

INTRODUCTORY COMPOSITION

ENGL 106

Class time: (Synchronous via Zoom, M-F)

INSTRUCTOR



Jianfen Chen



Virtual Office Hours:

Zoom Class



Course site:

<https://purdue.brightspace.com>



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Course Description

English 10600 is the standard 4-credit hour composition course for students at Purdue. English 10600 is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. In short, writing is a way of learning that spans all fields and disciplines. This section of ENGL 10600 focuses on academic writing & research, or, the ways that we communicate in and with scholarly communities and disciplines. In this course, we'll explore...

- What it means to compose as a scholar (not just “writing,” but designing, drafting, revising, presenting, creating content, etc.)
- How to search for and evaluate information, and how to conduct secondary research using library resources and databases as well as popular search engines and media
- How to be an ethical researcher and writer
- The conventions for communicating with a variety of audiences, including scholarly peers and laypersons
- How different technologies and media change the way that we write, communicate, and share information with each other
- How you'll incorporate writing and media into your future career

Introductory Composition Learning Goals

For more information, see the [Introductory Composition at Purdue \(ICaP\) website](#).

By the end of the course, students will:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts)
3. Critically think about writing and rhetoric through reading, analysis, and reflection
4. Provide constructive feedback to others and incorporate feedback into their writing
5. Perform research and evaluate sources to support claims
6. Engage multiple digital technologies to compose for different purposes

Course Format

Our classes and conferences will meet **SYNCHRONOUSLY** (meaning we will be meeting virtually and at the same time every week) via Zoom. If you are unable to participate at our scheduled class time, you should register for an asynchronous online course. Contact your academic adviser for assistance. If you need an accommodation to complete the class asynchronously for medical reasons, however, please let me know.

Course Materials

For this course, you will need to purchase access to our digital textbook and learning platform:

Ramage, J., Bean, J. C., & Johnson, J. (2018). *The Allyn & Bacon Guide to Writing (Brief Edition)*. 8th ed. Pearson. ISBN-13: 978-0134407678. @ \$49.99.

You do not need to purchase a print textbook, but you will have the option to buy a loose-leaf version of the book for \$19.99 when you purchase the digital book.



REVEL is the textbook publisher's (Pearson's) fully digital delivery system. You will need REVEL to complete textbook quizzes and other activities that are required for your participation in this course. **You will be able to purchase and access *The Allyn & Bacon Guide (ABG)* directly through our course Brightspace** by following the course link and registering for a Pearson REVEL account.

Other course texts and materials (readings, reports, videos, worksheets, etc.) will be available as links or PDFs on our class Brightspace site and will be listed on the course schedule. You will supplement these materials with resources you discover through your research for the writing projects.

Technologies

In order to participate in course activities, you will need:

- A high-speed internet connection, which you will access daily for course communication through email and Brightspace access
- A Zoom account (please use your **Purdue.edu** addresses to sign up) with client downloaded
- Access to a laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher
- A webcam with microphone or working smartphone with camera, for video conferencing and virtual office hours
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office, Apple's Office suite, or open source equivalents (please save documents in .doc, .docx, or .pdf formats—no .pages files, please!)

Writing Projects

Due dates are listed on the course calendar

You will be completing four major writing projects for this course. In addition to the brief descriptions below, I will be giving you specific information about each assignment as you begin it. You will have plenty of time for each paper, and you will have the opportunity to get feedback on drafts of all of them.

Project 1: Scholarly Article Analysis.....25%

For this assignment, you will summarize and respond to a scholarly article written by experts in your discipline. This project will require you to 1) introduce and summarize the content of the article clearly and accurately, and 2) offer your response to the article based on criteria we will discuss. The project is based on Chapter 6 of *The Allyn & Bacon Guide (ABG)* and supplemented with other chapters, readings, and activities. (1,500–1,750 words, not including preliminary writing activities)

Project 2: Researched Argument Essay.....30%

For this assignment, you'll ask questions in order to identify an issue relevant to your area of interest, and you'll investigate the public and scholarly conversations on the topic in order to inform your own position. Once you have engaged with the ideas of others, you will contribute to the conversations on this issue by composing a persuasive, argumentative essay that presents your own take on the issue. You will need to support your position with evidence from those conversations or found in other relevant sources. This project is based on Chapter 16 of the *ABG*, supplemented with other chapters, readings, and activities. (2,250–2,500 words, not including preliminary writing activities)

Project 3: Research Poster.....15%

You will remediate your researched argument into a poster like those presented at research conferences, such as Purdue's Spring [Undergraduate Research Conference](#). You will create a research poster (using PowerPoint, InDesign, Canva, or another page design tool) aimed at educating an audience on the issue you chose for your researched argument essay. This project is based on Chapters 5 & 20 of the *ABG* and supplemented with other readings and activities. (Approximately the equivalent of 700-1000 typewritten words plus images)

Project 4: Digital Portfolio.....10%

You will compile the work that you have brainstormed, drafted, revised, edited, and reflected on throughout the semester. At the end of the course, you will write a final reflection (1,000 words) that synthesizes all that you have learned. The portfolio is as an opportunity for you to showcase your written communication skills, how they have developed, and how you can adapt and negotiate your skills based on context. You will receive details about the Digital Portfolio and reminders to save all your work for this course throughout the semester.

Topics for your Papers

You may choose your own topics for Writing Projects 1 & 2, as long as what you write about is related to your major, another course you are taking, or what you plan to do for a career. Think about these papers as a connected series that allows you to become more familiar with a particular issue or topic. For example, if you are majoring in education and are planning to teach students with learning disabilities, your report might explain a term used to classify learning disabilities. You might propose and do your term project on the different kinds of interventions for students with learning disabilities that experts propose, arguing for the efficacy of certain interventions over others.

Project Format, Submitting Work, & File Naming

Refer to assignment sheets for specific formatting requirements for each assignment.

In general, use Microsoft Word for your papers. Follow the APA (7th edition) guidelines for formatting and documentation, an introduction to which you may find in the Purdue OWL (On-Line Writing Lab) [APA Formatting and Style Guide](#).

Here is an example:



Sample Title: Is "Facelessness" the Real Cause of Online Trolling"

A Response to Stephen Marche

Your name

Your Department, Purdue University

ENGL 106

Instructor: XXX

Sept 27, 2020

Some format basics for APA are:

- Double-spaced on standard-sized paper (8.5" x 11"), with 1" margins on all sides

- Recommended fonts include sans serif fonts such as 11-point Calibri, 11-point Arial, and 10-point Lucida Sans Unicode as well as serif fonts such as 12-point Times New Roman, 11-point Georgia, and 10-point Computer Modern.

Submitting Work & File Naming

You will submit and I will return all work through Brightspace. If there are technological problems with Brightspace, we will use email attachments as a feedback.

Filenames must include your name and the title of the assignment. Don't save your project as "Essay.doc." Save it as: YOURLASTNAME_ScholarlyArticleAnalysis_FirstDraft.doc or something similar, so that your (and my) files stay neatly organized.

Late Work: I will stick closely to the course calendar and it is important that you complete assignments on time. If a serious and unavoidable problem arises, you should contact me via email prior to the deadline of any assignment to determine whether or not an extension for the work will be granted. Final drafts of projects 1–4 must be uploaded to Brightspace by 11:59 pm on the assignment due date, unless otherwise specified on the course calendar.

An unexcused late assignment may be accepted with the following point deduction: a letter grade for each day the work is late (i.e., minus ten points from an assignment's grade). After five days, a late assignment will receive a zero. The "next day" begins immediately after the upload cut-off time for Brightspace submissions.

Attendance, Participation and Engagement, Additional Assignments

Attendance, Participation and Engagement.....5%

During this semester, I will keep attendance during remote class meetings and conferences. If you are frequently absent or late, I will reduce your attendance grade. You may be absent up to **twice** before your attendance grade is reduced. If you are staying away from class because you are ill, your participation grade will not be affected. Remember, however, that you must complete assignments as scheduled unless illness makes that impossible.

I expect you to join the Zoom class on time, prepared for the day's activity, including having access to the textbook and other materials you will need for the day, having carefully read any assigned reading, and being ready to engage in class or group discussions. I expect you to remain engaged during the full class period. Finally, as noted in on page 10 your participation grade can be affected by disrespectful, uncivil, or discriminatory behavior.

I will evaluate your attendance, participation and engagement based on your completion of the responsibilities and activities outlined in the previous paragraph, and I will let you know if your performance is not satisfactory.

Here's how your attendance grade will be determined:

- A Student is consistently prepared for class, completes all additional assignments, provides helpful feedback in peer review, participates appropriately in class and group discussions, is engaged in class activities.
- B Student is generally prepared for class, completes all additional assignments, provides feedback in peer review, generally participates in class and group discussions, is generally engaged in class activities.
- C Student is not regularly prepared for class, may miss one or two additional assignments, is present for and provides helpful feedback during peer review, is occasionally distracted from class activities.
- D Student’s participation is inconsistent. There are preparation or engagement issues. No one area stands out.
- F Student fails to excel in any way and does not improve in participation and engagement during the semester. Student fails to observe classroom civility.

Short Writings & Discussions.....10%

In addition to the major writing projects, you will have additional short writings and discussion activities throughout the semester. You will also be responsible for responding to one or more of your classmates’ first drafts for 1-3 writing projects.

As you work towards each of the four major writing assignments, you will be assigned additional written work in the form of pre-writing and planning, peer review, and reflection activities. Additional information on these short assignments will be posted on Brightspace.

Revel Quiz.....5%

For most weeks throughout the semester, you will be taking textbook quizzes via the REVEL link on our course site on Brightspace to test and enhance your understanding of the assigned textbook chapters. You can attempt the quizzes as many times as possible during its open time. The due time for each quiz is usually by 11:59 pm Fridays.

About Grades

I adopt the numeric system (i.e. from 0-100) when grading your assignments, and this class has no extra credit for each assignment. I only give integer grades; therefore, grades will not be rounded up or down. Please see the two tables below for grade scale and breakdown.

Grade scale and breakdown

Grade components	Percentage of Grade
Writing Project 1	25%
Writing Project 2	30%
Writing Project 3	15%
Writing Project 4	10%
Discussion posts and short writings	10%
Revel Quiz	5%
Attendance, Participation and Engagement	5%

Percentage	Letter grade
100–97 = A+	4.0 = A
96–94 = A	3.7 = A-
93–90 = A-	3.3 = B+
89–87 = B+	3.0 = B
86–84 = B	2.7 = B-
83–80 = B-	2.3 = C+
79–77 = C+	2.0 = C
76–74 = C	1.7 = C-
73–70 = C-	1.3 = D+
69–67 = D+	1.0 = D
66–64 = D	0.7 = D-
63–60 = D-	0.0 = F
59% or below = F	

Email

The most important rule for writing effective e-mails is to write an informative subject line. Never include a blank subject line since that reflects a lack of thought about the reader's needs, as well as a lot of people will not open e-mails without a topic.

I will respond to emails within 24 hours during weekdays and 48 hours during weekends. To decrease response time, please begin **the Subject line of all emails with ENGL106.**

Many students ask about how to write an e-mail to an instructor. Read [How to E-mail Your Professor](#) to see what you should consider when communicating for the first time, or expressing concerns, with an instructor.

For the e-mails that you will send to me, you may address me as **Jianfen** or **Ms. Chen**. E-mails that are related to specific tasks or requests should include, at the least, the task or the request subject.

Use of Students' Work

Having examples and helping each other through the writing process is a significant part of your development as a writer. Throughout the semester, I might anonymously share work for instruction and demonstration purposes. If you feel uncomfortable having your work shared anonymously, please let me know and I will respect your decision. There will also be

opportunities throughout the semester to share your work more openly with the class. I will always contact you to seek permission before sharing your name with our class.

Conferences and Office Hours

Conferences are an important part of ENGL 106 at Purdue: they are times when students are required to meet with their instructor (sometimes individually, sometimes in small groups) for 10-15 minutes at time to discuss their writing and learning in a more intimate setting. In ENGL 10600 remote class, conferences are conducted through my Zoom meeting room using your computer's webcam and microphone. Every time before your one-on-one or individual conference, I will assign you to a timeslot to meet with me via Zoom. The Zoom meeting room for conferences is the same as my room for virtual office hours and is listed at the top of the cover page of this brochure and on your course's Brightspace page.

Conferences are your time to discuss questions or concerns you have about your writing and/or reading for the class and a time receive more individualized attention and feedback on your learning. It is especially important that you come prepared with *specific* questions or concerns. Your pre-conference prompt will invite you to work through some specific ideas, issues, or insights beforehand so we can get the most out of our conference time together and do so in a manner tailored to your specific needs. If you aren't prepared for your conference appointment or you're late, your participation grade will suffer.

I will hold virtual office hours from 4:20-5:20 pm Wednesdays throughout the semester via the class Zoom. You can jump into my office hours using the same Zoom [link](#) as you join the class with no need to make an appointment. If this office hour doesn't fit your schedule, I will also be available to schedule an appointment with you to meet and discuss your questions. Please write an email to me in advance to schedule a time to meet.

Zoom Protocol

I encourage you to keep your video on during Zoom calls - it helps everyone feel like they're in a meeting with real people, and, when people are speaking, it helps them feel like they are speaking to people! However, if you cannot/are not comfortable having your camera on all the time, I encourage you to upload a profile picture to Zoom (of you, of a pet, of a celebrity lookalike—whatever you prefer).

I encourage you to use the chat to send your questions or ideas during class and I'll get to your questions when there's a natural moment.

I also encourage you to use the "reactions" button on Zoom. Send a thumbs-up or use the applause function if a peer says something cool. It saves some energy from performing on camera.

Civility & Respect

Often reasonable people have different views, beliefs, and opinions. It may be that during our discussions, those differences will become apparent. Please keep in mind the following College of Liberal Arts Statement on Classroom Civility:

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue's Nondiscrimination policy for more information:

http://www.purdue.edu/purdue/ea_eou_statement.html.

The Purdue Nondiscrimination Policy includes the following statement:

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.

As noted earlier in the Participation, Engagement, and Attendance section, failure to behave civilly and respectfully will result in a lower Participation grade. Serious breaches of either policy may result in additional disciplinary action.

Finally, if you prefer to go by a name other than the one on my roster please let me and the class know during class introductions.

Student Guide

All Purdue policies apply to this course. Learn more in the [Student Guide to ICaP](#).

Purdue Writing Lab

Want input on your writing for this class or any others? Did you know working with a tutor, whether for English or any other discipline, leads to better course grades, high GPAs, greater academic success? Sign up to share any writing from this 106 course or any other at <https://cla.purdue.edu/wlschedule/>. They also have evening hours, and you can get feedback virtually without leaving your dorm or apartment. The Writing Lab will work with you where you are, support your writing in your major, and help you learn what you need to become more effective whatever the context.

Protocol for COVID-19

As you know, Purdue has adopted a number of policies and protocols to provide all of us with as safe a teaching and learning environment as possible in the face of the COVID-19 pandemic. But we must do our parts as well. Please follow all of the protocols outlined in the Protect Purdue Plan (see <https://protect.purdue.edu/>) and abide by the Protect Purdue Pledge.

Remember, if you feel sick, follow the protocol you can find here: <https://protect.purdue.edu/what-to-do-if-you-are-sick/>. This protocol includes informing your instructor of your absence, but more importantly, contact the Protect Purdue Health Center 24/7 at [765-496-INFO](tel:765-496-INFO) (4636) or toll-free at 833-571-1043 by pressing “1.”

Academic Honesty, Plagiarism, & The Purdue Honor Pledge

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

Plagiarism

When writers use material from other sources, they must acknowledge this source. Not doing so is called plagiarism, which means using without credit the ideas or expression of another. You are therefore cautioned (1) against using, word for word, without acknowledgment, phrases, sentences, paragraphs, etc. from the printed or manuscript material of others; (2) against using with only slight changes the materials of another; (3) against using the general plan, the main headings, or a rewritten form of someone else's material. These cautions apply to the work of other students as well as to the published work of professional writers.

Since we will be discussing how to acknowledge and cite sources, you should be able to learn to avoid accidentally plagiarizing anyone else's work. If you are in doubt, please ask me, since the consequences for plagiarism are severe. The university policies about plagiarism include penalties ranging from failure of an assignment to expulsion from the university. In this class, anyone who plagiarizes will fail the course and will be reported to the Office of Student Rights and Responsibilities. The Department of English & ICaP consider the previous explanation to be official notification of the nature and seriousness of plagiarism.

The Purdue Honor Pledge

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the Purdue Honor Pledge: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.”

For more information on academic honesty and integrity at Purdue, see the [Office of Student Rights and Responsibilities webpage](#).

Accessibility & Accommodation

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

CAPS & Mental Health Resources

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

What to Do in An Emergency

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at [Purdue Emergency Alert page](#).

There are nearly 300 emergency telephones that connect directly to the PUPD, both outdoors across campus and in parking garages. If you feel threatened or need help, push the button and you will be connected immediately.

Indoor Fire Alarm: Immediately evacuate the building. Do not use the elevator. Move away from the building until emergency response personnel tell you it is safe to return.

All Hazards Outdoor Emergency Warning Siren: If you are outdoors, seek shelter in a building. If you are indoors, remain indoors, away from windows and doors.

Please review the Emergency Preparedness website for additional information: [Purdue Emergency Preparedness](#).

If You Are Quarantined or Required to Isolate (Official University Policy)

Due to the ongoing COVID-19 pandemic, the Protect Purdue Plan [<https://protect.purdue.edu/app/uploads/2020/06/protect-purdue-plan-20200612.pdf>] along with the Protect Purdue Pledge [<https://protect.purdue.edu/pledge/>] are to be considered campus policy. The entire Purdue community must comply with these health and safety guidelines. Because this is an online course, policies related to face-to-face attendance do not apply. However, if you find you are quarantined and too sick to progress in the course, please notify me immediately via email. We will make arrangements based on the particulars of your situation.

Course Calendar English 10600-070-18740: Introductory Composition

Note: This calendar is subject to change based on all kinds of unanticipated events. The calendar only includes due dates for 4 major assignments. Due dates for short writings, discussion posts, Pearson Revel, and other class activities will be available under weekly schedules on Brightspace.

January

Week 1: January 19-22

- Course Introduction, Brightspace & Revel Orientation
- Introduction of Writing Project 1: “Summary/Strong Response” essay
- **Read:** Chapter 1, “Posing Problems”

Week 2: January 25-29: Writing Project 1, continued.

- **Read:** Chapter 6, “Reading Rhetorically: The Writer as Strong Reader”
- **Read:** Chapter 21, “Asking Questions, Finding Sources”: Section 21.4 and Purdue Library materials at <https://guides.lib.purdue.edu/eng106>
- Begin thinking about a topic for WP1 and look for an article to summarize and respond to.

February

Week 3: February 1-5

- **Read:** Chapter 22, “Evaluating Sources,” sections 22.1 & 22.2
- **Read:** Chapter 3, “Thinking Critically about Rhetorical Problems”
- **Write:** A short summary of the article you have chosen **due by 11:59 pm, Sunday, Feb 7**

Week 4: February 8-12

- **Read:** Chapter 17, “Writing as a Problem-Solving Process”
- **Write:** Begin developing your full “Summary/Strong Response” essay, incorporating relevant parts of your summary into your response.
- First draft of WP1 for peer review **due by 11:59 pm, Sunday, Feb 14**

Week 5: February 15-19

- **Read:** Chapter 26, “Using Reflective Writing to Promote and Assess Writing”
- **Peer review and revision of WP1:**
 - Read and review assigned drafts by **11:59 pm, Thursday, Feb 18**
- **Writing Project 1 due, including reflection, 11:59 p.m. Sunday, Feb 21**
- **No class** for the 1st reading day on Wednesday, Feb 17th

Week 6: February 22-26

Introduce Writing Project 2: Researched Argument

- **Read:** Chapter 4, “How Messages Persuade”
- **Read:** Chapter 16, “Proposing a Solution”

March

Week 7: March 1-5

- **Read:** Chapter 8, “Writing an Exploratory Essay or Annotated Bibliography”

Week 8: March 8-12

- **Read:** Chapter 13, “Writing a Synthesis Essay”; Chapter 14, “Writing a Classical Argument”
- **Write and Submit:** An exploratory essay that proposes the topic and approach you will take for your researched argument due by **11:59 pm, Sunday, March 14**. I will read and give you feedback on this essay. Once I approve your topic and approach, you may not change your topic without consulting me and perhaps writing a second exploratory essay. I will not accept or grade researched arguments on topics other than those I have approved.

Week 9: March 15-19

- **Read:** Chapter 23, “Incorporating Sources into Your Own Writing”
- **Review:** Chapters 21 and 22
- **Meet:** We will schedule one-to-one conferences during both class and conference time to discuss your topics for WP2
- **No class** for the 2nd reading day on Thursday, March 18

Week 10: March 22-26

- **Read:** Chapter 24, “Citing and Documenting Sources”
- **Research:** Continue research for WP2

Week 11: March 29-April 2

- **Write:** Finish the 1st draft of WP2, Researched Argument and submit for peer review **due by 11:59 p.m. Sunday, April 4**
- **Read:** Chapter 18 “Strategies for Writing Close-Form Prose”

April

Week 12: April 5-9

- Peer review and revision of Researched Argument:
 - Read and review assigned drafts by **11:59 pm, Thursday, April 8,**
- Revise Researched Argument and write reflection
- **WP2 final draft and reflective memo due by 11:59 p.m. Sunday, April 11**
- **Meet:** We will schedule one-to-one conferences during both class and conference time to discuss your first draft of WP2

Week 13: April 12-16

- Introduction of WP3 Research Poster
- **Read:** Chapter 5, “Thinking Critically About Document Design, Visual Rhetoric, and Multimodal Messages”
- **Read:** Chapter 20, “Strategies for Composing Multimodal Texts”
- **No class** for the 3rd reading day on Tuesday, April 13
- Research Poster Work: design/plan/draft/peer review.
 - Design and draft your research poster.
 - Submit your research poster draft for peer review **due by Sunday, April 18**

Week 14: April 19-23

- Review assigned research poster drafts, **due by 11:59 p.m. Thursday, April 22**
- **Research Poster, including reflection, due by 11:59 p.m. Sunday, April 25**

Week 15: April 26-30 Last Week of Classes

- Final Reflective Essay and Portfolio Preparation.
- **Portfolio and Reflective Essay due at 11:59 p.m. Sunday, May 2.**

Week 16: May 3-8, Final Exam Week

There is no final examination in English 106.