ideas, in part or whole, without proper citation is a serious offense, and cases will be referred to the Dean of Student Services. Students who engage in acts of academic dishonesty face serious consequences, including failure.

STUDENT CONDUCT AND PROFESSIONALISM

Familiarize yourself with the Student Regulations section of the General Catalogue, particularly the Student Conduct Code and Disruptive Behavior Policy. Silence cell phones and do not eat in the computer lab. Let's be mindful of the positive learning environment we are all responsible for creating when we enter the classroom.

FINALLY...LAST WORDS TO BEGIN THE SEMESTER

"The only impeccable writers are those that never wrote." –William Hazlitt



The English 100 ALPS

Name _____

Active Learning & Participation Schedule: Weeks 1-4

"The best way out is always through." –Robert Frost

AA ACTIVE LEARNING POINTS _____ OUT OF 3

Assign yourself points for each day (3 points per day) based on the following:

3= I participated enthusiastically in class; I was prepared; I arrived on time.

2= I was present, prepared, and on time.

1=I arrived to class tardy, or I did not complete the assignments due.

0=I arrived more than 5 minutes late or I left class early; I was absent.

Week One 8/25 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	Purchase books		↔ Syllabus and Introductions
			↔ Schedule
			↔ "In Praise of the Humble Comma"

8/27 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	AA Introduction Email		↔ "In Praise of the Humble Comma" ☞ Active reading practices/Dictionary and Cultural Context Log
	★ Paragraph: In Praise		↔ The Rhetorical Triangle
	☞ LPH: Think as a Writer, Read and View with a Critical Eye, Plan Your Writing, Write a Draft, Compose Paragraphs, and Revise, Edit, and Proofread (3-15)		

AA INTRODUCTION EMAIL

Compose an email to me answering the following: What are your goals for your academic career and beyond? What are your goals for this course? How will taking this class in particular help you to achieve your goals? What other English classes have you taken? Tell me about a positive experience and/or challenge related to your learning. Is English your first language? What other languages do you speak? What are some of your hobbies and interests? Tell me something that people are often surprised to learn about you? What can you do in this class to promote positive learning and growth for yourself and others?

Send to: jhoshiro@hawaii.edu

Write in the subject line: Last Name/ENG100/Class Time/Introduction

★ PARAGRAPH: IN PRAISE

Write a paragraph in praise of something you love or something that you look upon with wonder. It can be something as small as a comma, parsley brightening the side of your plate, a perfectly made peanut butter and jelly sandwich, or paperclips. What pleasures do you find in the everyday, the often overlooked, or the unexpected? Use specific and vivid details. Typed, approximately 250 words (one double-spaced page in Times New Roman Font).

Week Two 9/1 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ LPH: Commas, Semi-colons and Colons, Dashes and Parentheses (215-236)		⇌ Intro to Library Research Unit
	⇌ Sentence Sense Worksheet		⇌ Grammar and punctuation review

9/2 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ LPH: Fragments, Run-ons, and Comma Splices (171-177)		⇌ Sentence Boundaries and more
	⇌ Sentence Sense Worksheet		

Week Three 9/8 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ LPH: Write with Power, Write Concisely, Write with Emphasis, Find the Right Words (147-162)		⇌ Power writing activities and audience and tone in academic writing
	⇌ Sentence Sense Worksheet		

9/10 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ LPH: Subject-Verb Agreement, Verbs, Pronouns, Shifts, Modifiers (178-207)		⇌ Action activities and more!
	☞ LPH: Apostrophes, Quotation Marks (236-244)		⇌ Questions about test?
	⇌ Sentence Sense Worksheet		

Week Four 9/15 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	⇌ Study for test		⇌ Fundamentals Test
	☞ TSIS: Introduction (1-14)		
	☞ Reading Log: Answer Question 2 (14)		

AA QUESTIONS FOR REFLECTION: How confident do you feel in your writing fundamentals? What issues are still of concern to you? What study habits and skills are working well for you? Do you need to change any habits in order to succeed this semester? Do you have any questions or concerns?



The English 100 ALPS

Name _____

Active Learning & Participation Schedule: Weeks 4-9

"Whatever sentence will bear to be read twice, we may be sure was thought twice."
—Henry David Thoreau

AA ACTIVE LEARNING POINTS _____ OUT OF 3

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0=I arrived more than 5 minutes late or I left class early; I was absent.

Week Four 9/17 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	AA Completed Weeks 1-4 ALPS		☞ Discuss readings, summarizing, and quoting
	☞ TSIS: They Say (17-47)		★ Review essay assignment, discuss interviewing, and work on interview questions
	☞ TSIS: "Don't Blame the Eater" and "What You Eat Is Your Business" (153-161)		
	☞ Reading Log: Answer Questions 1-3 (155-165) and Questions 1-3 (160-161)		

Week Five 9/22 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ TSIS: I Say (51-97)		☞ Discuss readings and developing "I Say"
	☞ TSIS: "Your Trusted Friends" (182-199) and "Fat is a Feminist Issue" (200-205)		
	☞ Reading Log: Answer Question 1 (62-63), Question 1 (71-72), Question 1 (86-87), Question 1 (199), and Questions 1-2 (205)		

9/24 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Essay 1, Section 1 (3 copies)		★ Peer Review for Essay 1, Section 1
	★ Upload Section 1 on Turnitin by 9/25 11:59pm		

Week Six 9/29 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ LPH: Researching (25-56)		↔ Finding, evaluating and using sources
	☞ LPH: Documentation (57-66) and familiarize yourself with MLA Documentation section, paying attention to in-text citations in the Sample Research Paper (67-104)		

10/1 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	↔ Review LPH and notes from class		↔ Quiz on Researching and Documentation
			★ Work session to find sources

Week Seven 10/6 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ TSIS: Tying it Together and Entering the Conversation (101-148)		☞ Discuss readings and practice discussion strategies in small groups
	☞ TSIS: “Watching TV Makes You Smarter” (213-230) and “Thinking Outside the Idiot Box” (231-235)		
	☞ Reading Log: Answer Question 1 (113-114), Questions 1-2 (230), and Questions 1-2 (234)		

10/8 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Annotated Bibliography for Essay 1		★ Research Support Groups
	★ Double Entry Journal for 3 sources		★ Working with sources

Week Eight 10/13 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ TSIS: “What’s the Matter with Kids Today?” (236-240), “Can You Hear Me Now?” (270-281), and “The I.M.s of Romeo and Juliet” (282)		☞ Discuss readings
	☞ Reading Log: Answer Questions 1, 2, 4 (240), Questions 1-2, and Questions 1 and 3 (283)		
	↔ Five Dictionary and Cultural Context Logs Due		

10/15 **AA** **Last day to officially withdraw**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Essay 1 Due (3 copies)		★ Peer Review for Completed Essay 1

Week Nine 10/20 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Upload Essay 1 on Turnitin		★ Peer Review for Letters
	★ Peer Review Letter Due		★ Start working on Reflection Memo if time permits
	★ Letter to the Editor Due (3 copies)		
	★ Letter to Original Interviewee Due (3 copies)		

AA QUESTIONS FOR REFLECTION: How are the readings helping you to further develop your writing skills? How are the Reading Logs and Dictionary and Cultural Context Logs working for you? Have you been able to apply what you learned in the Fundamentals section to your writing? What has been particularly enjoyable or challenging about the semester so far? If you have not yet met with me, would it be beneficial for us to meet soon? Can I do anything to help you better succeed in this class at this point? What concerns or questions do you have for me?



The English 100 ALPS

Name _____

Active Learning & Participation Schedule: Weeks 9-16

" There is an old saying 'well begun is half done'—'tis a bad one. I would use instead—Not begun at all until half done." –John Keats

AA ACTIVE LEARNING POINTS _____ OUT OF 3

Assign yourself points for each day (3 points per day) based on the following:

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1=I arrived to class tardy, or I did not complete the assignments due.

0=I arrived more than 5 minutes late or I left class early; I was absent.

10/22 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	☞ TSIS: "Up Against Wal-Mart" (342-355) and "Progressive Wal-Mart. Really." (356-359)		☞ Discuss readings
	☞ Reading Log: Answer Questions 1 and 4 (355) and Questions 2 and 3 (359)		★ Brainstorm topics for Essays 2 and 3
	AA Completed Weeks 4-9 ALPS		

Week Ten 10/27 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Upload Letter to Editor, Letter to Original Interviewee, and Reflection Memo to Turnitin		⇄ View <i>An Inconvenient Truth</i>

10/29 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
			⇄ View <i>An Inconvenient Truth</i>
			⇄ In-class writing

Week Eleven 11/3 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	⇄ Annotated Bibliography of 3 sources related to issues raised in <i>An Inconvenient Truth</i> , at least one taking an opposing point of view.		⇄ Share sources and discuss <i>how</i> Al Gore makes his argument

11/5 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
			★ Work session for Essays 2 and 3 Research

Week Twelve 11/10 AA

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Annotated Bibliography with at least 5 sources		★ In progress presentations
	★ Double Entry Journal on at least 3 sources		

11/12 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Annotated Bibliography with at least 10 sources		★ In progress presentations
	★ Double Entry Journal on at least 5 sources		

Week Thirteen 11/17 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Essay 2 Due (3 copies)		★ Peer Review

11/19 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Peer Review Letter Due		★ Essay 3 Work session
	★ Upload Essay 2 to Turnitin		

Week Fourteen 11/24 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ Essay 3 Due (3 copies)		★ Peer Review
	★ Upload Essay 3 to Turnitin by 11/25 11:59pm		

11/26 Thanksgiving Holiday

Week Fifteen 12/1 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	📖 TSIS: "The Growing College Gap" (378-391)		📖 Discuss reading and prepare for Final Exam
	📖 Reading Log: Answer Questions 1-4 (391)		
	📖 Five Dictionary and Cultural Context Logs Due		

12/3 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
			★ Portfolio Work Session

Week Sixteen 12/8 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
	★ In progress Portfolio		★ Portfolio Peer Review

12/10 **AA**

<input checked="" type="checkbox"/>	COMPLETED BEFORE CLASS	<input checked="" type="checkbox"/>	HAPPENING IN CLASS
			★ Portfolio Evaluation and Showcase

My Final Exam time is: