



**ENGL 1101-Composition and Rhetoric  
COURSE SYLLABUS  
Hybrid 80%F2F/ 20% Online  
Summer Semester 2016**

**Semester:** Summer 201616  
**Course Title:** Composition and Rhetoric

**Instructor:** Laquanda Thomas  
**Office Hours:** MW: 8:00-10:00/ TR: 8:00-9:00

**Course Number:** 1101  
**Credit Hours/ Minutes:** 3 / 2250  
**Class Location:** Blackboard / 1120 Building-1

**Office Location:** 1115 Building-1, Swainsboro  
**Email Address:** lthomas@southeasterntech.edu  
**Phone:** 478-289-2219

**Class Meets:** TR 10:00-11:40  
(80% Face-to-face 20% Online)

**Fax Number:** 478.289.2263

**CRN:** 60168  
**Preferred method of contact:** Owl Mail

**Tutoring Hours:** Monday-Thursday 3:30-5:00

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

**REQUIRED TEXTS:**

1. Reid, S. (2014). *The Prentice Hall guide for college writers, 10<sup>th</sup> edition*. Upper Saddle River, N J : Pearson Prentice Hall; Mish, F. (Ed.). (2011). This is bundled with MyWritingLab Access Card, which is also required. If you buy the textbook used, you must purchase the card separately.
2. *Merriam-Webster's collegiate dictionary* (10<sup>th</sup> Ed.). Summerfield, MA: Merriam-Webster.

**REQUIRED SUPPLIES & SOFTWARE:** Folder with pockets, loose-leaf paper, binder, pencils, pens, **reliable** internet access, personal e-mail account, and access to STC's Information Delivery System (IDS) -- Students are required to use Microsoft Applications for this class, specifically Microsoft Word.

**COURSE DESCRIPTION:** Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include: writing analysis and practice; revision; and research. Students write research papers using library resources and using a formatting and documentation style appropriate to the purpose and audience.

**MAJOR COURSE COMPETENCIES:** Topics include: writing analysis and practice, revision, and research.

**PREREQUISITE(S):** Appropriate degree-level writing (English) placement test score and appropriate degree-level reading placement test score

**COURSE OUTLINE:** 1. Writing Analysis and Practice; 2. Revision; 3. Research

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS:** Students are expected to complete all assignments by the due dates. Late assignments will NOT be accepted. No exceptions. Students are required to submit all assignments in APA Style via the digital drop boxes for each assignment. Students are responsible for policies and procedures included in the STC E-Catalog. Students are responsible for checking e-mails and Blackboard announcements daily. Read instruction documents under Coursework tab in Blackboard if you have any further questions about course content, expectations, or due dates.

**BASIC ERRORS:** Certain errors in writing are called basic or failing errors. A pattern of such errors must be eliminated. They include the following:

1. Lack of clarity at the sentence level
2. Subject-verb agreement errors
3. Comma splices and run-on or fused sentences
4. Sentence fragments
5. Incorrect verb forms
6. Spelling errors
7. Pronoun antecedent agreement

**CELL PHONE POLICY:** As STC policy states, cell phones are not to be used while in class. When students enter the classroom, cell phones should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class or give an individual quiz to the person not adhering to policy (upon the discretion of the instructor) each time a phone rings/vibrates or anytime a student is caught using a phone in class. Cell phone quizzes will be put into the grade book. During exams, if a student is caught with a phone or caught texting during a test, he or she will be given a zero.

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**\*\*Students have exactly one week from the date of an absence to make up a test or quiz. Failure to do so will result in a zero as the final grade for the missed test or quiz. \*\*** Late homework assignments are not accepted.

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**SPECIAL NEEDS:** *Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Building 1 Room 1208, Swainsboro*

*Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.*

## **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

**Withdrawal Procedure:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** Tests and assignments must be completed on the assigned date in the course calendar or per the instructor. **Students can make up tests/quizzes missed within one week of missing the assignment.** If the student does not make up the test within the one week period, a zero will be given for the test grade without any other make-up opportunities. **There are no late submissions for writing assignments.** If you do not submit the assignment by the due date, a zero will be given for the assignment. There is one day provided on the class calendar to make up one writing assignment of the student's choice. Students can make up this assignment if they missed the deadline or they want to revise and improve the writing assignment for a better grade.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

### **Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**ACCESS TO TECHNOLOGY:** For information regarding Blackboard, the Information Delivery System (IDS), Student Owl Mail, and BannerWeb, please see the IT Department link on STC's website at <http://www.southeasterntech.edu>.

**GRADING POLICY**

Writings=45%;  
Tests=15%;  
Assignments=15%;  
Essay Final Exam=15%; Grammar Final=10%

**GRADING SCALE**

A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: 0-59

**TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**DISCUSSION POSTS:** You will be required to complete several discussion posts during the semester. You will be required to make one post per discussion question in a minimum of 200 words and to make two replies in a minimum of 100 words each. **Discussion posts (including replies) should be a total of 400 words or more. Feel free to add sources from research to your posts. Be sure to cite in APA format.**

\*\*\*Feedback for writing assignments should take approximately two to three weeks.

## 1101 Composition and Rhetoric 80%F2F/ 20%Online

Date	Content	Assignment/ HW	Comp Area
<p><b>Week 1</b> <b>May 19</b></p>	<p>What is Rhetoric?</p>	<p><b>Tuesday:</b> Syllabus, Class Policies and expectations, Information and Policies Packet  <b>Youtube: Kid President: Pep Talk</b>  <b>Thursday: Sentence PowerPoint</b>  <b>HW: Read Chapter 2: Rhetorical Situation</b></p> <p><b>Purpose of Writing</b>  <b>What is Rhetoric?</b>  <b>Youtube:</b> Rhetoric video: Purdue Owl Vidcast  <b>Blackboard: Discussion Question</b> respond to 2 others in the course.  <b>Blackboard:</b> Syllabus Quiz due May 24, 2016 by 11:59 pm</p>	<p>1, a,c,d</p>
<p><b>Week 2</b>  <b>May 24</b>  <b>May 26</b></p>		<p><b>Tuesday:</b>            -Introduce rhetorical devices  <b>*You tube:</b> Introduction to Ethos, Pathos, and Logos            Discuss other rhetorical devices and impact in writing or speech.  <b>HW: Blackboard:</b> Run-ons and Fragments...Bring handouts to class on Tuesday.  <b>Blackboard:</b> Practice quiz due May 31 by 10:00 am ( before class)  <b>Thursday:</b> Sentence Quiz            "A Life Beyond Do What You Love" Analyze text for rhetorical devices.  <b>Blackboard:</b> Vocabulary List 1: Prepare ppt for submission in <b>Week 4</b>  <b>Blackboard:</b> Discussion Question  <b>Blackboard:</b> Argumentative essay topic (due May 31 by 11:59 pm)</p>	<p>1,2,3 a,c,d</p>
<p><b>Week3</b> <b>May 31</b>  <b>June 2</b></p>	<p>Rhetorical Analysis/ personal pronouns</p>	<p><b>Tuesday:</b>            Grammar Test 1: Sentences            : Rhetorical Analysis Assignment  <b>*Youtube:</b> The Girl Who Silenced the World for 5 minutes (Discussion)  <b>HW:</b> What is the Rhetorical Situation of this speech? Students are provided the link to speech and a transcript.</p> <p><b>Thursday:</b> Personal Pronoun PowerPoint</p>	<p>1,2,3 a,c,d</p>

		and Practice APA format <b>HW:</b> Read Chpt. 4: Reading Critically, Analyzing Rhetorically	
<b>Week 4</b> <b>June 7</b>  <b>June 9</b>		<b>Tuesday:</b> Pronoun Antecedent Agreement PowerPoint <b>Blackboard:</b> Pronoun Practice Quiz. Complete by June 9, 2016 by 10:00 am  <b>Blackboard:</b> Submit Vocabulary List 1 PowerPoint by Thursday, June 9, 2016 by 11:59 pm <b>Blackboard:</b> Discussion Question: Argumentative Essay Topic <b>Thursday:</b> <b>Grammar Test 2:</b> Pronouns	1,2,3 a,c,d
<b>Week 5</b> <b>June 14</b>  <b>June 16</b>		<b>Tuesday: Vocabulary Quiz: List 1</b> Advertisement and Rhetoric Rhetorical Analysis ( <b>RD</b> ) <b>due June 14, 2016</b> <b>in class</b> <b>Blackboard:</b> Rhetorical Analysis <b>due</b> <b>Wednesday, June 15, 2016 by 11:59 pm.</b> <b>Blackboard:</b> Advertisement Analysis Assignment <b>due Wednesday, June 29,</b> <b>2016 by 11:59 pm.</b>  <b>Thursday: Library day</b> <b>Blackboard:</b> Discussion Question: Thesis Statement and Evaluation <b>Blackboard:</b> Vocabulary List 2 PowerPoint due <b>June 30, 2016 by 11: 59</b> <b>pm</b>	1,2,3 a,c,d
<b>Week 6</b> <b>June 21</b>  <b>June 23</b>		<b>Tuesday:</b> <b>Library Day</b> <b>Blackboard:</b> Discussion Question  <b>Thursday:</b> <b>Blackboard:</b> Verbs and Tenses PowerPoint <b>Blackboard:</b> Submit Annotated bibliography/Reference List...drop box located in Week 6- due <b>June 21, 2016 by</b> <b>11:59 pm.</b>	1,2,3 a,c,d

<p><b>Week 7</b> <b>June 28</b></p> <p><b>June 30</b></p>		<p><b>Tuesday:</b> <b>Subject-Verb Agreement</b> <b>Blackboard:</b> Verb Practice Quiz....complete <b>by Thursday, June, 30, 2016 by 10:00 am</b> <b>(before class)</b></p> <p><b>Thursday:</b> <b>Grammar Test 3:</b> Verbs <b>Bring rough draft of argumentative essay</b> <b>to class</b> <b>Blackboard:</b> Advertisement Analysis Assignment <b>due Wednesday, June 29,</b> <b>2016 by 11:59 pm.</b> <b>Blackboard:</b> Discussion Question: Assess the Essay <b>Blackboard:</b> Submit List 2 Vocabulary PowerPoint <b>due Wednesday, June 30,</b> <b>2016 by 11:59 pm</b></p>	<p>1,2,3 a,c,d</p>
<p><b>Summer Break</b></p> <p><b>July 4-7</b></p>			
<p><b>Week 8</b> <b>July 12</b></p> <p><b>July 14</b></p>		<p><b>Thursday:</b> Vocabulary list 2 quiz Commas PowerPoint <b>Blackboard:</b> Argumentative Essay due <b>July</b> <b>13 by 11:59 pm</b></p> <p>Tuesday: Commas and Conjunction PowerPoint</p>	
<p><b>Week 9</b> <b>July 19</b></p> <p><b>July 21</b></p>		<p><b>Tuesday: Make up day</b></p> <p><b>Thursday: Final Exam: Review</b></p> <p><b>Blackboard:</b> Discussion Question (Reflection on the course) due July 21</p>	
<p><b>Week 10</b> <b>July 26</b></p> <p><b>July 28</b></p>		<p><b>Class: Grammar/ Essay Final</b></p>	

## ENG 1101 Essay Rubric

L. Thomas

Content: <ul style="list-style-type: none"> <li>Clearly defined thesis</li> <li>Clearly defined context/purpose/audience</li> <li>Specific and relevant details/supporting examples/evidence and data</li> <li>Adequate Analysis, explanation, and/or discussion</li> </ul>		0 1 2 3 4 5
Organization: <ul style="list-style-type: none"> <li>Title appropriate and formatted correctly</li> <li>Appropriate introduction (makes the reader want to read) and conclusion (reflects and supports the thesis)</li> <li>Organized logically to support argument</li> <li>Unified paragraphs</li> <li>Coherent paragraphs</li> <li>Sensible transitions</li> </ul>		0 1 2 3 4 5
<b>Content &amp; Organization</b>	<b>40% (x4)</b>	
Sentence Style & Syntax <ul style="list-style-type: none"> <li>Sentence structures and beginnings varied</li> <li>Sentences complex</li> <li>Efficient and sophisticated word use</li> <li>Transitions between and within sentences</li> </ul>		0 1 2 3 4 5
Diction & Spelling <ul style="list-style-type: none"> <li>Accurate diction</li> <li>Correct word forms and endings</li> <li>Correct spelling</li> </ul>		0 1 2 3 4 5
<b>Sentence Style &amp; Syntax/Diction &amp; Spelling</b>	<b>20% (x2)</b>	
Grammar & Mechanics <ul style="list-style-type: none"> <li>No fragments</li> <li>No fused sentences or comma splices</li> <li>No tense shifts</li> <li>Correct subject/verb agreement</li> <li>Correct pronoun usage</li> <li>Correct pronoun reference</li> <li>Correct use of apostrophes and quotation marks</li> <li>Correct use of commas</li> <li>Correct capitalization</li> </ul>		0 1 2 3 4 5
<b>Grammar &amp; Mechanics</b>	<b>25% (x5)</b>	
APA Formatting for Paper <ul style="list-style-type: none"> <li>Running header with title and page number</li> <li>Cover Page</li> <li>Title on first page of text</li> <li>Reference Page</li> <li>Double-spaced throughout</li> </ul>		0 1 2 3 4 5
Parenthetical Citations <ul style="list-style-type: none"> <li>Match References</li> <li>Formatted properly</li> <li>Inside end marks/outside any quotation marks</li> </ul>		0 1 2 3 4 5
References <ul style="list-style-type: none"> <li>Text formatted properly</li> <li>Hanging indent</li> <li>Alphabetized</li> </ul>		0 1 2 3 4 5
<b>Formatting and Citations</b>	<b>15%</b>	
<b>Notes:</b>	<b>Total Grade</b>	



### Discussion Board Rubric

Criteria	A (90-100)	B (80-90)	C (70-79)	F (0-69)
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Rich in content</li> <li>• Full of thought, insight, and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial</li> <li>• Thought, insight, and analysis has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• Generally competent but information is thin</li> </ul>	<ul style="list-style-type: none"> <li>• Rudimentary/ superficial</li> <li>• No analysis or insight is displayed</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>• Clear connections to previous or current to real-life situations and/or readings</li> </ul>	<ul style="list-style-type: none"> <li>• New ideas or connections</li> <li>• Lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>• Limited, if any connections</li> <li>• Vague generalities</li> </ul>	<ul style="list-style-type: none"> <li>• No connections are made</li> </ul>
<b>Uniqueness</b>	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• New connections made with depth and detail</li> </ul>	<ul style="list-style-type: none"> <li>• New ideas or connections</li> <li>• Lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>• Few, if any new ideas or connections rehash or summarize other postings</li> </ul>	<ul style="list-style-type: none"> <li>• No new ideas</li> <li>• "I agree with....statement</li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>• All required postings completed early in discussion</li> <li>• Posted throughout the discussion</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• All required postings</li> <li>• Some not in time for others to read and respond</li> </ul>	<ul style="list-style-type: none"> <li>• All required postings</li> <li>• Most at the last minute without allowing for response time</li> </ul>	<ul style="list-style-type: none"> <li>• Some, or all, required postings missing</li> </ul>
<b>Stylistics</b>	<ul style="list-style-type: none"> <li>• Few grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• Several grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• Obvious grammatical stylistic errors</li> <li>• Errors interfere with content</li> </ul>	<ul style="list-style-type: none"> <li>• Obvious grammatical or stylistic errors makes understanding impossible</li> </ul>

**Final Score:**

## 1101 Composition and Rhetoric Due Dates

Use these dates as a map for the course. These dates can help you plan for assignments and organize the due dates around important personal events, other courses, and other course assignments. There is only one chance to make up a writing assignment in this course; therefore, I would suggest that you use this calendar to plan ahead. This schedule is subject to change as seen fit by the instructor.

**Due by Tuesday, May 24, 2016 by 11:59 pm:** Syllabus Quiz in **Blackboard**

**Tuesday, May 31, 2016 by 11:59 pm:** Argumentative Essay Topic due in **Blackboard** (not graded but reviewed)

**Thursday, May 26, 2016:** Sentence Quiz

**Thursday, May 31, 2016 by 10:00 am:** Practice quiz (**Blackboard**)

**Tuesday, May 31, 2016:** Grammar Test 1: Sentences

**Thursday, June 9, 2016 by 10:00 am:** Pronoun practice quiz (**Blackboard**)

**Thursday, June 9, 2016 by 11:59 pm:** Vocabulary List 1 PowerPoint in **Blackboard\*\***

**Thursday, June 9, 2016:** Grammar Test 2: Pronouns

**Tuesday, June 14, 2016:** Vocabulary quiz: List 1

**Tuesday, June 14, 2016:** Rhetorical analysis rough draft due in class (5 points on FD)

**Wednesday, June 15, 2016 by 11:59 pm:** Rhetorical Analysis due in **Blackboard \*\***

**June 16:** Library Day

**Tuesday, June 21, 2016 by 11:59 pm:** Annotated Bibliography/ Reference list due in **Blackboard** (graded) \*\*

**Wednesday, June 29, 2016 by 11:59 pm:** Advertisement Analysis due in **Blackboard. \*\***

**Thursday, June 30, 2016 by 11:59 pm:** Vocabulary List 2 PowerPoint in **Blackboard\*\***

**Thursday, June 30, 2016 by 10:00 am:** Verb practice quiz (**Blackboard**)

**Thursday, June 30, 2016:** Grammar Test 3: Verbs

**Tuesday, July 12, 2016:** Vocabulary List 2 quiz

**Tuesday, July 12, 2016:** Argumentative Essay rough draft- Bring to class (5 points on FD)

**Wednesday, July 13, 2016 by 11:59 pm:** Argumentative Essay final draft due in **Blackboard\*\***

**July 19:** Make up day

**Tuesday/ Thursday, July 26 or 28, 2016:** Grammar Test 4: Commas (Final Exam)

**Tuesday, May 2, 2016** Grammar Test 6: Final Exam Grammar/ Final Exam Essay

Make-up day: Revise a writing assignment that you received a poor grade on or submit a writing assignment that was missed due to an emergency or absence during the semester. You only get to make up one writing assignment at this time.

**\*\*No late submissions accepted.**



