



# STARK STATE COLLEGE

## MASTER SYLLABUS

**Division Name:**

Education, Liberal Arts, and Mathematics

**Department Name:**

English and Modern Languages

### COURSE INFORMATION

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**Course Name:** College Composition

**Course Number:** ENG124

**Credit Hours:** 3

**Contact Hours:** 3

**Lecture Hours:** 3

**If more than one lab type needed, use both lab sections**

**Type of Lab:** Choose an item.

**Lab Hours:** Choose an item.

**Type of Lab:** Choose an item.

**Lab Hours:** Choose an item.

**Prerequisites:** Compass 70 or above; ACT 18 or above; ENG010 or ENG105 proficiency

**Co-requisites:** Compass 50-69 w/ co-enrollment in ENG011

**This course is approved for transfer based on the following category:**

**TAG:** ☐

**OTM:** ☒

**CTAG:** ☐

For more information, please visit the Ohio Board of Regents site:

<http://regents.ohio.gov/transfer/tagcourses/index.php>

### COURSE DESCRIPTION

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This course emphasizes writing based on reading response with review of essay development, grammar, and punctuation. Emphasis is on the process of drafting, revising, and editing to achieve clarity. A research project requiring academic research uses APA or MLA documentation.

### GENERAL LEARNING OUTCOMES

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Stark State College has identified six general learning outcomes (GLOs) which represent the knowledge, skills, and abilities needed by students who graduate from our institution.

The outcomes designated below are addressed in this course:

1. Effective Communication (Written/Oral /Reading/Listening)
2. Quantitative Literacy (Includes Computational Skills)
3. Information Literacy
4. Critical Thinking
5. Global and Diversity Awareness
6. Civic, Professional, and Ethical Responsibility

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## **COURSE OBJECTIVES**

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1. Write effective expository essays, both individually and collaboratively. (GLO1, 4, 5, 6)
2. Demonstrate clear development of ideas, recognizing audience, expressing tone and style appropriate to the content. (GLO 1,3, 4, 5, 6)
3. Demonstrate growth with inquiry techniques and critical thinking strategies in analyzing text. (GLO 1, 3, 4, 5, 6)
4. Use process writing, including drafting, revising, and editing, to continually improve the quality of writing and effectiveness in collaboration. (GLO 1, 4, 5)
5. Conduct academic research, accessing information from libraries, databases, and online resources credibly. (GLO 3)
6. Use technology both within the classroom and in research to enhance the development of writing. (GLO 1, 3)
7. Consult with writing assistants in the Writing Center to improve writing skills. (GLO 6)

## **STARK STATE COLLEGE POLICIES**

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Please refer to the Policies and Procedures manual on *mystarkstate* for more information on all college policies and procedures:

- Honesty in Learning
- Withdrawal
- Attendance
- Student Complaint
- Incomplete
- Grade Appeal
- Standards of Academic Progress

## **DISABILITY SERVICES**

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The Disability Support Services (DSS) Office offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of the disability, and academic need. In order to initiate services, students should meet with the DSS Coordinator early in the semester to discuss their needs. The DSS Coordinator determines specific accommodations and services. If a student with a disability does not request accommodations through the DSS Coordinator, the instructor is under no obligation to provide accommodations. You may contact the DSS Coordinator at 330-966-5450, ext. 4423, or schedule an appointment in the Admissions Office, 3<sup>rd</sup> floor, Student Services Center.

## **COMPUTER USAGE**

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Students are expected to observe the Student Computer Usage Guidelines concerning the appropriate use of computers at the College. The guidelines are posted in all areas where computers are located, and individuals may obtain copies in the Admissions Office (S303) or on the SSC website under Student Computing (<http://www.starkstate.edu/content/student-computing>).

Help Desk Services provides support for the following computer issues:

- questions regarding access to student accounts (login issues)
- connecting to a College resource
- connectivity issues with ANGEL (LMS - learning management system)
- using *mystarkstate* tools
- software questions
- campus laptop checkout
- reporting issues with computing or technical resources

Help Desk Services is located in B219 on the Main campus. Contact them at 800-797-8275 (800-79-STARK), ext. 4357 (HELP). See the Help Desk website: <http://www.starkstate.edu/helpdesk> for hours and contact information.



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**Return this page to the instructor to acknowledge the receipt and agree to the terms of the syllabi for College Composition 1 Dual Enrollment at Jackson High School.** You are welcome to contact the instructor, Jennifer Koladin, at [jkoladin@starkstate.edu](mailto:jkoladin@starkstate.edu) or 330-837-3501 x 1186 with any questions.

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As a student and parent, we have received the master syllabus and class syllabus for Stark State College class College Composition 1 (ENG124), Dual Enrollment at Jackson High School and understand the course requirements and expectations for student success.

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Student Printed Name	Class Period
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Student Signature	Date
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Parent / Guardian Printed Name	
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Parent / Guardian Signature	Date
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# STARK STATE COLLEGE

## CLASS SYLLABUS

**Division Name:** Education, Liberal Arts, and Mathematics  
**Department Name:** English and Modern Languages  
**Term:** Fall 2014

### COURSE INFORMATION

**Course Name:** College Composition I  
**Course Number:** ENG124  
**CRN:** 26558  
**Course Modality:** ☒ Classroom/Lab ☐ Web 2 ☐ Web 3 ☐ Web 4  
**Class Days/Times:** Jackson High School M-F – Period 4  
**Campus Location:** Dual Enrollment  
**Room Number:** P116

### INSTRUCTOR INFORMATION

**Instructor(s) Name:** Jennifer Koladin  
**Office Hours:** Planning Period: 5 and By Appointment before or after school  
**Office Location:** P116  
**SSC Phone/Extension:** 330-837-3501 x1186  
**SSC Email Address:** [jkoladin@starkstate.edu](mailto:jkoladin@starkstate.edu) or [jjk3jc@jackson.sparcc.org](mailto:jjk3jc@jackson.sparcc.org)

### REQUIRED MATERIALS

**Textbook(s):** Harris, Muriel, and Jennifer L. Kunka. *The Writer's FAQs: A Pocket Handbook*. 5<sup>th</sup> ed. Boston: Pearson, 2013. Print.  
Mauk, John, and John Metz. *The Composition of Everyday Life: A Guide to Writing. Concise 4th edition*. Boston: Cengage Learning, 2013. Print.

**Additional Materials:** 1 – 70-page spiral notebook dedicated to the course; Students WILL compose essays in BEARWORKS (Google Drive) and store them in a BearWorks folder created by the instructor and shared with the student. Recommended: external USB drive to save files. Method to keep organized – three-ring binder or the like.

### METHODS OF ASSESSMENT/METHODS OF EVALUATION

#### Writing Workshop Approach

College Composition is conducted as a writing workshop. This means it is primarily a discussion and practice-oriented course, not a lecture course where you can borrow a friend's notes for the class you missed. You will be learning the best possible way – by doing.

Writing, like any skill, requires practice. This ability to write well is a necessity in every discipline taught at Stark State and in most professional careers. College Composition is designed to enable you to develop reading, thinking, and writing abilities that will help you meet the requirements for academic writing during your college career and beyond into your professional endeavors. Reading, discussion, and writing about a wide variety of topics from your text and additional materials will provide the background for this writing. Additionally, writing and language proficiency are crucial to cognitive growth. Because you learn, think, and share ideas through language, the more effectively you can use language, the better you will be able to learn and grow. Critical thinking skills are essential to this process of becoming an effective writer.

## Learning Outcomes

In order to support these goals, College Composition specifically supports the learning outcomes expected in first-semester

**Rhetorical Knowledge:** Your writing should have clear purpose, acknowledging the needs of your audience and addressing them composition courses; they are addressed here and supported by the assignments and activities provided in this course.

appropriately. The tone and style of your writing should be expressed using standard conventions.

**Critical Thinking, Reading, and Writing:** With the drafting and revising of each essay, your writing should demonstrate your growth with inquiry techniques and critical thinking strategies used to analyze texts.

**Knowledge of Composing Processes:** Increasing quality in your writing should be the result of the drafting, revising, and editing process. Peer groups, instructor conferences, and the Writing Center should be integral parts of a process that you adopt.

**Collaboration:** The process of drafting and revising should ultimately strengthen not only your skill and adaptability, but also your confidence in producing quality text of your own.

**Knowledge of Conventions:** These include not only structure, mechanics, grammar, and such, but your understanding of format and its role in producing quality writing. Standard documentation will be included throughout your essay and research writing.

**Electronic Environments:** Half of your time in class is scheduled in a networked classroom, providing opportunity for you to improve your integration of technology into the drafting and revising process under the guidance of your instructor. This is known as lab time and will be arranged by the instructor. You must have your Stark State College login and your Jackson login.

## REQUIREMENTS

Essays (4) (two, 3-4 pages in length; third, collaborative essay; fourth, written in class (Additional minimum of one reflective writing, 1-2 pages in length)	40%	GLO 1, 3, 4, 5, 6
*Final Portfolio: A revision of a previously written essay with a shorter-length reflective letter; revisions take place in Bearworks and are guided by peer review and instructor conferences.	10%	GLO 1, 4
*Research Project (8-10 pages)	30%	GLO 1, 3, 4, 5, 6
Reader Response Papers: Three, 2-3 page papers written in response to reading.	10%	GLO 1, 3, 4, 5, 6
Instructor-Determined Assignments: 1. Digital Library Lessons; 2. THREE <b>ONLINE</b> or in person <b>Stark State Writing Center visits</b> - two must be appointments related to individually written essays; and one must be an appointment regarding the individual research project; 3. Writer's Workshop Journal – a 1-subject, 70-page notebook that contains workshop writing assignments and reviews.	10%	GLO 1, 4

\*If you do not earn at least a D on this assignment, you will receive a zero for this assignment and fail the course. Similarly with the portfolio, if you do not earn at least a D on this assignment, you will receive a zero and fail the course.

## ESSAYS: Graded using the Stark State English Department Writing Rubric

Essay #1 –Topic: Remembering Who You Were (CEL Ch. 2) (Individual Reflective Writing required – 1 page)

Essay #2 – Topic: Analyzing Concepts (CEL Ch. 5)

Essay #3 –Collaborative Essay – Making Arguments (CEL Ch. 7) - a more a more thorough exploration as a group of a topic that affects your decision making. Group reflective writing required.

Essay #4 – In-class essay – Proposing Solutions (CEL Ch. 11) (each class's essay topic/suggestion will be different to avoid repetition and promote fairness throughout the day).

## In-Class Essay

The in-class essay assignment will be determined by your instructor based on the needs and progress of your writing. While this should be written in class only, your instructor may choose to have you prepare for this essay by reading, discussing, and prewriting. Since this essay is written in class without the benefit of peer editing and revision, consideration will be given when your instructor determines the grade on this essay since it is possible that student writers may not finish.

### Reflective Writing

Reflective writing about your compositions is an opportunity for you to discover how the process of drafting and revising is changing your approach to writing and affecting the results you are achieving. To construct an effective reflection, therefore, you need to be thoughtful when you write. The reflective writing will reveal the decisions you made as you wrote and revised, the strategies you used and discarded, and how you chose to approach audience, language and issues that arose in developing and presenting your ideas in a written text.

Think carefully about the process you follow as you pre-write, initially draft, and move through the drafting process. Consider the quality of the writing as it evolves and the usefulness of the comments you receive from peer editors, writing center staff, and your instructor during your own re-reading and evaluation. Weigh these comments both individually and collectively, determining how your thinking and writing are affected by each.

Select passages from your assignment to illustrate what you've learned and accomplished. Keep in mind the purpose of each piece of writing, and be as detailed as possible, using examples from your writing to illustrate not only your growth but your potential as well.

### Collaborative Essay

The group writing assignment is designed to promote collaboration, inquiry, and discovery. Groups will be responsible for setting up meeting times, completing primary research and other requirements for this assignment listed below. The group writing assignment should be based on a question of inquiry on which students conduct primary and secondary research. Collaboration on this project will produce a single, coherent essay. The submitted two-pocket folder will contain the essay, primary and secondary research notes, and meeting notes.

#### Requirements for the Group Essay

- Meeting notes
  - Students should keep detailed notes (minutes) of all meetings. Notes should contain the following:
    - Names of members present at meeting
    - Time and date of meeting
    - Meeting objective and assignments/ next steps for the group
    - Notes detailing what occurred at the meeting
- Primary Research Notes
  - Students are expected to do quality primary research.
- Group essay
  - This essay should discuss the question and discovery of thesis through primary source research as well as one to two secondary sources to support the primary findings.
  - Approximately 5-7 pages in length.
  - Remember that after the revision process, the final draft should be edited for standard conventions. *The Writer's FAQs* explains and reviews many elements within grammar, mechanics, punctuation, etc.
  - Students should expect to have a hand in every aspect of the final essay and not to simply divide the essay into "parts" to write. The essay must be cohesive and provide one common voice to the reader.

### FINAL PORTFOLIO

After peer review and conferencing with the instructor, students will revise one individually written essay. Students will write a reflective letter about the writing and revising process that will accompany the essay revision. The revision and reflective letter will be due December 10, 2014.

### RESEARCH PROJECT

This project includes inquiry, critical thinking, research and documentation in support of your individual paper. You will choose your own topic, appropriate to an academic setting and research, approved by your instructor. Keep in mind the length of the paper so that your topic is narrowed appropriately. Your instructor will provide you with options for collecting information and you will practice documenting text from your sources. Since this is expected to be a paper in which you will take a position, you will continue exploring logical reasoning and critical thinking.

Stark State's Honesty in Learning (plagiarism) policy is available online at [mystarkstate](http://mystarkstate), and your instructor will review this with you as part of your instruction in understanding honesty goals in research and documentation.

Besides classroom instruction in use of library and online research tools, additional instruction is available through Stark State's digital library and the Writing Center. Since you are expected to incorporate both traditional and online academic sources, take advantage of all of these opportunities to become more proficient with research.

You will have a choice of APA or MLA formatting, dependent upon your chosen major or specialization. *The Writer's FAQs* provides formatting information, the Writing Center makes available copies of both the MLA and APA handbooks, and the Writing Center staff has created power point presentations available through your M drive for individual viewing or classroom projection.

### Requirements for the Research Project

- Consultations
  - You will need approval of each step of the project from your instructor before proceeding to the next: topic selection, research questions, planning and organizing, sources, information collection, drafting and revising, and documentation.
  - Read and consult *The Writer's FAQs*.
- Documented Research
  - Students are expected to do quality research on the subject matter.
  - Use sources responsibly, with careful attention to in-text citations and the bibliography.
  - Summaries, paraphrases, and quotations should be used effectively in support of your research.
  - Read and consult *The Writer's FAQs*.
- Research Paper
  - The paper should provide the detailed research you have done for this topic, explaining support and contradictions, analyzing, discussing different points of view and how the contextuality of the research might affect the understanding of it, and other areas of importance for your reader.
  - Proper MLA or APA formatting and documentation are required for this essay. Please refer to *The Writer's FAQs* for information regarding how to properly document research, both in-text and on the works cited/ references page.
  - Approximately 8-10 pages in length.
  - Minimum of 5 *credible* resources. Expect to spend some time both at the library and online.
  - All prewriting and drafts must be included with the final draft as well as your information collection and copies of your sources. All of these should be placed in a two-pocket folder.
  - Read and consult *The Writer's FAQs* as well as current MLA or APA format.

### Due dates determined by instructor

**Important Dates: Each step requires instructor approval.**

- \_\_\_\_\_ Discuss your topic with your instructor
- \_\_\_\_\_ Determine the viability of your research question with your instructor
- \_\_\_\_\_ Devise a plan for your paper and research
- \_\_\_\_\_ Locate credible sources
- \_\_\_\_\_ Collect information from your sources
- \_\_\_\_\_ Write the first draft documenting carefully and revising
- \_\_\_\_\_ Use APA/MLA formats for the final draft

### READER RESPONSE

You will choose readings from **CEL** chapters or other text provided to you. You will be asked to both summarize and analyze these texts in order to learn more effective ways to engage ideas, language, and your own reactions. The summary should be brief with the response focusing on interpretation and analysis of the reading and how the author's rhetoric helped make his or her point. Consider the author's purpose and audience. Challenge the author's assertions. What impact has this reading and its assertions had on its audience? on you personally? You are analyzing and evaluating the text, including content, assumptions, claims, and issues it raises. You will receive addition instruction on how to write an effective reader response.

## GRADING SCALE

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% and below

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### English Department Rubric

#### **"A" Paper**

The writer maintains a clear thesis, focus, or controlling idea.

The writer demonstrates a clear understanding of the assignment and its requirements.

The paper is unified, coherent, and organized.

The details of the paper are relevant, vivid, and explicit, and provide ideas/information in depth.

Sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that is reflective of its purpose and audience.

The paper contains few spelling, grammar, usage, mechanics, format, and/or documentation errors.

Departures from convention appear intentional and appropriate.

#### **"B" Paper**

The writer strays minimally from a clear thesis, focus, or controlling idea.

The writer demonstrates a clear understanding of the assignment and its requirements.

The paper contains few lapses in unity, coherence and organization.

The details are relevant and develop ideas/information with some depth and vividness.

Most sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that is usually reflective of its purpose and audience.

Some spelling, grammar, usage, mechanics, format, and/or documentation errors exist.

Departures from convention appear intentional and appropriate.

#### **"C" Paper**

The writer does not consistently support a thesis, focus, or controlling idea.

The writer demonstrates adequate understanding of the assignment and its requirements.

The paper contains some lapses in unity or coherence within the organizational structure.

The details adequately develop ideas/information.

Some of the sources cited are credible, appropriate to the content, and formatted accurately.

The paper employs a tone that inconsistently reflects its purpose and audience.

Numerous spelling, grammar, usage, mechanics, format, and/or documentation errors distract the reader.

#### **"D" Paper**

The writer does not make the thesis, focus, or controlling idea clear.

The writer demonstrates minimal understanding of the assignment and its requirements.

The paper displays significant lapses in unity and coherence that impact organization.

Details lack elaboration, are merely listed, or are repetitious.

Few of the sources cited are credible, appropriate to the content, or formatted accurately.

The paper lacks a tone that reflects its purpose and audience.

Errors in spelling, grammar, usage, mechanics, format, and/or documentation interfere with the reader's understanding of the paper.

#### **"F" Paper**

The writer does not employ a thesis, focus, or controlling idea.

The writer demonstrates very little, if any, understanding of the assignment and its requirements.

The paper contains serious breaks in unity and coherence that impact organization.

Details are minimal, inappropriate, or random.

The sources cited are not credible, appropriate to the content, or formatted accurately.

The paper lacks a tone that reflects its purpose and audience.

Errors in spelling, grammar, usage, mechanics, format, and/or documentation seriously interfere with the reader's understanding of the paper.



## CLASS POLICIES

*(Established by the instructor and cannot conflict with the College's Policies and Procedures)*

### A NOTE ON COURSE MATERIALS

Some of the materials and experiences in this course may present you with ideas that oppose your beliefs and values, and you may find some of the material offensive. Bear in mind that we are not advocating nor asking you to approve of, adopt, believe, or embrace any of the points of view found in the material we will study in this class. Understand that one of the reasons you are in college is to expand your knowledge; it is important that each of us recognize our own personal biases and be open to hearing alternative viewpoints. By remaining in this class, you consent to being exposed to the assigned materials. Alternative assignments will **not** be offered.

### LATE WORK, ATTENDANCE, AND PARTICIPATION

#### Late Work

Late work will be accepted up to one week (seven days) after the due date for partial credit. **Partial credit is the earned (quality) grade minus five percent per day for each day the assignment is late to calculate the final grade for the assignment.** For example, if a student's quality grade for the assignment is an 88% (B), and the assignment is three days late (-15%), the student earns a 73% as a final score. Students who miss class will likely miss in-class assignments and activities that cannot be made up. Specifically in this course, **PEER REVIEW assignments in the Writer's Workshop Journal cannot be made up.** After one week, late work will not be accepted, although extenuating circumstances may be considered on a case-by-case basis at the instructor's discretion.

#### Attendance and Participation

You are expected to attend class regularly and punctually and to be prepared. Poor attendance will prevent you from meeting the objectives of the course. However, if you must miss class for any reason, be prepared for the next class by checking your syllabus and calendar since you are responsible for being aware of the assignments and activities that you missed and that are forthcoming. Please be proactive and email the instructor at [jik3jc@jackson.sparcc.org](mailto:jik3jc@jackson.sparcc.org) if you are going to miss class for the day. Consult with other students in the class to get make-up work, so you will be caught up upon your return.

Students who miss more than the equivalent of two weeks of a full-semester course will incur a penalty of 1/2 of a letter grade for each additional missed class. For this course that meets daily each week for a full semester, penalties begin after ten (10) missed classes. Any combination of 3 late arrivals (tardies)/early walkouts will be assessed as one class absence. This policy includes both excused and unexcused absences. Field trips do not count as absences as the student is participating in an official school trip. Ten absences per semester is plenty for dual enrollment students to accommodate college visits, appointments and potential illness.

If you do not earn at least a D on the research project, you will receive a zero for this assignment and fail the course. Similarly with the portfolio, if you do not earn at least a D on this assignment, you will receive a zero and fail the course.

## ADDITIONAL INFORMATION/REQUIREMENTS

None

## WITHDRAWAL DATES

A student may withdraw from a course or all courses from the College during the first fourteen calendar days of any academic period. A student has not officially withdrawn from a class until withdrawing from the courses online or his or her "Schedule Change" form is submitted to the Academic Records/Registrar's Office. Any changes made during this period will not become a part of the student's transcript.

*The College recommends that the student consult with the instructor, advisor, or department chair and the Financial Aid Office prior to withdrawal.*

**Deadline to Process Withdrawal Form for This Class:**

November 17, 2014

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## COURSE OUTLINE/CALENDAR

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In case of events beyond the control of faculty that interfere with class times and teaching, adjustments may be made to date of coverage, order of coverage, and date of exams and assignments to ensure full coverage of course content.

Detailed Monthly calendars and assignment sheets will be provided by the instructor.

August 18 – 23, 2014 – Week 1 – Syllabus Overview; Distribute Textbooks; Discussion of writer's voice and audience. CEL Ch. 1. Get-to-know-you activities.

August 25 – 29, 2014 – Week 2 – Prewriting for essay 1; discussion Composition of Everyday Life (CEL) Ch. 2 and Reader Response 1 over "Responding – Really Responding – to Other Students' Writing" By Richard Straub. RR#1 Due 9/2/14.

September 1 – 5, 2014 – Week 3 – Essay 1 Prewriting; Writer's Workshop. Peer Review; Instructor Conferences

September 8 – 12, 2014 – Week 4 – Writer's Workshop Essay 1 Due September 12, 2014.

September 15 – 19, 2014 – Week 5 – CEL Chapter 5 – Introduction of Essay #2; Reader Response #2

September 22 – 26, 2014 – Week 6 – Writer's Workshop for Essay #2; Reader Response #2 Due over CEL Ch. 5 .

September 29 to October 3, 2014 – Week 7 – Writer's Workshop for Essay #2 – Peer Review / Instructor Conferences.

October 6 – 10, 2014 – Week 8 – Peer Review Week / Instructor Conferences - October 10, 2014 - Essay #2 Due on October 10, 2014.

October 13 – 17, 2014 – Week 9 – Digital Library Lessons; Introduction to academic research; CEL Ch. 7.

October 20 – 24, 2014 – Week 10 – CEL Ch. 7; Introduction to academic research; Introduce Collaborative Essay.

October 27 – 31, 2014 – Week 11 – Collaborative Essay Writer's Workshop Week; Proposals and process discussion.

November 3 – 7, 2014 – Week 12 – Collaborative Essay Writer's Workshop Week; conferences with instructor/

November 10 – 14, 2014 – Week 13 – Peer Review for Collaborative Essay. Final Workshop week for collaborative essay. Prepare presentations.– Collaborative Essay Due on 11/17/14. Present Findings from Collaborative Essay. Student Presentations on Nov. 13 and 14.

November 17 – 21, 2014 – Week 14 – Present Findings from Collaborative Essay. Student Presentations on Nov. 17 and 18. Collaborative Essay Due on 11/18/14. Introduce Individual Research paper; Begin Individual Research Paper upon presentation completion. Thanksgiving Break (Nov. 19, 20, 21).

November 24 – 28, 2014 – Week 15 – Individual Research Paper Writer's Workshop. Portfolio Revision of essay one or two. Conferences with instructor.

December 1 – 5, 2014 – Week 16 – Research Work Week for Research Paper; Portfolio Revisions; Conferences.

December 8 – 12, 2014 – Week 17 – Portfolio due 12/10/14. Work Week for Research Paper - Final Research Project Due 12/12/14

December 15 – 19 – Week 18 – EXAM WEEK In-Class Essay Due 12/15/14. JHS grades due 12/19/14.