

# PRPE 108: Introduction to College Writing

Fall 2010



Assistant Professor Shannon Gramse

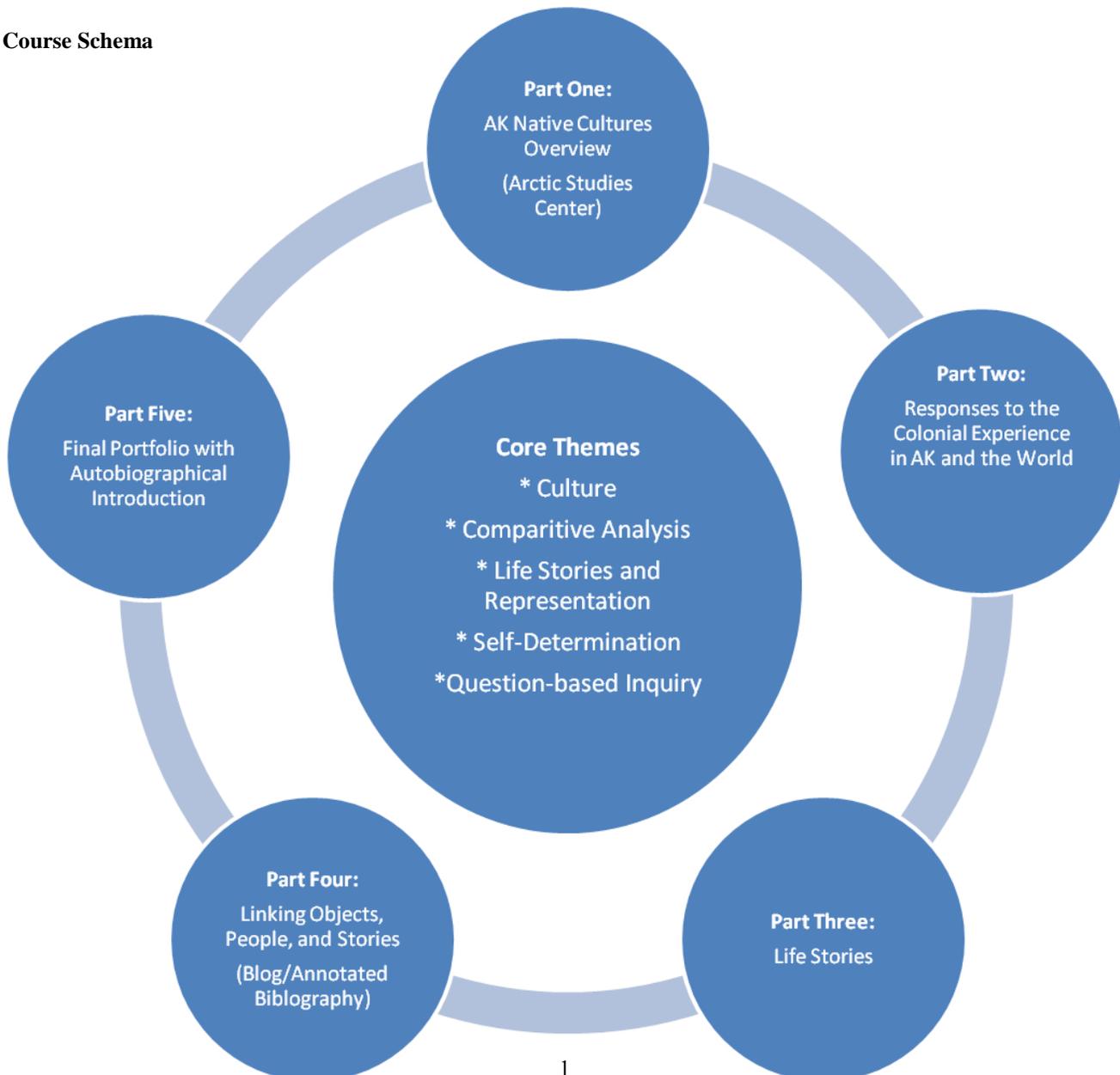
Section: PRPE 108-687 (Linked with AKNS 290-601)

Class Meetings: Tuesdays & Thursdays, 1:00-2:15

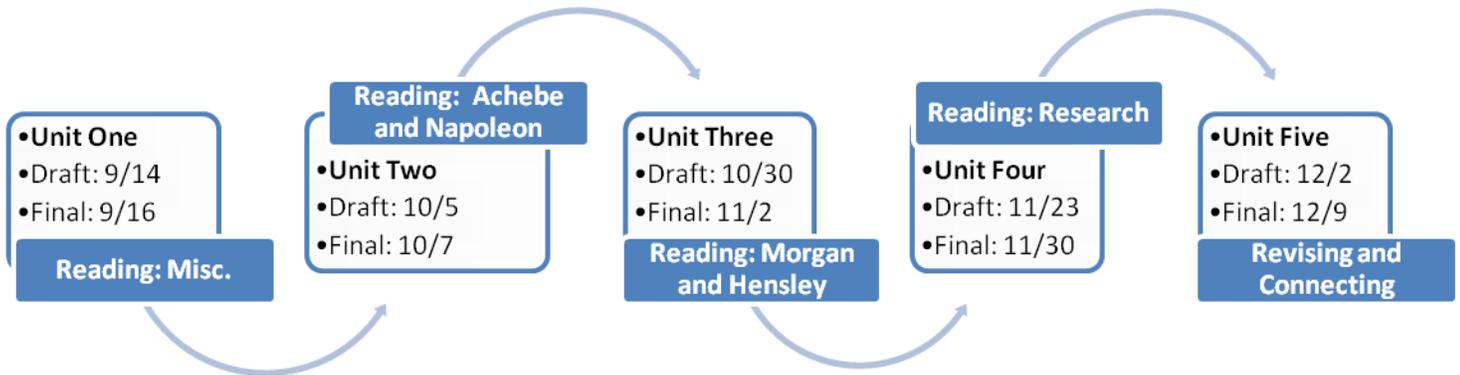
Class Location: SMH 103 (T) and SMH 105 (R)

Office Hours	Office Location	E-mail Address	Phone Number
M, 10:00 – 12:00, W, 11:00 –12:00, T & R: 3:45 – 4:45, and by appointment	Beatrice McDonald Hall Room 120F	afsg1@uaa.alaska.edu	786-6889

## Course Schema



## Course Calendar At-a-Glance



### Course Description (from the UAA Catalog)

PRPE 108 prepares students for ENGL A111. The course introduces composition of multi-paragraph essays that conform to Standard American English for college writing; includes critical reading skills to enhance students' writing; and continues intensive practice in punctuation, sentence combining, revising, and editing.

### Link with AKNS 290-601

This course is part of a learning community linked with Alaska Native Studies 290-601: Contemporary Native Life and offered in partnership with Native Student Services. Students enrolled in these courses have the good fortune to be part of a unique educational experience and may access resources such as a tutor-mentor, special activities and guests, and group study sessions. The two courses will support one another through an interconnected curriculum, so students must be enrolled in both. Withdrawal, whether faculty or student-initiated, from one course is grounds for faculty-initiated withdrawal from the other.

### Course Philosophy

Writing is vital, rewarding, difficult, and fun. Writing well is a process, and everything you think, say, hear, read, scribble, or sweat over plays a role. Reading is a critical part of this process, so is thinking critically and creatively. An art and skill never quite mastered, writing gets easier when you care about your topic and as you deepen your working knowledge of the medium (language). Writing requires and builds courage and confidence. Writing helps bring our experience of the world into focus and encourages us to share that vision. There are many kinds of writing (distinguished by audience and purpose), and in this class we will focus on specific skills you need to write your way through college and beyond. While I shall try my best to be an encouraging and informative coach, you are your own best teacher, and your success (in everything?) depends upon the amount of yourself you invest.

### Student Outcomes

After successful completion of this course, you will be able to do the following:

- Summarize, analyze, synthesize, and respond to assorted scholarly resources.
- Write 2-5 page academic essays in strapping Standard American English.
- Compose essays supported by ideas from our course textbooks and research materials.
- Revise drafts in order to develop ideas, bring coherence and focus to essays, and accomplish intended purposes.
- Identify patterns of errors in your own and others' writing and rewrite for correctness.

### Required Textbooks and Technology

*Art and Eskimo Power: The Life and Times of Alaskan Howard Rock* by Lael Morgan

*Fifty Miles from Tomorrow* by William Iggiagruk Hensley

*Things Fall Apart* by Chinua Achebe

*The Transition to College Writing* by Keith Hjortshoj

Yuuyaraq: *The Way of the Human Being* by Harold Napoleon

An inexpensive USB flash drive

Blackboard: This course relies heavily on Blackboard ([technology.uaa.alaska.edu/blackboard](http://technology.uaa.alaska.edu/blackboard)), for which you will need a valid log-in and password. Basic familiarity with MS Word and the UAA e-mail system are also required.

## Emergency and Safety Information

If the fire alarm sounds, leave the building and congregate in the parking lot west of SMH. Check in with me after an emergency so that I know you're OK. Generally speaking, always be aware of your surroundings while on campus and keep valuables on your person. If you ever feel unsafe or witness suspicious activity, please don't hesitate to contact **University Police: 786-4911**.

## Grades

Most students worry way too much about grades. Focus on mastering concepts you'll apply for the rest of your life rather than tallying points in some kind of game. Think of grades as yet another tool to help you learn. If you participate in every class session, complete assignments, utilize helpful resources such as the Writing Center, and allot about six hours of homework per week per course, your grades will take care of themselves. More importantly, you will learn a great deal and make the most of this investment you're making in yourself.

Your grade for this course is determined by the number of points you accumulate. The maximum amount of points you can earn for this course is 1000. Minimum points for a "D" = 600, for a "C" = 700, for a "B" = 800, for an "A" = 900. Students are encouraged to keep track of their progress by checking point totals on Blackboard and/or with the chart at the end of this document. One final note: Assessing original writing is difficult and always somewhat subjective. Students should chat with me during office hours if they would like an explanation beyond my written feedback or if they feel a particular grade is undeserved.

## Class Atmosphere

Since we will be sharing our writing with one another and discussing ideas and values across cultures, an atmosphere of absolute respect and trust is paramount. It is perfectly OK (indeed, encouraged!) to disagree, but please do so thoughtfully and professionally.

Multitasking is anathema to the concentration writing and learning require. Out of respect for the group and our important work, please **turn off and put away cell phones** and all other gizmos. **Participate and pay attention.** Sleeping, engaging in side conversations, *txting* under the table, doing homework, or updating your Facebook profile while the rest of us are focusing and learning is not only foolish, it's downright rude. Such rude fools should expect to be embarrassed and/or asked to leave.



Finally, be advised that class texts and discussions are intended for adults and may include disturbing language and situations.

## Submission of Major Writing Assignments

All major writing assignments (100 points, plus 20 points for process work) must follow standard academic format and be typed. Turn in your final draft of each major essay stapled on top of your packet of process work. Process work includes a working draft(s) showing signs of revision and that unit's Process Work Checklist.

Except for the final essay, which is due by the end of our final class period, all essays must be turned in no later than Friday noon the week that they are marked as "due" in class in order for you to receive full credit. Beyond this "grace period," late work will be accepted, mildly penalized, on a case-by-case basis.

You are welcome to leave your assignments in the box outside my office door (BMH 120F) or hand them to the CPDS Department office assistant, who will date your work and put it in my mailbox. The department office (BMH 121) closes at 5:00 p.m. *\*Please keep all papers in case I forget to log in your points or make a mistake when adding your point totals.*

## Discussion Board Journals

Journals are an important place to experiment with concepts and practice your writing skills. Beyond the first journal (which is a brief autobiography), the remaining 11 exercises are expected to respond in some meaningful, engaged way with readings, discussions, and activities. As such, these journals often will lay important groundwork for upcoming major essay assignments. Other times, journals will simply be an occasion to have fun with writing.

Journals should be thoughtful and focused; ideas matter much more than spelling, grammar, etc. Final ("homework") journals will be evaluated on a simple ☺ or ☹ basis. To earn a ☺ (15 points), a final journal must fully engage with the

topic/prompt at hand, exceed 300 words, and employ a recent **WORD OF THE DAY** (typed in ALL CAPITAL LETTERS, please). ☹ (5 point) journals will demonstrate negligible effort (less thoughtful, too short, and/or fail to employ a WORD OF THE DAY) and a sadly somnolent cerebral cortex.

There are three elements to each journal: (1) an in-class “prewriting” exercise to play with words and get the ideas flowing, (2) feedback for and from your classmates, and, finally, (3) an expanded final journal. Here’s how the process works:

	<b>Purpose</b>	<b>Due</b> (posted to Blackboard Discussion Board)	<b>Point Value</b>
1. Prewriting Exercise	To practice writing fluency, experiment with and generate ideas, and have fun	At the end of class on most Thursdays	5
2. Classmate Feedback	To share constructive feedback and ask useful questions regarding a classmate’s in-class journal prewriting exercise	Before class begins the following Thursday	5
3. Final Journal	To refine ideas and present a brief (about 300 word) piece of more focused academic writing that successfully incorporates a WORD OF THE DAY	Before class begins the following Thursday	15=☺ or 5=☹

Of course, these short assignments individually do not carry many points, but collectively, they do (300 points or 33% of your overall grade!)—so don’t let them slide. **Late in-class exercises, classmate feedback, or final journals receive zero points—no exceptions after the add/drop date.**

### Quizzes

Four pop quizzes worth up to 25 points each will be interspersed throughout the semester. Some of these quizzes will draw on information from assigned readings, while others will test students’ understanding of key grammatical or rhetorical concepts. Quizzes missed due to absence cannot be made up.

### UAA Writing Center and Other Helpful Resources

The fees you pay for this course allow you to access the **UAA Writing Center**, located in the Sally Monserud Hall (SMH). The Writing Center is an excellent place to meet with professional English tutors to discuss your assignments. Likewise, your technology fees underwrite many top-notch **computer labs** located all around campus. The lab in SMH is especially fine and is often open very late for those owlish writers whose muse moves only by cover of darkness. **Native Student Services** is another helpful resource. So are your classmates. Finally, don’t hesitate to **ask me for help**. Please visit me during office hours or make an appointment or send me an E-mail. **I love helping my students learn!**

### Academic Integrity

Claiming the work and ideas of others as your own is plagiarism and may result in a failing grade for the assignment (and possibly the course); such actions may also result in a recommendation for dismissal from UAA. Complete policies regarding academic honesty are available in the UAA Catalog. To avoid being a “literary thief” use your own brilliant ideas and supplement them with the voices of others by giving those writers credit using the citation format of your discipline. If you are concerned about whether or not you are plagiarizing in your work, discuss your work with a tutor or with an instructor.

### Computer Classroom and Laptop Usage

We have the use of an excellent computer classroom for our class sessions. Some days we will spend a lot of class time drafting on the computers, and other days we will use this technology to work on writing skills, respond to ideas on Blackboard’s “Discussion Board” page, experience multimedia extravaganzas, and so forth. Please maintain the same

collective focus here as you would in any classroom. Do not work independently on the computers (E-mail, Internet, etc.) unless I ask you to do so. **Please show the same respect when using personal laptops in class.**

**Attendance Policy/Withdrawing from the Course/Incompletes**

**Attendance is mandatory.** Absences should be rare. If you miss three consecutive class meetings, I may withdraw you from the course. Students who miss more than seven class periods will not pass and may also be withdrawn. If you decide not to complete the course, be sure to officially drop or withdraw from the class. Sometimes students cannot finish a course due to family, medical, or work-related issues. If this is the case, please see me to see if you are eligible for an Incomplete grade.

**Punctuality**

We will begin and end class on time. Arriving late and leaving early is rude and disrupts our collective concentration. Students arriving more than fifteen minutes late will be counted as absent.

**Disability Support Services**

If you experience a disability and would like information about support services, contact Disability Support Services, located in RH 105 at 786-4530 or visit <http://www.uaa.alaska.edu/dss/>.

**Class Calendar**

The course calendar provides a detail of class activities and assignments for the entire semester. However, because I sometimes change due dates and activities, you should take note in each class session (or on Blackboard) of what is happening and what may have changed.

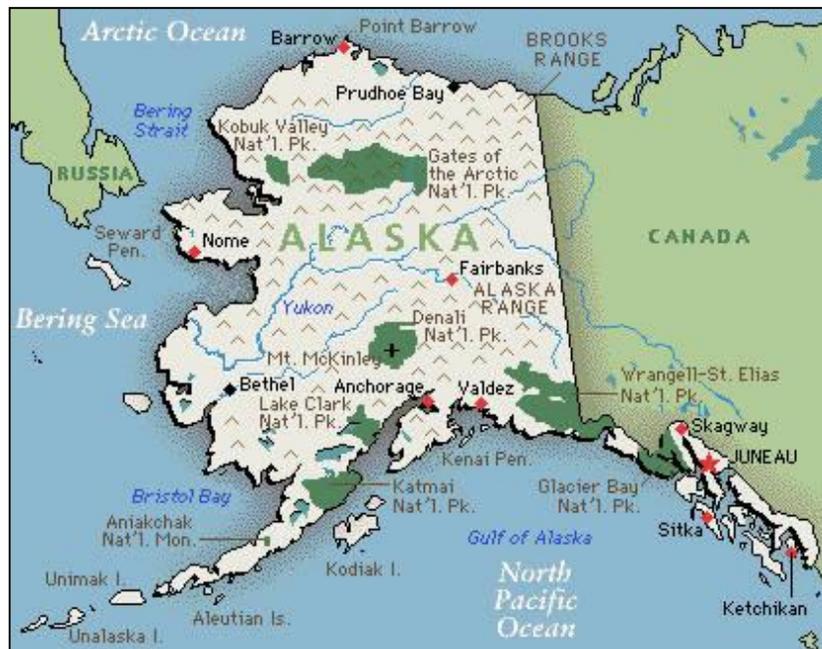
Date	Class Meeting Activities and Assignments Due	Homework Assignments for the <u>Next</u> Class
Class 1 8/24-T  SMH 103	<ul style="list-style-type: none"> <li>▪ Campus Safety</li> <li>▪ Welcome &amp; Introductions</li> <li>▪ Syllabus &amp; Course Calendar</li> <li>▪ A Brief History of Writing</li> <li>▪ Why Write? So What?</li> </ul>	<p><b>Read:</b> This syllabus thoroughly and <i>The Transition to College Writing (T to CW)</i> Chapter 1</p> <p><b>Activity:</b> Activate your UAA E-mail account if you and log on to Blackboard if you have not already done so.</p>
Class 2 8/26-R  SMH 105	<ul style="list-style-type: none"> <li>▪ <b>BEGIN UNIT ONE</b></li> <li>▪ Reading Discussion</li> <li>▪ What is Expository Academic Writing?</li> <li>▪ The Writing Process</li> <li>▪ Introduction to Blackboard (BB)</li> <li>▪ <b>Journal #1 In-class Exercise</b></li> </ul>	<p><b>Read:</b> <i>T to C</i>, Chapter 2 and misc. materials available on BB and at <a href="http://alaska.si.edu/">http://alaska.si.edu/</a></p>
Class 3 8/30-T SMH 103	<ul style="list-style-type: none"> <li>▪ Reading Discussion</li> <li>▪ Audience, Expectations, &amp; Conventions</li> <li>▪ Writing with a Purpose and a Plan</li> </ul>	<p><b>Read:</b> <i>T to CW</i> Chapters 3 and 4 and misc. materials available on BB and at <a href="http://alaska.si.edu/">http://alaska.si.edu/</a></p> <p><b>Write:</b> Final Journal # 1 plus Peer Reply</p>
Class 4 9/1-R  SMH 105	<ul style="list-style-type: none"> <li>▪ Reading Discussion</li> <li>▪ Writing as Process: Prewriting and Drafting</li> <li>▪ <b>Journal # 2 In-class Exercise</b></li> </ul>	<p><b>Read:</b> Misc. materials available on BB and at <a href="http://alaska.si.edu/">http://alaska.si.edu/</a></p> <p><b>Write:</b> Final Journal # 2 plus Peer Reply</p>

Date	Class Meeting Activities and Assignments Due	Homework Assignments for the <u>Next</u> Class
9/7-T	<b>No Class: Labor Day Holiday</b>	
Class 5 9/9-R  SMH 105	<ul style="list-style-type: none"> <li>▪ Writing as Process: Revision = Seeing Anew</li> <li>▪ Revision Practice</li> <li>▪ Proofreading Practice</li> <li>▪ <b>Journal # 3 In-class Exercise</b></li> </ul>	<p><b>Read:</b> Misc. materials available on BB and at <a href="http://alaska.si.edu/">http://alaska.si.edu/</a></p> <p><b>Write:</b> Finish Drafting Essay #1</p>
Class 6 9/14-T  SMH 103	<ul style="list-style-type: none"> <li>▪ <b>Due: Complete Draft of Essay #1</b></li> <li>▪ Patterns of Paragraph Development</li> <li>▪ Applying Paragraph Patterns</li> <li>▪ “Global” Essay Structures and Patterns</li> </ul>	<p><b>Read:</b> <i>Things Fall Apart (TFA)</i>, Chapters 1-4</p> <p><b>Write:</b> Revise, Edit, Proofread Essay # 1 Final Journal # 3 plus Peer Reply</p>
Class 7 9/16-R SMH 105	<ul style="list-style-type: none"> <li>▪ <b>DUE: Essay # 1</b></li> <li>▪ <b>BEGIN UNIT TWO</b></li> <li>▪ Reading Discussion</li> <li>▪ <b>Journal # 4 In-class Exercise</b></li> </ul>	<p><b>Read:</b> <i>TFA</i>, Chapters 5-8</p>
Class 8 9/21-T SMH 103	<ul style="list-style-type: none"> <li>▪ Reading Discussion</li> <li>▪ Intro to Quality On-Line Research</li> <li>▪ The Anatomy of a Healthy Sentence</li> </ul>	<p><b>Read:</b> <i>TFA</i>, Chapters 9-13 <i>T to CW</i> Chapter 5</p> <p><b>Write:</b> Final Journal # 4 plus Peer Reply</p>
Class 9 9/23-R SMH 105	<ul style="list-style-type: none"> <li>▪ Reading Discussion</li> <li>▪ Shifty Sentences: Fragments, Run-ons and Comma Splices</li> <li>▪ <b>Journal # 5 In-class Exercise</b></li> </ul>	<p><b>Read:</b> <i>TFA</i>, Chapters 14-19 <i>T to CW</i> Chapter 6</p>
Class 10 9/28-T SMH 103	<ul style="list-style-type: none"> <li>▪ Reading Discussion</li> <li>▪ Practicing Sentence Control</li> </ul>	<p><b>Read:</b> <i>TFA</i>, Chapters 20-25</p> <p><b>Write:</b> Final Journal # 5 plus Peer Reply</p>
Class 11 9/30-R SMH 105	<ul style="list-style-type: none"> <li>▪ Peer Review Workshop</li> <li>▪ Reading Discussion</li> <li>▪ What’s Happening? Verbs!</li> <li>▪ Practice: Editing Sentences</li> <li>▪ <b>Journal # 6 In-class Exercise</b></li> </ul>	<p><b>Read:</b> Yuuyaraq: <i>The Way of the Human Being</i></p> <p><b>Write:</b> Finish Drafting Essay #2</p> <div style="text-align: center; margin-top: 20px;">  </div>

Date	Class Meeting Activities and Assignments Due	Homework Assignments for the <u>Next</u> Class
Class 12 10/5-T SMH 103	<ul style="list-style-type: none"> <li>▪ <b>Due: Draft of Essay #2</b></li> <li>▪ Reading Discussion</li> <li>▪ Stunt Double Nouns: Pronouns</li> </ul>	<p><b>Read:</b> <i>Art and Eskimo Power (A&amp;EP)</i>, Chapters 1-9</p> <p><b>Write:</b> Final Journal # 6 plus Peer Reply Revise, Edit, Proofread Essay # 2</p>
Class 13 10/7-R SMH 105	<ul style="list-style-type: none"> <li>▪ <b>DUE: Essay #2</b></li> <li>▪ <b>BEGIN UNIT THREE</b></li> <li>▪ Reading Discussion</li> <li>▪ Many Magnificent Modifiers</li> <li>▪ <b>Journal # 7 In-class Exercise</b></li> </ul>	<p><b>Read:</b> <i>A &amp; EP</i>, Chapters 10-17</p>
Class 14 10/12-T SMH 103	<ul style="list-style-type: none"> <li>▪ <b>MID-SEMESTER!</b></li> <li>▪ Reading Discussion</li> <li>▪ Conventions of Spelling and Capitalization</li> </ul>	<p><b>Read:</b> <i>A &amp; EP</i>, Chapters 18-21</p> <p><b>Write:</b> Final Journal # 7 plus Peer Reply</p>
Class 15 10/14-R SMH 105	<ul style="list-style-type: none"> <li>▪ Reading Discussion</li> <li>▪ Comma, Comma, Comma, Comma, Comma Chameleon</li> <li>▪ <b>Journal # 8 In-class Exercise</b></li> </ul>	<p><b>Read:</b> <i>A &amp; EP</i>, Chapters 22-27</p>
Class 16 10/19-T SMH 103	<ul style="list-style-type: none"> <li>▪ Peer Review Workshop</li> <li>▪ More Fun with Commas</li> </ul>	<p><b>Read:</b> <i>Fifty Miles from Tomorrow (50MfT)</i>, Prologue - Chapter 4</p> <p><b>Write:</b> Final Journal # 8 plus Peer Reply</p> <p><b>Train:</b> Pump up Your Commas!</p>
Class 17 10/21-R SMH 105	<ul style="list-style-type: none"> <li>▪ What is Comma Jeopardy!?! </li> </ul>	<p><b>Read:</b> <i>50MfT</i>, Chapters 5-12 <i>T to CW</i> Chapter 7</p>
Class 18 10/26-T SMH 103	<ul style="list-style-type: none"> <li>▪ Reading Discussion</li> <li>▪ Everything You've Always Wanted to Know About Punctuation But Were Too Bored to Ask</li> </ul>	<p><b>Read:</b> <i>50MfT</i>, Chapters 13-18 <i>T to CW</i> Chapter 8</p> <p><b>Write:</b> Finish Drafting Essay # 3</p>
Class 19 10/30-R SMH 105	<ul style="list-style-type: none"> <li>▪ <b>DUE: Draft of Essay # 3</b></li> <li>▪ Peer Review Workshop</li> <li>▪ Reading Discussion</li> </ul>	<p><b>Read:</b> <i>50MfT</i>, Chapters 18-25</p> <p><b>Write:</b> Revise, Edit, Proofread Essay # 3</p>
Class 20 11/2-T Library	<ul style="list-style-type: none"> <li>▪ <b>DUE: Essay # 3</b></li> <li>▪ <b>BEGIN UNIT FOUR</b></li> <li>• Consortium Library Tour</li> <li>• 21<sup>st</sup> Century Research Strategies</li> </ul>	<p><b>Read:</b> Individualized Research</p> <p><b>Write:</b> Regular Blog Updates</p>
Class 21 11/4-R SMH 105	<ul style="list-style-type: none"> <li>▪ <b>Journal # 9 In-class Exercise</b></li> <li>▪ Intro to APA Documentation</li> <li>▪ Collaborative Blog Work</li> </ul>	<p><b>Read:</b> Individualized Research</p> <p><b>Write:</b> Regular Blog Updates</p>

Date	Class Meeting Activities and Assignments Due	Homework Assignments for the <u>Next</u> Class
Class 22 11/9-T SMH 103	<ul style="list-style-type: none"> <li>Annotation Practice</li> <li>APA Citation Practice</li> <li>Peer Reader Workshop</li> </ul>	<p><b>Read:</b> Individualized Research</p> <p><b>Write:</b> Regular Blog Updates Final Journal # 9 plus Peer Reply</p>
Class 23 11/11-R SMH 105	<ul style="list-style-type: none"> <li>Sentence Style</li> <li><b>Journal # 10 In-class Exercise</b></li> </ul>	<p><b>Read:</b> Individualized Research</p> <p><b>Write:</b> Regular Blog Updates</p>
Class 24 11/16-T SMH 103	<ul style="list-style-type: none"> <li><i>Sweet vs. Good vs. Delightful:</i> Improving Word Choice</li> </ul>	<p><b>Read:</b> Individualized Research</p> <p><b>Write:</b> Final Journal # 10 plus Peer Reply</p>
Class 25 11/18-R SMH 105	<ul style="list-style-type: none"> <li>The Style Game</li> <li><b>Journal # 11 In-class Exercise</b></li> </ul>	<p><b>Read:</b> Individualized Research</p> <p><b>Write:</b> Regular Blog Updates</p>
Class 26 11/23-T SMH 103	<ul style="list-style-type: none"> <li><b>Due: Draft Annotated Online Bibliography</b></li> <li>Revising and Refining Revisited</li> </ul>	<p><b>Read:</b> Individualized Research</p> <p><b>Write:</b> Regular Blog Updates</p>
11/25-R	<ul style="list-style-type: none"> <li><b>No Class: Thanksgiving Holiday</b></li> </ul>	
Class 27 11/30-T	<ul style="list-style-type: none"> <li><b>DUE: Annotated Online Bibliography</b></li> <li><b>BEGIN UNIT FIVE: Final Portfolio</b></li> <li>Reading Discussion</li> <li>Top Ten Tips to Becoming a Better Writer</li> </ul>	<p><b>Read:</b> Individualized Research</p> <p><b>Write:</b> Final Journal # 11 plus Peer Reply Finish Drafting Unit Five Portfolio</p>
Class 28 12/2-R SMH 105	<ul style="list-style-type: none"> <li><b>DUE: Draft Unit Five Portfolio</b></li> <li>Peer Reader Workshop</li> <li><b>Journal # 12 In-class Exercise</b></li> </ul>	<p><b>Write:</b> Final Journal # 12 plus Peer Reply Revise, Edit, Proofread Unit Five Portfolio</p>
“Final” 12/9-R No Class	<ul style="list-style-type: none"> <li><b>DUE: Unit Five Portfolio</b></li> <li><b>ALL Work Due @ 5:00 PM!</b></li> </ul>	<p><b>Finis</b> Have a wonderful break. Write on!</p>

**Please note:** This syllabus provides policies and a general outline for the course. I reserve the right to make changes as necessary. Watch BB for updates.



PRPE 108-687 Assignment	Point Value	Points Earned
Unit # 1	100	
Essay #1 Process Work: a. Working Draft(s) (5 pts) b. Peer Reader Workshop (10 pts) c. Self Analysis (5 pts)	20	
Unit #2	100	
Essay #2 Process Work a. Working Draft(s) (5 pts) b. Peer Reader Workshop (10 pts) c. Self Analysis (5 pts)	20	
Unit #3	100	
Essay #3 Process Work a. Working Draft(s) (5 pts) b. Peer Reader Workshop (10 pts) c. Self Analysis (5 pts)	20	
Unit # 4	100	
Annotated Bib. Process Work a. Working Draft(s) (5 pts) b. Peer Reader Workshop (10 pts) c. Self Analysis (5 pts)	20	
Unit # 5	100	
Final Portfolio Process Work a. Working Draft(s) (5 pts) b. Peer Reader Workshop (10 pts) c. Self Analysis (5 pts)	20	
Journal #1 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #2 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #3 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #4 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #5 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #6 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #7 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #8 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #9 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal #10 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal # 11 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Journal # 12 (in-class: 5 pts, feedback: 5 pts, final: 15 pts.)	25	
Quiz # 1	25	
Quiz # 2	25	
Quiz # 3	25	
Quiz # 4	25	
Total Points	<b>1000</b>	

Grading Scale: **A** = 1000-900 points, **B** = 800-899 points, **C** = 700-799 points, **D** = 600-699 points, **F** =  $\leq$  600 points