

# Welcome to ENGLISH 1302

## Welcome

Congratulations on embarking on your college-level English class. I'm so glad you are here! This will be a new journey for many of you and I will be your guide. My name is Miriam Rowntree and I have been teaching First-Year Writing for more than ten years. I hope you will find that this course is not only relevant to your academic career, but also that as you begin developing writing skills and a writing process you will find much of our course relevant to your daily life. This syllabus will give you an important overview of the course, the policies and procedures, as well as some information on the fun stuff we will do in the course.

## Instructor Corner

Miriam Rowntree, Ph.D.  
Senior Lecturer

Department of Literature and  
Languages

[mrowntree@uttyler.edu](mailto:mrowntree@uttyler.edu)

CAS 238

I am also available via Zoom and  
Canvas Chat.

## Course Goals

This course aims to familiarize students with discourses in their future fields by teaching the skills of critical reading and thinking, analysis of the structure of a text, logical development of its standpoint, hypothesis, or argument; its use of evidence and language; and its purpose. The ultimate goal is to advance students' capability of critical reading, thinking, and writing about any source or text rather than for a specific upper-division course. At the end of the class, the students will be able to complete literature reviews for their research projects in their disciplines.

In addition to the resources posted online you are required to purchase the following textbook: Wu, Hui, and Matthew Kelly. *Reading and Writing about the Disciplines: A Rhetorical Approach*, second edition, Fountainhead Press, 2023.

Most assignments are online. Each week you will have a checklist that will have additional resources, assignments, and the schedule for class. The following table provides a description of the components you might find in each weekly checklist for the module.

| Module Component                     | Description   |
|--------------------------------------|---|
| <b>Weekly Checklist</b>              | This is the most important element of the online environment. You should check this list each week so that you know what is coming and what is required. Your assignments, readings, and discussion questions will be in this checklist. If you need to miss class for any reason, you should consult the checklist to see what is due and what material you need to look at. |
| <b>Read and Respond (every week)</b> | Each week you will have material to read and respond to. Our responses will consist of active questioning, collective annotation, quizzes, and short written reflections.   |
| <b>Building Blocks</b>               | These assignments are designed to help you to practice the writing techniques we are learning in the course. They will help you to build your major assignments, reflect on your own writing practices and habits, and encourage you to develop those practices and habits.   |
| <b>Information Literacy Lessons</b>  | Each week you will have short lessons on information literacy. This includes plagiarism, academic writing and research, and other topics.   |

## Course Learning Outcomes

*This course provides you with the following opportunities:*

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)



The course is organized according to four learning units focused on skills that build towards these learning outcomes. Each module presents a variety of assignments that lead directly and indirectly to the major writing assignment for each learning unit. **All work will be submitted through Canvas.** You must submit papers as a PDF, doc, or docx. I cannot open other formats. You can download a free copy of Microsoft Word here: <https://www.utt Tyler.edu/office365/proplus.php>. I do not accept emailed assignments. See format for paper submission under “Assignment Submission” located on the Syllabus page of our course.

| ASSIGNMENT   | ASSIGNMENTS  |
|--|--|
| <b>LEARNING UNIT #1:<br/>SUMMARY 10%</b>               | Final Draft Outcomes: <ol style="list-style-type: none"> <li>1. To engage in the craft of paraphrasing through complete accurate restatements of other’s ideas in the student’s own words</li> <li>2. To become adept at close reading strategies and properly document a single source according to disciplinary requirements</li> <li>3. To identify claims and textual evidence, as well as distinguish between pertinent and extraneous information</li> <li>4. AI Literacy: Foundations of Ethical Use</li> </ol> |
| <b>LEARNING UNIT #2:<br/>RHETORIC ANALYSIS<br/>15%</b> | Final Draft Outcomes: <ol style="list-style-type: none"> <li>1. To conduct a close rhetorical reading</li> <li>2. To analyze how a text is constructed by examining the assumptions behind an argument, the evidence, the voice, the language use, the methodology, and the logical development of the text</li> <li>3. To distinguish the nature of the source and incorporate the source into the student’s own writing</li> <li>4. AI Literacy: Prompt Engineering</li> </ol>                                       |
| <b>LEARNING UNIT #3:<br/>COMPARISON REVIEW<br/>15%</b> | Final Draft Outcomes: <ol style="list-style-type: none"> <li>1. To conduct a close rhetorical reading of more than one text</li> <li>2. To identify and analyze writing and rhetorical conventions in different disciplines</li> <li>3. To understand the difference between qualitative and quantitative research</li> <li>4. AI Literacy: Training the model</li> </ol>  |
| <b>LEARNING UNIT #4:<br/>RHETORICAL REVIEW<br/>20%</b> | Final Draft Outcomes: <ol style="list-style-type: none"> <li>1. To synthesize the arguments and information present in the articles under analysis</li> <li>2. To demonstrate logical reasoning, analytical writing, and documentation</li> <li>3. To compose a well-articulated justification for the project using a proposal</li> <li>4. AI Literacy: Thinking with AI</li> </ol>   |
| <b>INFORMATION<br/>LITERACY LESSONS<br/>(IL): 5%</b>   | These are short lessons that complement our dive into information literacy. They take approximately 5-10 minutes to complete and offer insight into research practices that are key in becoming literate in our information saturated world.   |
| <b>ENGAGEMENT: 20%</b>                                 | Building Blocks, discussions, group assignments and other work will be assessed in this category. The main goals for these assignments are to: <ol style="list-style-type: none"> <li>1. Define rhetorical concepts and understand how they function in texts</li> <li>2. Classify, compare, and discuss the texts and their elements</li> <li>3. Invent material relevant to the final projects for each Learning Unit</li> </ol>   |
| <b>FINAL REFLECTION:<br/>15%</b>                       | Reflection is a key component of our course. The goal of your final reflection is to display the progress, practices, and accomplishments of the semester. Your portfolio should demonstrate your learning and growth as a writer.   |

## Build Our Community

This course takes place face to face so there are a few practices that can help us build our class community. The following practices are a starting point for creating our community and ensuring that everyone can participate at their best.

- ***Class Respect:*** We all come to the table with different experiences and viewpoints. To get the most out of this learning opportunity show respect for differences by seeking to understand, asking questions, clarifying understanding, and/or respectfully explaining your own perspective. It is important to consider how powerful a diverse education can be. My own understanding of difference has been shaped by the opportunities I have had to encounter people with vastly different experiences and listen to their stories. I want the same for my students. My goal as an instructor is to provide opportunities for everyone in my classes to have a voice and to learn to listen to others.
- ***Actively participate.*** Not only does participating help you to develop your own voice, but you help make space for a more diverse conversation when you engage with other class members and the instructor. You can find more about actively participating in Canvas under “Class Norms and Expectations.”
- ***Engage in the discussion board questions and conversation.*** The majority of our class interaction will take place on the discussion board in Canvas. This space will help you as an individual to learn the course material, practice writing, and converse with your classmates and instructor. Be sure to read the guidelines for Discussion Posts located on our “Course Syllabus” page.
- ***Stay on track with your schedule.*** This is not a self-paced course. Staying with the deadlines for assignments will ensure that you are keeping up with the material and completing valuable activities in preparation for your major assignments. This also ensures that our discussion board remains lively and engaged. Waiting until the last moment to post makes it difficult for your colleagues in the class to respond to you.
- ***Be specific.*** Vague language can have unintended consequences, including misunderstanding. The more specific you can be with your writing, the more effective you will communicate.

## *Attendance Policy*

This is a writing and discussion-based course. While much of the course can be completed online, attendance in our class sessions is mandatory. I use a positive reinforcement system to encourage you to attend class. At the end of each class, you will submit a notecard or skeletal outline. If we must hold Zoom sessions this card will take the form of an inbox message. Everyone is required to submit a card at the end of class to receive credit for attending that class session. Missing class in most cases does not constitute a penalty to you. **You do not need to tell me you are missing class unless you have become ill or have some other kind of extended emergency that will require you to miss more than 5 class sessions.**

If you miss 0 notecards, you will have the opportunity to receive 3 extra points on your final weighted average. For example, if your final grade is an 87 and you have missed 0 notecards you would receive an A in the course. The breakdown is as follows:

|                            |   |
|----------------------------|---|
| 0 notecards missed         | 3 extra points                            |
| 1-2 notecards missed       | 2 extra points                            |
| 3-4 notecards missed       | 0 extra points                            |
| 5 or more notecards missed | 5 points deducted from your final average |

### **Missing Class**

When you miss class, it is your responsibility to ascertain what you missed from another student. The majority of the course material is online. You can keep up with your coursework by following the weekly checklists. If you choose to miss class, you are choosing to miss the information presented in the class session. **Please do not email me with a request to "cover what you missed." I will not do so.**

### **Disruptive Behavior**

Per Sec. 8-804 of the UTT Manual of Policies and Procedures for Student Affairs:

“Any student who, acting singly or in concert with others, obstructs, disrupts, or interferes with any authorized activity on campus or on property or in a building or facility owned or controlled by the university or the U.T. System is subject to discipline. Authorized activities include but are not limited to teaching, educational research, administrative, disciplinary, public service, learning, or other authorized activity or public performance.”

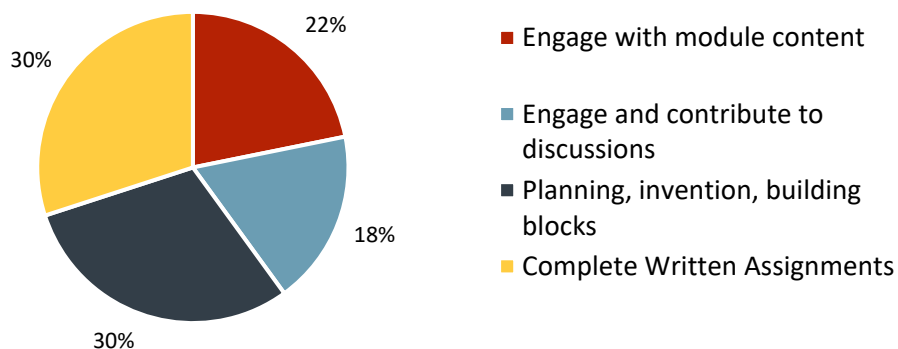
Disruptive classroom behavior includes but it not limited to: using a cellphone, laptop, or other device for purposes other than working on the current class activity; not engaging in the current class activity; sleeping in class, talking with other students for purposes other than working on the current class activity; talking when the professor is addressing the class; excessive lateness; and leaving early. Students who engage in disruptive behavior will be required to leave the class. Disruptive behavior will be reported to the Office of Student Conduct and Intervention.

The policy on disruptive behavior applies to face-to-face and Zoom class sessions.

## How to be Successful in this Course

Create some goals you have for the course. As your instructor, I have outcomes I want to accomplish, but you will need to decide what goals you have as well. Consider the goals you have for engaging in this course as you determine how to allocate time to complete course requirements. The Module Time chart below provides a visual representation of the typical time spent completing a module, followed by an example weekly schedule. You should also track your time using a timer. When you begin working on the course materials, set a timer and record how long it takes to read an academic article, to draft, etc.

### Module Time



### Example Weekly Schedule

| Day  | Task  |
|--|---|
| Monday -Tuesday<br>(or get a jumpstart on the weekend) | Open your weekly checklist and survey the requirements for the week.<br>Engage in module content (readings, short writing assignments, etc) |
| Tuesday-Thursday                                       | Contribute to and engage in discussion<br>Begin planning, writing, and inventing  |
| Wednesday- Friday                                      | Give yourself time for revision or to revisit the readings  |
| Friday- Sunday   | Submit required assignments, respond to colleagues, revisit anything that was confusing or requires clarification                           |

## Campus Resources and Policies

| Resource                             | Description   |
|--------------------------------------|---|
| 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. <a href="https://www.uttyler.edu/center-for-ethics/">https://www.uttyler.edu/center-for-ethics/</a>   |
| Artificial Intelligence Statement    | <p>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. <b>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.</b></p> <p>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.</p> <p>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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).</p> |
| 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: <a href="http://www.uttyler.edu/wellness/rightsandresponsibilities.php">http://www.uttyler.edu/wellness/rightsandresponsibilities.php</a>   |
| 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: <a href="http://www.uttyler.edu/about/campus-carry/index.php">http://www.uttyler.edu/about/campus-carry/index.php</a>  |
| 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.  |

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|--|---|
|  | <p>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.</p> <p>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: <a href="http://www.uttyler.edu/tobacco-free">www.uttyler.edu/tobacco-free</a></p>   |
| <p>Grade Replacement/<br/>Forgiveness and Census<br/>Date Policies</p> | <p>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 <a href="http://www.uttyler.edu/registrar">http://www.uttyler.edu/registrar</a>. 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.</p> <p>Failure to file a Grade Replacement Contract will result in the 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.</p> <p>The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:</p> <ul style="list-style-type: none"> <li>• Submitting Grade Replacement contracts, Transient forms, request to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit</li> <li>• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)</li> <li>• Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)</li> <li>• Being reinstated or re-enrolled in classes after being dropped for non-payment</li> <li>• Completing the process for tuition exemptions or waivers through Financial Aid</li> </ul> |
| <p>State-Mandated Course<br/>Drop Policy</p>                           | <p>Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses 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).</p> <p>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.</p>  |



|   |   |
|---|---|
| <p>Disability/Accessibility Services</p>                              | <p>IN accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <a href="https://hood.accessiblelearning.com/UTTyler">https://hood.accessiblelearning.com/UTTyler</a> and fill out the New Student application.</p> <p>The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <a href="http://www.uttyler.edu/disabilityservices">http://www.uttyler.edu/disabilityservices</a> , the SAR office located in the University Center, # 3150 or call 903.566.7079.</p> |
| <p>Student Absence due to Religious Observance</p>                    | <p>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.</p>   |
| <p>Student Absence for University-Sponsored Events and Activities</p> | <p>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.</p>   |
| <p>Social Security and FERPA Statement</p>                            | <p>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.</p>  |
| <p>Emergency Exits and Evacuation</p>                                 | <p>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.</p>  |
| <p>Student Standards of Academic Conduct</p>                          | <p><b>Academic Dishonesty &amp; Disruptive Behavior</b></p> <p>This class has a <b>Zero Tolerance Policy</b> for academic dishonesty. Any deliberate act of academic dishonesty will result in immediate failure of the <u>entire</u> course and will be reported to the Office of Student Conduct and Intervention.</p> <p>Students who engage in disruptive behavior will be required to leave the class. Disruptive behavior will be reported to the Office of Student Conduct and</p>   |

Intervention. The policy on disruptive behavior applies to face-to-face and Zoom class sessions.

Disruptive behavior includes but is not limited to: using a cellphone, laptop, or other device for purposes other than working on the current class activity; not engaging in the current class activity; sleeping in class, talking with other students for purposes other than working on the current class activity; talking when the professor is addressing the class; excessive lateness; and leaving early.

For the UTT definition of “academic dishonesty,” go to the UT Tyler Syllabus Module in Canvas, click on “University Policies and Information,” scroll to the “Academic Honesty and Academic Misconduct” section, click on “Student Conduct and Discipline policy,” and read Section 8-802 “Academic Dishonesty.” For the UTT policy on disruptive behavior, see item number four, “Disruptive Behavior,” in section 8-804 (Certain Other Offenses) in the “Student Conduct and Discipline” policy.

### UT Tyler Resources for Students

- [UT Tyler Writing Center](#) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](#) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, 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](#) (903.566.7254)

### Life Happens

Due dates for every module are provided on the course schedule (and posted in Canvas). However, I recognize that sometimes things come up, the pandemic rears its head, or even personal life happens.

**Contact me as soon as possible to discuss extensions or revisions to deadlines.**

# Course Schedule

Abbreviations below: **TSIS**-They Say I Say; **AW**-AI and Writing; **IL**-Information Literacy Lessons; **BB**-Building Block

All assignments are due by 11:59 pm on the date in the column, unless otherwise noted (before class, in-

## LEARNING UNIT #1 Summary and Critical Reading

|        | Tuesday<br>Jan 14   | Thursday<br>Jan 16  | Assignments Due   |
|--------|---|---|---|
| Week 1 | Introduction to academic writing and the course   | <b>Read:</b><br>-The Syllabus<br>- “TSIS Introduction” Graff and Berkenstein (PDF)<br>-                             | DUE 1/20:<br><ul style="list-style-type: none"> <li>• BB#1 Opening Reflection</li> <li>• IL: Pre-test</li> </ul>            |
| Week 2 | <b>Critical Reading Workshop</b><br><b>Read:</b> “Reading Games: Strategies for Reading Scholarly Sources” by Karen Rosenberg | <b>Read:</b><br>- <i>TSIS</i> “The Art of Summary” (PDF)<br>-Selected article in your field of study                | DUE 1/22:<br><ul style="list-style-type: none"> <li>• <b>IL:</b> Popular vs. Scholarly AND Primary vs. Secondary</li> </ul> |
| Week 3 | Drafting Workshop   | <b>Revision Workshop</b><br><b>Read:</b><br>- “ <a href="#">Punctuation’s Rhetorical Effects</a> ” by Kevin Cassell | <b>Final Submission of Summary</b><br><b>DUE MON 2/3</b>  |

## LEARNING UNIT #2

|        |   |  |   |
|--------|---|--|---|
| Week 4 | <b>Feb 4</b><br><b>Read:</b><br>-LU #2 Assignment Sheet<br>-<br><b>Watch:</b><br>- “Analyzing a Text” | <b>Feb 6</b><br><b>Read:</b><br>- “ <a href="#">Make Your “Move”</a> : <a href="#">Writing in Genres</a> ” By Brad Jacobson, Madelyn Pawlowski, & Christine M. Tardy | DUE 2/3:<br><ul style="list-style-type: none"> <li>• <b>IL:</b> “Identifying Bias”</li> <li>• <b>IL:</b> “Identifying and Critiquing Research Methodologies”</li> </ul> |
| Week 5 | <b>Feb 11</b><br>Analysis Prep<br>Strategy Practice   | <b>Feb 13</b><br>Critical Reading Practice   | DUE 2/13 by 11:59 pm:<br><ul style="list-style-type: none"> <li>• BB #2 “Critical Reading Questions”</li> <li>• IL “Accuracy and Authority”</li> </ul>                  |
| Week 6 | <b>Feb 18</b><br>Drafting Workshop  | <b>Feb 20</b><br>“How to Write a Meaningful Peer Review” by Ron Depeter (PDF)  | DUE 2/20:<br><ul style="list-style-type: none"> <li>• BB #3 Draft of Rhetorical Analysis</li> </ul>   |

|                         |  |  |  |
|-------------------------|--|--|--|
|                         |  |  | DUE 2/25: <ul style="list-style-type: none"> <li>IL “Identifying Relevance”</li> </ul>   |
| Week 7                  | <b>Feb 25</b><br>CONFERENCES   | <b>Feb 27</b><br>NO FACE-TO-FACE CLASS   | <b>Final Submission of Rhetorical Analysis Due MON 3/1</b>   |
| <b>LEARNING UNIT #3</b> |  |  |  |
| Week 8                  | <b>Mar 4</b><br><b>Read:</b><br>LU #3 Assignment Sheet   | <b>Mar 6</b><br><b>Read:</b> How to Write a Comparative Analysis   | DUE 3/10 by 11:59 pm: <ul style="list-style-type: none"> <li>BB#4 Comp/Con Chart (<b>bring copy to class</b>)</li> <li>Prepare to work on your LU #3 projects over the break.</li> </ul> |
| Week 9                  | Mar 11   | Mar 13   |  |
| Week 10                 | <b>SPRING BREAK</b>  |  | <b>Final Submission of Comp Review Due 3/21 by 11:59 pm</b>  |
| <b>LEARNING UNIT #4</b> |  |  |  |
| Week 11                 | <b>Mar 25</b><br><b>Review:</b> LU #4 Assignment Sheet   | <b>Mar 27</b><br><b>Read:</b> “Googlepedia: Turning Information Behaviors into Research Skills” by Randall McClure (PDF) | DUE 3/28-4/1 11:59 pm: <ul style="list-style-type: none"> <li>Proposal</li> <li>DUE 3/28 by 11:59 pm</li> <li>Quiz #3: Googlepedia</li> <li>IL The Basics of Searching</li> </ul>        |
| Week 12                 | <b>Apr 2</b><br>Research Workshop  | <b>Apr 3</b>   | DUE 4/8 by 11:59 pm: <ul style="list-style-type: none"> <li>IL Boolean Operators and Navigating Databases</li> </ul>   |
| Week 13                 | <b>Apr 8</b><br><b>Read:</b> Articles for Review and <a href="https://guides.library.cornell.edu/annotatedbibliography/home">https://guides.library.cornell.edu/annotatedbibliography/home</a> | <b>Apr 10</b><br>From Annotations to Review  | DUE 4/11 by 11:59 pm: <ul style="list-style-type: none"> <li>BB #5 Annotated Bibliography</li> </ul>   |
| Week 14                 | <b>Apr 15</b><br>Peer Review   | <b>Apr 17</b>  | DUE 4/16 <ul style="list-style-type: none"> <li>BB #8 Full Draft of Rhetorical Review</li> </ul>   |

|             |               |               |   |
|-------------|---------------|---------------|---|
| Week 15     | <b>Apr 22</b> | <b>Apr 24</b> | <b>Final Draft of Rhetorical Review<br/>Due 4/22-4/26 by 11:59 pm</b> |
| Finals Week |               |               | <b>Final Reflection<br/>Due 4/29 by 11:59 pm</b>                      |