Course Syllabus

English 1301.814

Fall 2015

Dr. Frances Johnson
Course Title and Number

Class: ENGL 1301.814  
Meets: MWF 12-12:50 pm in CCH 206

Contact Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Frances Johnson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>361.825.2876</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:Frances.Johnson@tamucc.edu">Frances.Johnson@tamucc.edu</a></td>
</tr>
<tr>
<td>Office Building &amp; Number</td>
<td>Faculty Center (FC) 129</td>
</tr>
<tr>
<td>Office Hours</td>
<td>MW 2-4; T 1-3 &amp; by appointment</td>
</tr>
</tbody>
</table>

Course Description

Welcome to English 1301, Composition I, the first of two writing courses you will complete as part of the University Core Curriculum. English 1301 introduces you to college-level writing, reading, thinking, and learning, working toward a focus on writing in the scientific discourse community.

English 1301 emphasizes writing for different audiences, purposes, and contexts, using appropriate genre and conventions. You will deepen your understanding of and develop your use of writing processes that include extensive invention, multiple drafts, sharing and responding to work in progress, revising, editing, and publishing. You will develop information literacy and engage in critical thinking as you work through writing and reading assignment sequences that require ongoing inquiry and problem solving.

Course Purpose

The purpose of the course is an introduction to writing studies; its design provides for your learning about academic / professional writing and provides insights about writing that will assist in any writing opportunity you encounter in the university and beyond.

First-Year Writing Program Description

The First-Year Writing Program (English 1301 and 1302) introduces students to the discipline of writing studies. Students will read, apply, and reflect on the current research and scholarship in writing studies, especially threshold concepts and specific kinds of knowledge (see below) about writing. Students will learn how to transfer, deepen, and extend their ability to use writing in future academic and non-academic contexts and situations.
Outcomes

Student Learning Outcomes

Upon completion of this course, students will be able to
1. Demonstrate understanding of threshold concepts in writing studies by applying their knowledge in composing and presenting texts for different rhetorical situations, self-assessing, and reflecting on their work,
2. Demonstrate understanding of how the five kinds of knowledge about writing apply to their own work as composers, by self-assessing and reflecting,
3. Plan and conduct research for specific rhetorical situations;
4. Use results of research in texts they compose and present to achieve specific purposes with specific audiences.


We see these as threshold concepts for First-Year Writing.

- All writers have more to learn about (how to use) writing; reflection is critical to writers' ongoing development and their ability to transfer what they learn to new / different situations;
  - Learning (to use writing) is informed by prior experiences (with literacy)
- Writing makes things happen, gets things done;
  - Writing is a malleable tool that we use in specific activity systems, which are goal-directed, historically situated, and cooperative human interactions.
- Effective (“good”) writing is context-specific, its value depends on
  - the extent to which writers understand the constraints and affordances of the activity system and rhetorical situation, the available choices they have to best achieve their purpose with their audience;
  - the extent to which writers choose and use an appropriate genre and appropriate content;
  - the extent to which writers know about and know how to use appropriate strategies for planning, drafting, and revising.

Key Terms
Based on the threshold concepts, Beaufort’s Five Kinds of Knowledge, studies of transfer within writing studies (Yancey, et al), Russell’s and others’ work on activity systems, and from the discipline’s grounding in rhetoric, we believe this list of key terms represents what we intend students to learn in the program.

- Rhetorical Situation: audience, purpose, forum (or context), exigency
- Genre
- Writing Processes: planning, researching, drafting, sharing and responding, revising, editing, publishing, reflecting
- Reflection, metacognition, transfer/expansion
- Discourse Communities and/or Activity Systems (and related criteria).

Kinds of Knowledge about Writing (Beaufort, 2007, adapted)

English 1301 will introduce writers to the kinds of knowledge they need to understand how to use writing effectively. Writers compose within and for specific groups (discourse communities), whose expectation,
values, and activities determine writers’ choices about appropriate *content / subject matter* and *genres*. Writers also need to know how to apply knowledge of *rhetoric* (considering the relationships among the writer, the readers, and the purpose of writing) as they compose. As they consider these kinds of knowledge, writers make choices about the most appropriate *process* to use in order to compose effective texts.

**Habits of Mind**

English 1301 will encourage the development of the eight habits of mind that are essential to students’ success in college writing (*The Framework for Success in Postsecondary Writing*):

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one’s actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one’s own thinking as well as on the individual and cultural processes used to structure knowledge.

**Core Outcomes (State Adopted Proficiencies/TExES competencies)**

1. **CT 3**: Analyze, evaluate, and synthesize information.
2. **CS 1**: Develop, interpret, and express ideas through written communication.
3. **TW 1**: Integrate different viewpoints as a member of a team.
4. **PR 1**: Evaluate choices and actions, and relate consequences to decision making.
5. Connect ideas across courses

**Alignment with University’s Momentum 2020 Learning Objective 1**

**Objective 1**: Create a rich, challenging, and supportive educational environment for undergraduate students.

**Strategy 1**: Incorporate High Impact Educational Practices demonstrated to improve student learning and success across the curriculum and co-curriculum as appropriate including: (Bold indicates strategies for this course).

1. First-Year Seminars
2. **Common Intellectual Experiences**
3. Learning Communities
4. **Writing-Intensive Courses**
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Community-Based Learning/Academic Service Learning
9. Internships and Practicums

**Texts and Supplies**

- Textbooks
1. There is no textbook for this course. You will be given access to reading and/or be asked to find assigned readings using library databases or Google Scholar.

- **Materials**
  1. **NoodleTools Account**
     - This is provided free to you by Ms. Johnson
     - It is required that you use this citation generator for the course
  2. Office 365 which is freely available from TAMUCC. For information on how to download go to:
     - [https://it.tamucc.edu/Office365/Office365.html](https://it.tamucc.edu/Office365/Office365.html)
  3. A free Dropbox Account for saving work.
     - [https://www.dropbox.com/](https://www.dropbox.com/)
  4. You will need to have some money on your SandDollar Card for occasional printing

- **Email**
  1. I email everyone to the default email account on BlackBoard which is your Islander Email account. You can forward / bounce both you BlackBoard and Islander email accounts to any email address you would like.
  2. **YOU** are responsible for checking email. Missing an email is not an excuse.
  3. If you are emailing me:
     - You must have you name, section number, and reason for email in the subject line
     - **Remember, common practice is 24 hours for an email answer.**
   - Do not just hit “Reply” to an email I send from BlackBoard. I will have no idea who it is from.
# Graded activities

## Specific dates of assignments and assignment weight

<table>
<thead>
<tr>
<th>Writing Opportunities</th>
<th>Assignment</th>
<th>% of Grade</th>
<th>Points</th>
<th>Date Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daily Writing &amp; Reading Responses</td>
<td>22.40%</td>
<td>56.0</td>
<td>Each class</td>
</tr>
<tr>
<td></td>
<td>Short Paper 1 (Reflection)</td>
<td>2.5%</td>
<td>6.25</td>
<td>Sept. 16th end of scheduled class</td>
</tr>
<tr>
<td></td>
<td>Short Paper 2 (Research)</td>
<td>2.5%</td>
<td>6.25</td>
<td>Oct. 7th end of scheduled class</td>
</tr>
<tr>
<td></td>
<td>Short Paper 3 (Auto Ethnography)</td>
<td>5.0%</td>
<td>12.5</td>
<td>Oct. 28th end of scheduled class</td>
</tr>
<tr>
<td></td>
<td>First Submission of Short Papers (5.0 x 3)</td>
<td>6.0%</td>
<td>15.0</td>
<td>#1-Sept. 11th by 11:59 pm #2-Oct. 2nd by 11:59 pm #3 Oct. 23rd by 11:59 pm</td>
</tr>
</tbody>
</table>

## Writing in Your Discourse Community (Content Analysis)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document First Submission</td>
<td>5.2%</td>
<td>13.0</td>
<td>Nov. 18th end of scheduled class</td>
</tr>
<tr>
<td>Document</td>
<td>10.0%</td>
<td>25.0</td>
<td>Nov, 30th end of scheduled class</td>
</tr>
</tbody>
</table>

## Portfolios

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Portfolio</td>
<td>10.0%</td>
<td>25.0</td>
<td>Oct. 16th end of scheduled class</td>
</tr>
<tr>
<td>Final Portfolio (This is your final for the course)</td>
<td>16.4%</td>
<td>41.0</td>
<td>Day of Course Final</td>
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</table>

## Interdisciplinary Experience (TEAM)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Presentation (TEAM)</td>
<td>25.0</td>
<td>TBA</td>
</tr>
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</table>

## In Addition…….

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website Quiz</td>
<td>25.0</td>
<td>Aug. 31 in class</td>
</tr>
</tbody>
</table>

| Total      | 100.0  |          |

*All dates are tentative and subject to change
Assignment Descriptions

All assignment descriptions will be posted on the course wiki page available from: http://englishtamucc.pbworks.com/w/page/44173993/FrontPage and accessible from the course page on BlackBoard.

Policies

Attendance and Participation

Active student participation is essential for the successful operation of this student-center course. Without student participation learning activities suffer. For purposes of university attendance tracking attendance will be determined via the Daily Writing with the last day that you have posted a response, last day of attendance.

However, you will be responsible for all work done during class time whether you are in attendance or not. I will not review work because you did not attend class. Additionally, there is a Mid-Term and a Final Portfolio due which, together, are 35% of your total grade. These will require you to reflect on your learning, class participation. That means that YOU must prove how you participated in class, and one way to accomplish this is by your Daily Writing.

Late work

Deadlines (Late Work)

The nature of learning within the University system requires that at certain points in the semester you are provided with feedback, and an overall assessment of your performance in the class (a grade). In order to complete this process, I have set up a timeline for coursework projects. Any major work submitted late without extension will lose 10%. However, there are some assignments that cannot be submitted late. Work that cannot be submitted late:

1. Daily Work/Writing
2. Drafts
3. Presentations
4. Any work that is essential for other students to be successful in the class

When late work is submitted an email must be sent to Dr. Johnson with the following:

1. Late work submission notification in the subject line
2. Your name, section number, and assignment name in the body of the email
3. I will not review work until I have this email

Extension Policy

If for some reason you are unable to make the deadline on a MAJOR ASSIGNMENT, IT IS YOUR RESPONSIBILITY to contact me and make other arrangements, BEFORE THE DUE DATE. We will discuss an alternative completion date. In order to extend a deadline, you must:

1. Contact me via email as soon as you know about your completion problems; I do not want to know why, just that there are issue.
2. Save your email-you will need it later.
3. Save my response to your email.
4. We will agree on an alternative date;
5. Send me an exact day, date and time that you will be submitting the work.
6. After the initial due date, IT’S UP TO YOU to work on the project!
7. No additional class time will be taken on the project
8. My involvement will be on your initiative;
9. Your submission will have copies of all our correspondence included-on the top of the project; this means you must show the time line of the requests, submission without a timeline, will be evaluated as late.

10. Works that are not eligible for an extension are the same works that are not eligible for late submission.

When work with an extension is submitted an email must be sent to Dr. Johnson with the following:

1. Extension submission notification in the subject line
2. Your name, section number, and assignment name in the body of the email
3. I will not review work until I have this email

Resubmissions

1. Most major works can be re-submitted for re-evaluation; HOWEVER, you must submit a work originally to be able to re-submit.
2. You must email me of your intention to do so; both this email and my response must be placed in the resubmission.
3. A piece of writing dealing with what has changed in the resubmission and why / how this makes the piece of writing stronger must be included in the resubmission. This is a detailed piece of writing clearly defining / outlining what was changed in the piece of writing. It provides statements for what was changed and how this makes the piece of writing stronger, supporting all statements with specific examples of what changes were made and why.
4. The consequences of not following the above procedure: the work will be returned un-evaluated.
5. All resubmission must be in by date of final TBA each semester. This date will be on the Class Calendar

When resubmissions are submitted an email must be sent to Dr. Johnson with the following:

1. Resubmission notification in the subject line
2. Your name, section number, and assignment name in the body of the email
3. I will not review work until I have this email

Academic Integrity/Plagiarism

Definition: Plagiarism: Intentionally, knowingly, or carelessly presenting the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge

1 This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Most current discussions of plagiarism fail to distinguish between:

1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and

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1 Taken from the TAMUCC document 13.02.99.C3.01 Academic Misconduct Cases revised May 18, 2015 and found at: http://academicaffairs.tamucc.edu/Rules_Procedures/PDF/13%2002%2099%20C3%2001%20Academic%20Misconduct%20Cases.pdf
2. Carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (Quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”) When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

Grading

Numerical Grade Distribution

<table>
<thead>
<tr>
<th>Letter Grade Percentage Range</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 100-90%</td>
<td><strong>Excellent.</strong> Exceeds assignment requirements using a creative or challenging approach in its style, development, and/or delivery. The work demonstrates superior organization, research, and editing.</td>
</tr>
<tr>
<td>B 89-80%</td>
<td><strong>Good.</strong> Meets assignment requirements, following typical genre and style conventions. The work’s research, development, organization, style, and demonstrate adequate effort, but with problems in some areas</td>
</tr>
<tr>
<td>C 79-70%</td>
<td><strong>Average.</strong> Meets most of the assignment requirements, yet the work demonstrates more obvious problems in the development, organization, style, and editing.</td>
</tr>
<tr>
<td>D 69-60%</td>
<td><strong>Poor.</strong> Fails to complete many of the minimum assignment requirements. The work is lacking in research and development and has serious problems with the organization, visual design and editing.</td>
</tr>
<tr>
<td>F 59-0%</td>
<td><strong>Failure.</strong> Fails to complete many of the minimum assignment requirements. The work is lacking in research and development and has serious problems with the organization, visual design and editing. This grade is also reserved for plagiarized work.</td>
</tr>
</tbody>
</table>

This information is provided to help you calculate and keep track of your grade. If you get an 89% on an assignment worth 20% of the total grade, take 20*.89 = 17.8 points.

Grade Discussion

Grading is not an exact science. I use the assignment description, evaluation guidelines, and read at minimum twice. I try to determine as fairly and as reliably as possible the grade that your work earns. In doing this, I realize that numerous factors come into play during the evaluation process which could affect the assigned grade. Since this is your work, if upon review, you believe that your earned grade should be assessed should be differently, you have the option of discussing it with me.

However, I do have some ground rules for this. You must wait 24 hours after the return of your work. After this “cooling off” period, make an appointment during my office hours for discussion. At this time, bring specific areas where you disagree with my evaluation, using the criteria, the assignment description and specific evidence / support from your work that supports your evaluation. This should be in the form of a
written piece dealing with where in your assignment you feel you have met the criteria. You must be able to support your statements with examples from your work. SHOW ME!
Your responsibility in this is that you bring your work and have your argument for the evaluation you believe your work earned (not deserved). You will be supporting this with text sections from your piece.

If you come to a grade discussion meeting without the above being completed and ask me "why did I get this grade?" I will answer "Because" and the meeting will be over.

Grade Appeal Process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Starfish

Starfish is a software communication program used to connect you (the student) to your “Success Network” of instructors, advisors, and other academic support programs on campus. If you receive an email from starfish@tamucc.edu, this means I have raised a Starfish “communication” item useful for connecting you to campus resources and course progress guidance. Starfish “communication” items include:

* Flags: Early Alerts regarding Course Effort/Progress
* Kudos: Commendation for Course Effort/Progress
* Referrals: Recommended utilization of services: tutoring, mentoring, coaching, advising, etc.
* To-dos: Assigned tasks, such as “Meet with me”

Acting on these messages in a timely manner is vital to your success as a student at TAMUCC. The purpose of Starfish is to help instructors communicate information with their students, and connect students with campus resources available to them. For Starfish assistance, please call 361-825-3653 or email Starfish@tamucc.edu

Required statements

Students with Disabilities and Veterans

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation
of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit disability Services at (361) 825-5816 in in CCH 116 and 119.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising /College of Science & Technology

Center for Instruction CI 350
(361) 825-6094, Tracy Ramirez

Classroom/professional behavior

TAMUCC, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

In-class Conduct: In general, treat each other and the instructor with respect and follow standards of common courtesy. Here are a few specifics:

- Please turn off all cell phones or other electronic communication devices and place them out of sight (in a bag, purse, pocket) while in class.
- Do not use your time in English 1301 to work on assignments for other classes.
- Computers are to be used for English 1301 work only.

Writing Center

The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Visit casa.tamucc.edu/wc.php to create an
account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, **you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.** Please be aware that you are allowed 6 drops in your entire undergraduate career, so these decisions must be made carefully. **Friday, November 6** is the last day to drop a class with an automatic grade of “W” this term.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
# Provisional course outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Major Project / Due Date</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 27-29</td>
<td></td>
<td>COs 4</td>
</tr>
<tr>
<td>2</td>
<td>Aug. 31-Sept 3</td>
<td>Syllabus Quiz-9/1</td>
<td>COs 4</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 7-11</td>
<td>Draft of Short Paper #1</td>
<td>SLOs 1-4 /COs 1,2,3,4,5</td>
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<tr>
<td>4</td>
<td>Sept. 14-18</td>
<td>Peer Review / SP #1</td>
<td>SLOs 1-4 /COs 1,2,3,4,5</td>
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<tr>
<td>5</td>
<td>Sept. 21-25</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Sept. 28-Oct.2</td>
<td>Draft of Short Paper #2</td>
<td>SLOs 1-4 /COs 1,2,3,4,5</td>
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<tr>
<td>7</td>
<td>Oct. 5-9</td>
<td>Peer Review / SP #2</td>
<td>SLOs 1-4 /COs 1,2,3,4,5</td>
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<tr>
<td>8</td>
<td>Oct. 12-16</td>
<td>Mid-Term Portfolio</td>
<td>SLOs 2</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 19-23</td>
<td>Draft of Short Paper #3</td>
<td>SLOs 1-4 /COs 1,2,3,4,5</td>
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<tr>
<td>10</td>
<td>Oct. 26-30</td>
<td>Peer Review / SP #3</td>
<td>SLOs 1-4 /COs 1,2,3,4,5</td>
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<tr>
<td>11</td>
<td>Nov. 2-6</td>
<td></td>
<td>COs 1,2,3,4,5</td>
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<tr>
<td>12</td>
<td>Nov. 9-13</td>
<td>Interdisciplinary Project</td>
<td>TC 4 &amp; COs 3</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 16-20</td>
<td>Content Analysis Draft</td>
<td>SLOs 1-4 /COs 1,2,4,5</td>
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<tr>
<td>14</td>
<td>Nov. 23-27</td>
<td>Peer Review Content Analysis</td>
<td>SLOs 1-4 /COs 1,2,3,4,5</td>
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<td>15</td>
<td>Nov. 30-Dec. 1</td>
<td>Content Analysis</td>
<td>SLOs 1-4 /COs 1,2,4,5</td>
</tr>
<tr>
<td></td>
<td>Dec 3 &amp; 8</td>
<td>FINALS</td>
<td>SLOs 2</td>
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