

FALL 2024
ENGL 1301 COLLEGE COMPOSITION I



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Student Hours: M/W 1:00-2:20; T/H 11:00-12:20; or
by appointment, zoom office hours are available
Sections info: 1301.009/T009 M/W 2:30 p.m. – 3:55 p.m. CAS 257
1301.010/T010 M/W 4:05 p.m. – 5:30 p.m. CAS 257

COURSE DESCRIPTION

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

LEARNING OUTCOMES

- Upon successful completion of this course, students will:
- Demonstrate knowledge of individual and collaborative writing processes.
 - Develop ideas with appropriate support and attribution.
 - Write in a style appropriate to audience and purpose.
 - Read, reflect, and respond critically to a variety of texts.
 - Use Edited American English in academic essays.

COURSE TEXTBOOK

Open Educational Resources are used in this class. There is no textbook to buy.

GRADE COMPUTATION

Engagement	15%
Writing Project 1 - Summary	15%
Writing Project 2 – Rhetorical Analysis	20%
Writing Project 3 – Study of the Professional Community	20%
Writing Project 4 – Reflection	15%
ILTs	5%
Beginning-of-Semester Reflection	10%

	100%

See assignment prompts for a more detailed description of each assignment. We will also go over assignments in class.

GRADING SCALE

90-100	A	demonstrates <i>exceptional</i> competence
80- 89	B	demonstrates competence
70- 79	C	demonstrates promise of competence

60- 69	D	demonstrates probability of incompetence
< 60	F	demonstrates incompetence

Grading:

- To grade your writing projects, I use detailed grading rubrics aligned with our course outcomes, which are included in each assignment sheet and should be used to help guide your writing process. I also provide specific and personalized feedback in the comments section of your grade book to help you continuously improve.
- To earn a C or above in the class, students must earn a C or above on all writing projects and reflections. A grade of D or F on the Beginning-of-Semester Reflection, Summary, Rhetorical Analysis, Study of the Professional Community, or Reflection will result in the grade for the class being no higher than a D.

COMMUNICATION WITH INSTRUCTOR

The best way to contact me is via UTT email or Canvas message. Per the UT Tyler email policy, which stipulates that "the Patriot Email account serves as the communication source for all UT-Tyler learning management systems," I will not reply to emails sent from non-UTT email addresses. The same policy is applied to **Zoom office hours**. While you can use any device (iPad, computer, or your phone), **you must use your UTT credentials/patriot's account**. If you are not familiar with Zoom, you can use Canvas 101 which offers Zoom tutorials and guidelines on how to use Canvas.

Additionally, be sure that every email related to the course has "ENGL 1301" + your section and your full name in the subject line. This applies especially if your email address does not include your name. Although I check my email regularly even on weekends, please do not expect to receive a reply to weekend emails (those sent between late afternoon Friday and Monday morning before 8:00 a.m.). If an issue legitimately requires immediate attention, please mark it "URGENT" in the subject line (along with "ENGL 1301").

Finally, emails should be written in a somewhat formal style and tone—full sentences, reasonably correct grammar, and a succinct overview of the topic. So, less formal than the style you would use in a paper and more formal than the style you would use in a text to your friends. **I will not respond to emails without a proper professional address.**

ATTENDANCE

While I expect all students to attend all classes regularly, I know that certain absences are unavoidable. You may have **3 unexcused absences** throughout the semester. If you miss more than 3 class days, your final grade will be lowered by **one letter grade**. Your absences will be counted as excused if you provide an acceptable documentation (a doctor's note, for example). For attending all classes, **I will add extra points to your final grade.**

REVISION POLICY

You may rewrite and revise any paper (except the last project) for a potential **one letter grade improvement**. You must email me your revised papers. All revised papers for a potential higher grade must include a cover memo in which you list and discuss, in detail, the changes that you made and why you made those changes. Changes that are not annotated/discussed will not be used to evaluate an assignment for a potential higher grade. All revisions are due within **one week** of getting your graded paper back.

INSTRUCTOR'S FEEDBACK

For each draft you submit you will receive my feedback. I use Canvas submissions to offer my feedback. Thus, you are expected to turn in each of your drafts to Canvas. All missing drafts will receive a "0." Please note that I am not

assessing your drafts; the purpose of my feedback is to peer review your paper and offer constructive criticism so that you could use it to refine your project.

Important note: Because I spend much time offering you my feedback, I expect you to use it to improve your paper. If you do not acknowledge my comments and fail to adjust your paper based on my suggestions, I will not provide any further feedback on your rough drafts.

LATE WORK

Graded final drafts of the papers that are submitted after the deadline will be reduced one letter grade. This letter grade reduction remains in force with projects that are revised for a potential one grade improvement. In other words, the highest grade for a late project is a B. Engagement work (short writing assignments, group work activities, peer reviews, writing journals, etc.) cannot be revised or submitted after the due date.

There may be situations which warrant consideration for exceptions to the late-work policy. In some cases, a note from a health provider may be required to document the reason for missing class/deadlines. Minimal engagement in class and /or repeated missed deadlines precludes exceptions to the late-work policy.

EXTRA CREDIT ASSIGNMENTS

I do not give work for extra credit. Improving one's grade average requires improving performance on regular assignments. However, students who visit the campus Writing Center (in person or online) will earn **3 extra credit points** per paper. In order to receive credit, you must ask your tutor to send me a confirmation email with the date of visit and assignment name. Throughout the semester you can receive a maximum of 12 extra credit points for visiting the writing center. I strongly encourage students worried about grades to meet with me personally, or via zoom, to discuss their concerns.

ANNOUNCEMENTS IN CANVAS

I will actively use announcements feature in Canvas for all updates, important information, and as our daily calendar. For a tutorial on making sure that you receive announcements, [click here](#) and see "Announcements" chapter linked in the menu on the right.

SUBMITTING ASSIGNMENTS/PAPERS

To be counted for a grade, your work has to be submitted in the appropriate drop box in Assignments in Canvas and be in **Microsoft Word or PDF**. Canvas does not recognize other formats. There is a [free copy of Microsoft Office](#) for all UT-Tyler students. If I cannot open your work, it is late. Please do not zip your files.

SCHOLASTIC DISHONESTY & CLASSROOM CONDUCT

Scholastic Dishonesty:

This class has a Zero Tolerance Policy for scholastic dishonesty. Any deliberate act of scholastic dishonesty will result in immediate failure of **the entire course** and will be reported to the Office of Student Conduct and Intervention. Scholastic dishonesty is defined below in "Student Standards of Academic Conduct," "Standard UT Tyler Syllabi Policies."

Technological Distractions:

Please refrain from any unauthorized usages of technology during class. "Unauthorized" means unrelated to the tangible learning activities taking place during the class. Egregious and/or repeat offenders may be considered disruptive and asked to leave the class.

Note on Classroom Etiquette:

Be respectful of other classmates' opinions. Use an appropriate tone when engaging in discussions, especially those about controversial issues. People have a variety of viewpoints, experiences, backgrounds, and worldviews. Use no language that is—or that could be construed to be—offensive toward others: personal jokes, critiques, derogatory and/or sarcastic comments towards others. We all come with different perspectives, so please be respectful and resist the urge to tell anyone they are wrong. In other words, it is okay to disagree; just make sure to acknowledge others' right to have their own perspective. Understand that your peers might have different life experiences and all of our world views are simply different.

Ground Rules for Productive Learning Environment & Classroom Conduct:

- Arrive to class on time and prepared with the assigned work.
- Stay for the duration of the class until the instructor dismisses you. If you need to arrive late or leave early, notify the instructor in advance.
- Be respectful of other classmates' opinions. Use an appropriate tone when engaging in discussions, especially those about controversial issues.
- Avoid disruptive behavior (phones, small groups chats, class passes, sleeping, etc)
- Follow assignment guidelines and submit work on time. If you miss a class, you should still submit the work on its due date. If you have questions about an assignment or are unable to submit the work on time, contact the instructor in advance.
- Contact two or three classmates to ask what work you missed when you are absent. If they are unsure, then you should reach out to the instructor.

AI STATEMENT**UT Tyler AI Policy**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this class, be sure to understand the difference between AI-assisted and AI-generated writing.

AI-Assisted Writing vs. AI-Generated Writing

With the rise of AI (artificial intelligence) writing assistants, students must take special care to ensure that they use this new technology ethically and honestly. In our class, we will distinguish between 'AI-assisted writing' versus 'AI-generated writing'. AI-assisted writing is only permitted in this course provided a student uses an AI writing assistant as a collaborative tool to help the student with the development and advancement of their own writing process. Collaborating with an AI writing assistant can include brainstorming, outlining, and drafting, so long as there is substantial writing, research, and composing by the student which is not generated solely by the AI. 'AI-generated writing' means there has been little or no involvement from the student as an author, with the majority of the writing being generated by an AI. The goal of using AI-assisted writing in this class is to help students develop their writing

process and critical thinking, not to replace or substitute for either. Therefore, using an AI to generate writing or compositions without substantial original contribution from a student is neither acceptable nor allowed.

Important: If a student's written response on any project includes information or citations that do not specifically come from the assigned articles, then this part of the project will receive a zero (0).

Acceptable	Not Acceptable
AI-Assisted Writing	AI-Generated Writing
<ul style="list-style-type: none"> • Use AI-assisted writing to brainstorm • Explore new topics/ideas with AI-assisted writing • Use AI-assisted writing to explore potential counterarguments/ opposing points of view • Resee your writing by taking suggestions from your AI assistant to make improvements 	<ul style="list-style-type: none"> • Offload the majority of the writing & research process to AI • Generate large chunks of text with little or no input from you as an author • Trust something the AI has generated at face value • Use AI-generated text as a substitute for research or critical thinking

COURSE ACTIVITIES:

DAILY ASSIGNMENTS

Daily Assignments are a reflection of student participation. These assignments include in-class reflections, worksheets, assigned free-writing/brainstorming, ILT, etc. The assignments may be counted as complete/incomplete or given a letter grade depending on the nature of the assignment. Most of the assignments will be submitted in Canvas. A calendar with daily assignments, activities, and due dates will be provided.

INFORMATION LITERACY TUTORIALS (ILT)

Throughout the semester you will have to complete Information Literacy Tutorial quizzes as a part of your home work. We are working in collaboration with UT-Tyler library, and our librarian, Vandy Dubre, who created and posted these tutorials, will assist you with any technical issues you face while working on those tutorials and quizzes. Please contact Ms. Dubre if you need any assistance with your ILT tutorials/quizzes at vdubre@uttyler.edu

ADDITIONAL COURSE INFORMATION

Laptops

If you have a laptop, I recommend that you bring it to class. Being able to work on your papers in class will be of immense benefit to you.

OnCourse

This course is powered by OnCourse, UT-Tyler's academic support system which focuses on any-time, any-place, and any-device course related support resources to improve students' academic performance and engagement in learning. The OnCourse suite of course level supports will include on-demand video lectures, podcasts, notes, and transcripts. In addition, OnCourse may also include tutorials from faculty and peers, 24/7 access to course-specific tutoring services, and quick links to advising, library, student services, and other student centered resources to support their success. The OnCourse suite of course level supports was funded by UT System's Student Success Quantum Leap.

Syllabus Changes

Per the UT-Tyler Syllabus Policy, “The information contained in the syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.”

UT TYLER RESOURCES FOR STUDENTS

- UT-Tyler Writing Center (903.565.5995), CAS 212, is a place for undergraduate and graduate students, faculty and staff to work on their writing projects and writing skills.
- UT-Tyler PASS Tutoring Center (903.565.5964), LIB 401, is a free walk-in tutoring center, with an individual appointment option, for current UT Tyler students who need help with accounting, biology, chemistry, engineering, mathematics, nursing, or physics.
- UT-Tyler Mathematics Learning Center, (903.565.5839), RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT-Tyler Counseling Center (903.565.5746). The 24 hour Crisis Line can be reached by calling 903.566.7254 during regular business hours as well as nights and weekends.

UT-TYLER COVID POLICIES

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the UT Tyler COVID-19 Information and Procedures ([Links to an external site.](#)) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

UNIVERSITY POLICIES & PROCEDURES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Cheating" includes, but is not limited to:

- copying from another student's test paper; using during a test materials not authorized by the person giving the test;
- failing to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct;
- and misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individual or injuring another student academically or financially.

"Plagiarism" includes, but is not limited to:

- the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

"Collusion" includes, but is not limited to:

- the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

"Falsifying academic records" includes, but is not limited to:

- altering or assisting in the altering of any official record of the university or the University of Texas System,
- the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System.
- Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of

the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Scheduling adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

IMPORTANT DATES OF THE SEMESTER

- AUGUST 21 - CLASSES BEGIN
- SEPTEMBER 1 – CENSUS DATE
- SEPTEMBER 4 – LABOR DAY HOLIDAY
- OCTOBER 30 - LAST DAY TO WITHDRAW FROM ONE OR MORE CLASSES
- NOVEMBER 20 - 24 - THANKSGIVING BREAK
- DECEMBER 4 – STUDY DAY
- DECEMBER 5 - 8 - FINALS

COURSE CALENDAR (SUBJECT TO CHANGE)

WEEK	TUESDAY	THURSDAY
ONE 8/22-8/24	<ul style="list-style-type: none"> • Intro to the course • Syllabus 	<ul style="list-style-type: none"> • Syllabus quiz • Prof email strategies • ILT: Pre-Test
TWO 8/29-8/31	<ul style="list-style-type: none"> • Beginning-of-Semester Reflection • Active reading strategies • ILT: Critical Reading 	<ul style="list-style-type: none"> • P1 article critical reading & annotations • P1 Worksheet • P1 Hierarchy of Information chart
THREE 9/5-9/7	<ul style="list-style-type: none"> • DB: Evidence • P1 evidence 	<ul style="list-style-type: none"> • Summary characteristics • ILT: Citing the Source
FOUR 9/12-9/14	<ul style="list-style-type: none"> • P1 Draft • ILT: The Citation 	<ul style="list-style-type: none"> • P1 Final Draft • P1 Reflection Letter
FIVE 9/19-9/21	<ul style="list-style-type: none"> • P2 article critical reading & annotations • DB: Rhetorical Situation • ILT: Plagiarism & Copyright 	<ul style="list-style-type: none"> • Introduction Strategies checklist
SIX 9/26-28	<ul style="list-style-type: none"> • P2 Draft 1: Introduction analysis • DB: Literature Review Strategies checklist 	<ul style="list-style-type: none"> • P2 Draft 2: Literature Review analysis • DB: Methods Strategies checklist
SEVEN 10/3-10/5	<ul style="list-style-type: none"> • P2 Draft 3: Methods analysis • DB: Results and Discussion Strategies checklist 	<ul style="list-style-type: none"> • P2 Draft 4: Results and Discussion analysis • Group work: Conclusion strategies checklist
EIGHT 10/10-10/12	<ul style="list-style-type: none"> • P2 Draft 5: Full Essay • ILT: Understanding Audience and Format 	<ul style="list-style-type: none"> • P2 Final Draft • P2 Reflection Letter

NINE 10/17-10/19	<ul style="list-style-type: none"> Find 2 Prof organizations P3 Worksheet ILT: Website Evaluation: Why Evaluate? 	<ul style="list-style-type: none"> P3 Table 1/RQ 1 ILT: Website Evaluation: Authority
TEN 10/24-10/26	<ul style="list-style-type: none"> P3 Table 2/ RQs 2 and 3 ILT: Website Evaluation: Credibility 	<ul style="list-style-type: none"> P3 Draft: Methods ILT: Website Evaluation: Currency
ELEVEN 10/31-11/2	<ul style="list-style-type: none"> P3 Draft 2: Results ILT: Website Evaluation: Purpose 	<ul style="list-style-type: none"> P3 Draft 3: Discussion ILT: Website Evaluation: Relevance
TWELVE 11/7-11/9	<ul style="list-style-type: none"> P3 Draft 4: Methods, Results, Discussion 	<ul style="list-style-type: none"> P3 Draft 5: Full essay
THIRTEEN 11/14-11/16	<ul style="list-style-type: none"> P3 Final Draft P3 Reflection Letter 	<ul style="list-style-type: none"> P4 DB over Giles's article
FOURTEEN 11/21-11/23	THANKSGIVING BREAK	
FIFTEEN 11/28-11/30	<ul style="list-style-type: none"> P4 drafting 	<ul style="list-style-type: none"> P4 drafting
SIXTEEN 12/5-12/7	<ul style="list-style-type: none"> P4 Reflection Final Draft ILT: Post-Test 	