



UNIBETSEDÁT GUAHAN

WELCOME TO EN 110 Freshman Composition

FINAKPO' C 2024

Unified Course Syllabus and Calendar

EN110-02 Freshman Composition Mondays-Fridays Room: EC Conference Room 10:00 AM – 11:50 AM

This Finakpo'C course is **HYBRID**

Instructor Information:

Instructor Name: Jose A. Cruz, Jr.

Instructor Email Address: jcruz@triton.uog.edu

Office Location: EC118B

Office Phone Number: 735-2718

Office Hours: Tuesdays, Wednesdays,
9:00 AM – 10:00 AM

Or By Appointment

I. Course Description

1. Catalog Description

This is a basic college composition course. Emphasis is on constructing grammatical sentences in standard written English, on developing unified paragraphs employing appropriate principles of organization, and upon improving skills in critical reading of non-fiction prose. EN 110 must be completed with a grade of “C” or better before taking EN 111. Grades are A, B, C, D, F, I, or NC. Prerequisite: Completion of EN 109 or test out.

2. Course Content

This course is designed to assist students in improving writing skills through direct instruction, reading, discussion, and practice. Such devices as worksheets and exercises in common grammatical and mechanical problems and example essays may be employed. Students are required to discuss the readings with reference to the specific rhetorical approaches they illustrate. In-class essays, out-of-class essays, and journal writing may be required.

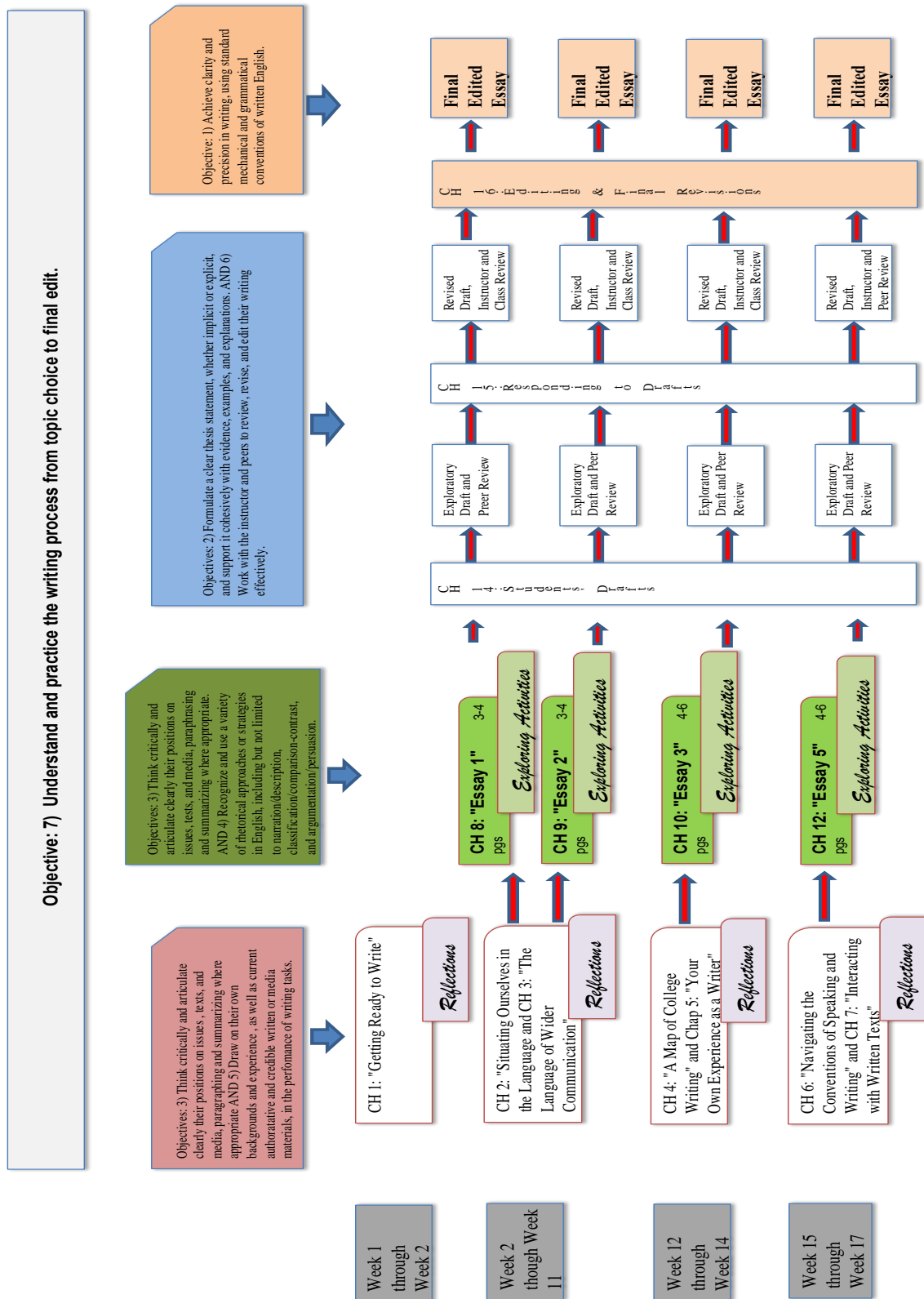
II. Student Learning Outcomes

EN 110 Course Learning Outcomes	Gen Edu Tier 1 CF: <i>Written Communication</i> GE WC LO	Composition Program PLO	Institutional ILO
By the end of the course, students will demonstrate the ability to:	UOG students will be able to formulate ideas, perspectives, and values clearly and persuasively in writing by:	Upon completion of the composition sequence, students should be able to demonstrate the academic composition fluency necessary to perform critical literacy tasks in general and major university courses and for personal, civic, and professional purposes by:	Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:
SLO 1. Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English	GE WC LO5. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively

<p>SLO 2.Formulate a clear thesis statement, whether implicit or explicit, and support it cohesively with evidence, examples, and explanations</p>	<p>GE WC LO2. Developing themes with appropriate consideration of the audience and purpose</p> <p>GE WC LO3. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p>	<p>CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre</p>	<p>ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p>
<p>SLO 3.Think critically and articulate clearly their positions on issues, texts, and media, paraphrasing and summarizing where appropriate</p>	<p>GE WC LO1. Developing themes with appropriate consideration of the audience and purpose</p> <p>GE WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p>GE WC LO3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p>GE WC LO5. Using writing to analyze complex events and foster intellectual development</p>	<p>CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre</p>	<p>ILO 5. Responsible use of knowledge, natural resources, and technology</p>
<p>SLO 4.Recognize and use a variety of rhetorical approaches or strategies in English, including, but not limited to, narration/description, classification/comparison -contrast, and argument/persuasion</p>	<p>GE WC LO4. Utilizing various formats, lengths, and citation styles as appropriate for the task</p> <p>GE WC LO5. Using writing to analyze complex events and foster intellectual development</p>	<p>CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.</p> <p>CLO 3. Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre</p>	<p>ILO 5. Responsible Use - Responsible use of knowledge, natural resources, and technology</p>
<p>SLO 5.Draw on their own backgrounds and experience, as well as current authoritative and credible written or media materials, in the performance of writing tasks</p>	<p>GE WC LO5. Using writing to analyze complex events and foster intellectual development</p> <p>GE WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p>	<p>CLO 1. Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.</p>	<p>ILO 1. Mastery of critical thinking and problem solving</p>
<p>SLO 6.Work with the instructor and peers to review, revise, and edit their writing effectively</p>	<p>GE WC LO1. Developing themes with appropriate consideration of the audience and purpose</p> <p>GE WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and</p>	<p>CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding</p>	<p>ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p>

	<p>contexts so as to construct well-researched and reasoned writing</p> <p>GE WC LO3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p>GE WC LO5. Using writing to analyze complex events and foster intellectual development</p>		ILO 5. Responsible use of knowledge, natural resources, and technology
SLO 7. Understand and practice the writing process from topic choice to final edit	<p>GE WC LO1. Developing themes with appropriate consideration of the audience and purpose</p> <p>GE WC LO2. Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p>GE WC LO3. Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p>GE WC LO4. Utilizing various formats, lengths, and citation styles as appropriate for the task</p> <p>GE WC LO5. Using writing to analyze complex events and foster intellectual development</p>	CLO 2. Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<p>ILO 1. Mastery of critical thinking and problem solving</p> <p>ILO 3. Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p>ILO 5. Responsible use of knowledge, natural resources, and technology</p>

The Curricular Map below illustrates the development of the Essay assignments from *Writing Your Way Through College*. The Student Learning Outcomes aligned with the Essay assignments and the specific components of the Essay assignments are identified.



This syllabus and course calendar may be revised to accommodate student progress. Changes will be announced in class, via email, or the Moodle course page (if applicable).

I. Course Requirements**1. Required Texts**

Fontaine, Sheryl I. and Cheryl Smith. *Writing Your Way Through College: A Student's Guide*. Portsmouth, NH: Heinemann, 2008. Print.

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook: Write, Research, and Edit*. 2nd ed. New York, NY: Norton, 2014. Print.

2. Final Grades

A: 283+ Points

B: 250-282

C: 225-249

D: **200-224**

F: **199- Below**

NC: Student's work does not evidence competency of the Learning Outcomes. The student must retake EN 110.

UW: Unofficial withdrawal assigned by Registrar—Student stopped attending classes and did not submit/file required documents.

W: Withdrawal assigned by Registrar—Student stopped attending classes and submits/files required documents.

3. Description Course Assignments and Calculation of Assignment Scores

Students earn points by attending class, participating during lecture-discussion classes, completing and submitting all assignments, completing assessments, and producing a course portfolio. In the section below the number of points for each course activity are described. Specific guidelines and evaluation criteria will be provided for each assignment.

A. Attendance	35 points (each absence is a two-point deduction)
B. Participation	31-33 points (students earn one point for participation during lecture-discussion classes)
C. Initial Common Assessment	15
D. Midterm Assignment	10
E. Final Common Assessment	15
F. WYWTC Essay 1	25
G. WYWTC Essay 2	25
H. WYWTC Essay 3	25
I. WYWTC Essay 5	25
J. Final Course Reflection Essay	25
K. Portfolio	<u>50 points</u>
Total	ADD UP possible points

Assignments**1) Initial Common Assessment**

Assignment Description: The Common Assignment is a program-wide requirement. All students enrolled in EN110 must complete the same assignment. Your performance on this assignment will be reported to the Composition Director as evidence of the program-wide assessment of student learning outcomes. On the day of the assignment, you will compose an in-class essay in response to the Common Assignment prompt. You will complete the Common Assignment again at finals.

Writing Sample

2) Midterm and Final “Common” Assignment (In-class Assignment)

Target Learning Outcomes: #1, #2, and #5

Assignment Description: The midterm assignment is at the discretion of the instructor. When administered it follows the parameters set by the Day One Common Assignment. The Common Assignment is a program-wide requirement. All students enrolled in EN 110 must complete the same assignment. Your performance on this assignment will be reported to the Composition Director as evidence of the program-wide assessment of student learning outcomes. On the day of the assignment, you will compose an in-class essay in response to the Common Assignment prompt.

3) Writing Your Way Through College (WYWTC) Essay 1 (Source of Information: Observing and Listening)

Assignment/Essay Description in Textbook. Target Learning Outcomes, Assignment Description, and Assignment Components/Points Earned for each to be discussed in other parts of the syllabus.

- 4) **WYWTC Essay 2 (Source of Information: Observing and Listening)**
Assignment/Essay Description in Textbook. Target Learning Outcomes, Assignment Description, and Assignment Components/Points Earned for each to be discussed in other parts of the syllabus.
- 5) **WYWTC Essay 3 (Source of Information: Recollections and Memories)**
Assignment/Essay Description in Textbook. Target Learning Outcomes, Assignment Description, and Assignment Components/Points Earned for each to be discussed in other parts of the syllabus.
- 6) **WYWTC Essay 5 (Source of Information: Written Texts)**
Assignment/Essay Description in Textbook. Target Learning Outcomes, Assignment Description, and Assignment Components/Points Earned for each to be discussed in other parts of the syllabus.
- 7) **Peer Review Activities**
Target Learning Outcomes, Assignment Description, and Assignment Components/Points Earned for each to be discussed. (Participation Points)
- 8) **WYWTC Reflections**
Reflections are found in the textbook within each chapter. The number of reflections to be completed is found in the syllabus course schedule. Target Learning Outcomes, Assignment Description, and Assignment Components/Points Earned for each to be discussed. (Participation Points)
- 9) **Post-Instruction Reflection Essay**
The Post Instruction Reflection Essay is written using the student's portfolio and a self-reflection with the Student Learning Outcomes.

II. Instructor Expectations

- **Check your Moodle Classroom and GoTriton e-mail often:** Be prepared to use your Moodle classroom.
- **Be Self Sufficient:** Do not depend on the professor to reach out to you when you are absent or when assignments are missed. Keep in contact with your peers, check your Moodle class and threads often, and avoid sending e-mails that ask questions that can be answered by the syllabus or classmates.
- **Stay current with class readings:** This class is reading intensive. It is crucial to stay up to date with the assigned readings. Use the calendar at the end of our syllabus to stay current.
- **Compose all Writing Responses with College Standards in mind:** Writing responses should follow the guidelines of a basic college essay, showing the student's ability to craft an effective introduction, well-developed supporting paragraphs, and a compelling conclusion.
- **Participate in all phases of the writing process:** You may not be comfortable with the pre-writing, outlining, peer revision, or rough drafting processes. However, learning them and their purposes is an integral part of this class.
- **Come Prepared:** Plan to use our textbook every day and plan in advance to make sure you have access to a computer for online meetings.

III. Course and Program Policies/Procedures

1. Assignment Submission Policy

Assignments must be submitted on time. Late assignment acceptance is at the discretion of the instructor. Points will be deducted for late assignments.

Extra Credit is not assigned within this course.

2. Attendance Policy

Attendance in the scheduled class (EN 110) is *mandatory*. Promptness is strongly encouraged, have a humble attitude of learning, and review what you learned at night. Failure to attend each class regularly will result in a repeat of the class (EN 110). Students must maintain a satisfactory attendance record. Satisfactory attendance record is defined as missing no more than **three** scheduled classes. Students who do not fulfill the attendance requirement will not pass EN110. If a situation arises that prevents attendance in the scheduled class, inform the instructor. Also, attendance online is determined by your timely participation in Moodle classroom threads and your presence during scheduled zoom meetings. Notify your instructor in advance if you are unable to participate or make a scheduled video call. You will be counted as "present" for a class week if you participate in that week's Discussion Forum by providing one original post as well as two posts in response to posts from other students in the class. If you do not post to the proper discussion forum during the class week or you do not meet the required number and types of discussion posts, you will not be counted as attending class that week. Students should be prepared to spend a minimum of 6 hours a week on reading and on course assignments. In our online course environment, my expectation is that you will be spending 3 "class hours" on your own working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly!

3. Make-Up Assignments Policy

When a student is absent or anticipates a future absence, the student must inform the instructor immediately. Students should inform the instructor via email about their absence and its cause, and request to make-up missed assignments or in-class assessments that include Midterm and Final Assessment activities. Those dates are identified on the Course Calendar.

When a student is absent for lecture-discussion sessions, students should retrieve lesson and assignment information from peers. Seek the instructor for assistance to clarify information from peers.

If the instructor approves a make-up session, especially for assessment purposes, students are reminded to attend any scheduled make-up session. Students should show up on the agreed date, time, and place. Failure to do so forfeits the assessments and students may have to repeat EN 110.

4. Withdrawal Policy

Students should not expect (or demand) the instructor to sign a withdrawal form. If a student elects to withdraw from the course, the student must do so before the university's voluntary withdrawal deadline (see UOG's undergraduate catalog). If a student electing to withdraw from the course is required by the registrar's office to complete the "Petition to Withdraw" form, then the deadline to withdraw from this course had passed. The course withdrawal deadline is the same deadline as the university's voluntary withdrawal deadline. In such case, students should reread the attendance policy (above).

IV. University Policies and Student Services

1. ADA Accommodation Services

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counseling and Advising Service Accommodations office to discuss your specific accommodation needs confidentially. You will need to provide me with an accommodation letter from the Student Counseling and Advising Service Accommodations counselor. If you are not registered with the ADA office, you should do so immediately at the Student Center, Rotunda office #4, Ph/TTY.: 735-2460, to coordinate your accommodation request.

The University is committed to maintaining the campus community as a place of work and study for faculty, staff and students, free of all forms of discrimination and harassment. If you experience harassment or discrimination, then you should report it immediately to Mr. Larry Gamboa, Acting EEO Director at the EEO/ADA & Title IX Office, Institutional Compliance Officer (671) 735-2244 located in Dorm 2. For immediate assistance in an emergency call 911.

2. Plagiarism Policy

The University of Guam defines plagiarism in the Student Code of Conduct as follows: "The term "plagiarism" includes, but is not limited, to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." Plagiarism is a serious academic offense. As such, any student found to have committed an act of plagiarism in an EN 110 course will, at the very least, fail the assignment. Multiple offenses, if discovered, may be referred to the Student Discipline and Appeals Committee for more severe consequences.

3. DEAL Writing Center

Students are highly encouraged to visit the DEAL Writing Center, which is located in EC 204. In the Writing Center, students engage in conversation with tutors about writing. Students can visit the Writing Center during its regular hours, but it is always best to schedule an appointment with a tutor. If students would like to discuss a specific course paper with a tutor, students should make an appointment. Tutors do not provide paper-editing services. Tutors are committed to helping writers become achieved writers. Tutors will visit our class to provide further information about Writing Center activities. Tutoring is provided by the Writing Center Teaching Assistants.

Writing Center Objectives

The Writing Center shall:

1. Help writers use instructor, peer, and writing tutor feedback to revise their work; and
2. Provide a forum for writers to enact writing as a collaborative, social process.

V. Required Skills, Materials, and other Resources for taking an online course

Taking online classes is very different from taking a traditional face-to-face class. Since we are going to be online for all the semester certain skills and equipment are needed as well as other resources such as Internet access. Here are some items to consider:

- Reliable access to a computer with broadband Internet access. Broadband Internet access is commonly available as cable Internet or DSL for residential customers. Many computer labs and Internet cafés also have broadband Internet access. Note: A desktop or laptop computer is highly recommended. Mobile devices such as iPads, Android tablets, and smart

phones are not recommended as they may have compatibility issues. You may use them for convenience to view most content for this class, but you should use a full computer for the more important class activities.

- Computer should also have the following:
 - Mozilla Firefox browser with Cookies enabled and the Pop-up Blocker disabled so that you may access and work in this class. Firefox is the most compatible browser for use with UOG Moodle.
 - MS Word and PowerPoint so that you can read, edit, or create documents and presentations for this class. Contact the UOG Computer Center to ask about Office365 which includes these Microsoft products. It may be included with your official GoTriton email account.
 - Adobe Acrobat Reader so that you can open PDF documents provided in this class.
 - A media player such as Windows Media Player or VLC Player Free so that you can play audio and video files provided in this class.
 - Virus and spyware protection so that you can protect yourself and your classmates while you are working on the Internet.
- You need to be comfortable enough with computers to perform the following tasks without help from anyone:
 - Send and receive email messages as well as send a message with an attachment.
 - Be able to find files on your computer that you have saved or downloaded.
 - Be able to navigate through web pages.
 - Be able to search for items on the Internet by using a search engine.
- You need to be able to communicate clearly and effectively in writing to help avoid miscommunications. And, you will need a good understanding of online etiquette (also known as “netiquette”). You can find some netiquette guidelines below under “Virtual Classroom Interaction”.
- You need to be self-motivated, disciplined, and you should have good time-management skills. Even though you can access this class at any time of the day on any day of the week, you still need to follow the set course schedule. You need to be able to manage your time and meet deadlines set for the class. **This is not a self-paced class.** For a typical class in a regular 16-week semester, you should be able to commit 6-10 hours per week to your course work. Remember that procrastination can cause you more problems online than in a face-to-face class. There are chances that your computer can crash; your Internet connection can drop; or the UOG Moodle system may become unavailable.
- You will need an account with the UOG Moodle system. This is the same system that you used to take the required Sexual Misconduct training before you could register for classes. If you have problems in the UOG Moodle system, please contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or call (671) 735-2620.
- You will be expected to carefully read and follow instructions.
- You will be expected to keep track of deadlines and due dates.
- You will be expected to have all the skills and resources listed above.
- You will be expected to ask for help if and when you need it.

VI. Virtual Classroom Interaction

There are a number of things to keep in mind with regards to interaction in the virtual classroom.

- Communicating with the Instructor
 - At any point during this course, you are welcome to contact me via email with questions regarding grades, instructions, advisement, or even for personal issues. I check my email frequently and will typically respond to messages within 24 hours.
 - I have included an “Questions & Conversations Corner” forum in the class where you can post any questions you might have regarding the class. I will post answers to your questions in this forum so that you, and anyone else with the same questions, can always refer back to the forum for answers. Students are also welcome to provide their own answers and feedback based on their own experience. Such sharing of information allows us all to help each other.
- Communicating with classmates
 - In the virtual classroom, you will see a “Participants” list in the left column. This will include links to all students enrolled in the class. You will be able to send messages through this system or you can send them email messages directly.
- Online Etiquette (aka: Netiquette)
 - Do not SHOUT. Using All Caps when you type is considered to be “shouting” online. Remember to turn off your Caps Lock.
 - Be prompt. Follow class schedules and respond to email messages promptly.
 - Participate. Participation is part of your grade and also helps to move the class along. Especially for group activities, be sure to do your share of the work.
 - No flaming, trolling, or cyber bullying. You are all expected to be respectful and professional. If you have any concerns with classmates, please contact your instructor regarding the problem.
 - Stay on topic and try to back up any claims or statements that you make.

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Use and cite credible sources.
- Do not plagiarize.
- Avoid jokes and sarcasm as these are often misinterpreted online.
- Use emoticons if they will help to convey the tone of your message.
- Always re-read what you type before you send it. Remember that you cannot take back anything that you post. Also remember that people cannot see you or hear you. That means that they cannot see your body language or hear the tone of your voice. They can only rely on what you type. So, try to make sure that what you type cannot be misinterpreted. Be clear and brief.
- Be patient and open-minded. Do not judge others or jump to conclusions. Remember that, just as others might misunderstand you... you might misunderstand them. If something sounds confusing or offensive, ask for clarification before you jump to conclusions. Never respond out of emotion because what you say online can stay online and may be used against you in the future. Also remember that other students may not be native English speakers and may have difficulty in saying what they really mean online.
- Respect the privacy of others. Do not post or communicate personal or confidential information in the virtual classroom.
- Remember that the UOG Moodle system keeps logs of all your activity inside of UOG Moodle.

Please take note: I have posted office hours at the top of this syllabus. During the stated times we can set an appointment to meet, a time convenient for you. Please contact me via the email address above. I check my email daily, from 9:00 AM – 4:00PM., EXCEPT weekends and holidays, and I usually reply within the same day or the next day I receive a message. Also, you may contact me through our virtual classroom in the UOG Moodle website.

Tentative Course Calendar

<u>Calendar Date</u>	<u>Session</u>	<u>Activities and Assignments</u>	<u>SLO Alignment</u>
WEEK 1			
7/1	Course Session 1	Course Syllabus, Introductions to course, Student Expectations, Student Learning Outcomes	
7/2	Course Session 2	Essay Assessment: Initial Common Assignment Bring a device to access Moodle	#3, #5
7/3	Course Session 3	Chapter 1, 2 Reflection Choose at least two of the three reflections	#3, #5, #4
7/4	HOLIDAY	NO Classes	
7/5	Course Session 4	Chapter 3, 8: "Essay 1" Exploring Activities Chapter 14 (Section 1) Reflection Choose at least three of the six reflections	#3, #5
WEEK 2			
7/8	Course Session 6	Moodle Course Chapter 8 Exploring Activities continued Essay 1 Due (3-4 pp.) Writing Reflections	#1, #7 #3, #4
7/9	Course Session 7	Moodle Course Chapter 9: "Essay 2" Exploring Activities continued	#7
7/10	Course Session 8	Moodle Course (Review Chapters 14-15 Exploratory Draft Peer Review/Writing Workshop Essay 2)	#2, #3, #4, #6
7/11	Course Session 9	Moodle Course Essay 2 Writing/Talking about writing	#2, #6
7/12	Course Session 10	Moodle Course Essay 2 Due (3-4 pp.) Chapter 4 Reflection Choose two of five reflections	#1, #7 #3, #5
WEEK 3			
7/15	Course Session 11	Chapter 5 Reflection Choose two of five reflections	#3, #5
7/16	Course Session 12	Peer Review Writing Workshop	#6, #7
7/17	Course Session 13	Moodle Course Midterm Assessments	
7/18	Course Session 14	Moodle Course Chapter 10: "Essay 3" Exploring Activities	#3, #5
7/19	Course Session 15	Moodle Course Essay 3 due (4-6 pp.) Chapter 6 Reflection Choose three of six reflections	#3, #4
WEEK 4			
7/22	Course Session 16	HOLIDAY: Liberation Day	
7/23	Course Session 17	Chapter 7 Reflections Choose three of six reflections	#3, #5
7/24	Course Session 18	Moodle Course Essay 3 Writing/Talking about writing	#2, #6
7/25	Course Session 19	Moodle Course Review Chapter 16 Peer Review/Writing Workshop/Conference	#1, #7, #3, #5
7/26	Course Session 20	Moodle Course Peer Review Writing Workshop	#6, #7
WEEK 5			
8/2	Course Session 21	Chapter 12: "Essay 5" Exploring Activities	#3, #4
8/3	Course Session 22	Chapter 7 Reflections Choose three of six reflections	#3, #5
8/4	Course Session 23	Moodle Course Review Chapters 14-15 Peer Review/Writing Workshop	#2, #3, #4, #6
8/5	Course Session 24	Moodle Course Review Chapter 16 Peer Review/Writing Workshop	#1
8/6	Course Session 25	Moodle Course Essay 5 due (4-6 pp.) Final Exam Essay: Common Assignment	#1, #7