**Spring 2013**

**English 1200**

**SAMPLE WEEKLY SCHEDULE**

\*\*Key deadlines and such are noted in red

This weekly calendar provides a sample sequence of readings and writing/discussion assignments that correspond to the larger writing projects described in the departmental GTA syllabus. All “Activity Suggestion” sections are addressed to the instructor as ideas for things to do in class and/or to assign as homework. You should, however, develop day-to-day activities and assignments as you see fit and in response to the unique needs of your students.

\*NOTE\*

While it is a good idea to provide students with a broad sketch of the trajectory of the course (including an indication of when rough and final drafts will likely be due, for instance), it is recommended that you do not distribute anything as detailed as this weekly schedule to students. Because the student population of each class is unique, it is usually most effective to determine day-to-day assignments and activities as you progress through a larger course unit rather than developing and distributing them to students far in advance. You will be better able to judge what your students need as you introduce new assignments and read your students’ work.

### WEEK ONE (1/14 - 1/18)

Readings

1. Syllabus
2. *WG*—Chapter 1 “Research and the Rhetorical Situation”
3. *WG*—Chapter 2 “Writing Processes”
4. *The* *Flat World Knowledge Handbook for Writers* (Online)—Chapter 3: “Thinking Through the Disciplines” by Miles McCrimmon [http://www.flatworldknowledge.com/pub/flat-world-knowledge-handbook-/352717#](http://www.flatworldknowledge.com/pub/flat-world-knowledge-handbook-/352717)

# Things to Accomplish in Class

* **Introductions:** to each other, the syllabus, the policies, the theme of the course (Academic Disciplines and Career Fields), the assignments, and the portfolio structure. Be sure to clarify during this first week what materials the students will need to keep track of for their Course Portfolios.
* **Get a writing sample:** You may want to have students write a homework assignment rather than having them do an in-class writing sample—this way they can write on a computer, as most of them normally would.
* **Discuss:** What is “research”? What is “research writing”?
* **Discuss:** disciplines and career fields as conversations with conventions.

Possible In-Class Activities

* Have students write out and discuss responses to the “How Have You Conducted Research Before?” reflection activity on page 6. This activity is a good way to get them thinking about how familiar they are with “research,” broadly defined (they do it every day in some form or fashion).
* Have students complete the “How Do Research Processes Compare” chart on page 7. You might have them interview each other in class and then present the information about each other to the class. This is a good way to find out what they’ve done in the past in terms of school-based research writing. The interview format can make the assignment more interactive.
* Ask students to bring their laptops to class and have them work in small groups to complete the “Listening to Conversations in Progress Online” activity on pages 15-16 using some of the blogs in the “higher education” directory on blogcatalog.com. You might have them answer the questions in small groups and then share their responses/present their responses to the rest of the class.
* This is a two-part activity:
	1. Ask students to bring their responses to the first “Possible out-of-class writing assignment” described below. Give them 30 minutes or so to work in groups or 3 or 4 to
* identify any common courses or disciplines that they completed last semester. Then, have the group compose a collaborative response to the questions for those courses/disciplines. They should select a spokesperson to share their responses with the rest of the class; and
* identify at least two similarities across two or more courses/disciplines in terms of foundational concepts, questions, controversies, and means of sharing knowledge. They should be prepared to suggest reasons for these similarities across courses/disciplines when the group reports back to the class.
	1. Have students work in groups to respond to #2 in the “Exercises” section of the first part of Chapter 3 from *The Flat World Knowledge Handbook*:

Based on the example at the end of this section, pick a topic that multiple disciplines study. Formulate four questions about the topic, one from each of any four different disciplines. Ideally choose a topic that might come up in four courses you are currently taking or have recently taken, or choose a topic of particular interest to you. Here are just a few examples to get you started:

* Alcoholism
* Poverty in developing nations
* Fast food
* Women in the workforce.

Possible Out-of-Class Writing Assignments/Homework

* Ask students to complete the following revision of #1 in the “Exercises” section of the first part (“Exploring Academic Disciplines”) of Chapter 3 from *The Flat World Knowledge Handbook*. **Note that the instruction to consult their instructors should be removed: they should *not* consult their instructor because that would overwhelm the instructors in their other courses**:

Think about your course load from this [or last] semester as a collection of disciplines. For each course you are taking [or you took], answer the following questions, checking your textbooks and other course/discipline-related materials as necessary\*:

* What are some of the basic/foundational concepts in the discipline?
* What kinds of questions does this discipline ask?
* What kinds of controversies exist in this discipline?
* How does this discipline share the knowledge it constructs (Lab reports? Memos? Journal articles? Press releases? Conferences? Etc.)?

\*You might refer students to the “Subject Specific Writing” resources on the Purdue Online Writing Lab (OWL) for more info: <http://owl.english.purdue.edu/owl/section/4/>

* After having the class complete the “Listening to Conversations in Progress Online” activity in class (see above), ask them to complete the same activity on a blog that involves professionals or scholars in their possible future career/major. You might add questions such as the following: “What are some topics/issues about which the participants in the blog seem to disagree? What different perspectives exist on these topics/issues?” This is a good way to get students thinking about the major issues in that potential career/major for the first big writing assignment.

**WEEK TWO (1/22\* - 1/25)**

**\*Monday, Jan. 21 is a State Holiday—no classes will meet**

Readings

1. *WG*—Chapter 3: “Identifying a Topic”
2. *WG*—Chapter 4: “Finding Resources through Secondary Research”

# Things to Accomplish in Class

* **Introduce Project 1:** Identifying issues in major discipline or career field
* **Review:** Finding issues/generating topics; identifying research question; gathering and evaluating sources
* **Library Orientations for Project 1** (late this week or next week some time)

Possible In-Class Activities

* Ask students to complete the “Use the Internet to Explore a Possible Topic” activity on pp. 44-45. Direct them to look for topics within their potential majors/careers as they explore web directories and/or the *CQ Researcher.* If you have students in the same major, consider having them collaborate as a group to respond to the questions in the activity.
* Ask students to complete the “Focus Your Research Topic” activity on page 46.
* After students have identified a research question, have them complete the “Developing a List of Search Terms” activity (p. 75) in class. Have them exchange, discuss, and expand each others’ lists of alternative keywords. *It’s a very good idea to have them complete this exercise prior to their library visit.*
* Either in preparation for or as a follow up to the library orientation, bring in examples of a popular publication, a scholarly journal, and a trade journal and have the class do a comparison/contrast activity with them, evaluating the differences in their rhetorical situations. You might also wish to have the students do this kind of activity using the websites of a popular, a scholarly, and a trade publication since many of them will use articles and other sources that are available online. **Your library orientation should cover some of these differences, but it’s very important to reinforce the differences for the students since they will need to select a trade or popular audience for their assignment.**

Possible Out-of-Class Writing Assignments/Homework

* Ask students to write out and bring to class responses to the “Find Out What’s Important to You” activity on page 42. Ask them to focus on the “academic” and “professional” communities in particular. They should then answer questions 1-8 in the activity box about these two communities.
* After having student complete the ‘Focus Your Research Topic” activity on page 46 in class (see below), have them write out responses to the “Write a Research Question” on page 47. *It is critical that the students have a clear and manageable research question early in this project*.
* After the library orientation, have students complete the “Search for Resources in Periodicals” activity on page 84 and provide you with summaries and citation information for the articles that they find.

**WEEK THREE** **(1/28 - 2/1)**

Readings

1. *WG*—Chapter 6, “Rhetorically Reading, Tracking, and Evaluating Resources”

Things to Accomplish In Class

* **Library Orientations for Project 1** (if not completed last week)
* **Discuss:** Gathering and Evaluating Sources; Annotating and Summarizing

Possible In-Class Activities

* Have students read—either for homework or in class—“Skills for a New Century: What Your Students Should Learn Today if They are to be Successful Tomorrow” by Naomi Dillon (skipping the “From Vision to Action” boxed section). This article, you might point out, is from a trade journal, *American School Board Journal*. Using this selection, have students complete (either in groups or individually), the “Summarize one of your resources” on page 120. You might have them write the summaries collaboratively in class, or you might have them write their summaries individually prior to class and then, as a group, select which group member’s summary they feel is most successful. A spokesperson for the group should share the summary selected and should provide reasons for why that summary was selected over others. \*If you need a PDF of this article, please email me and I will make it available to you. I cannot post it to the web and make it publicly available because it is protected by copyright.
* Give students time in class to review each other’s source summaries (see the out-of-class activity ideas below).
* Bring in (or provide on BB and ask students to bring in) two or three sources to use to demonstrate and practice evaluating validity. It is a good idea to use one source that is clearly credible and one that is questionable (for example, a blog entry that is clearly biased and an article from a scholarly research journal).
* Give students time in class to review each other’s validity evaluations (see the out-of-class activity ideas below).

Possible Out-of-Class Writing Assignments/Homework

* Have students locate two articles that address the research question they have identified: one should come from a scholarly and one from a trade publication. Have students write out responses to the “Situate a Resource Rhetorically” (p. 116) and the “Annotate a Resource” (pp 118-19) questions for each source and bring their responses to class (see above).
* Have students write a summary of two additional sources that address their research question. They should bring the sources and their summaries to class (see above).
* Have students complete the “Evaluate Validity” activity (p. 129) for two of the sources they are considering using for the first project. They should bring the sources and their evaluations to class.

**WEEK FOUR (2/4 - 2/8)**

Readings

* 1. *WG*—Chapter 11 “Understanding Citation Styles Rhetorically”
	2. *WG*—Chapter 12 or 13 (you may want students to determine which of these two styles best fit their topic and purpose and have them read the appropriate chapter)

Things to Accomplish in Class

* **Bibliographic Citations:** MLA or APA citation format should be used for the bibliographic information included in students annotated bibliographies. (In-text citations will be covered later.)
* **Review:** research and annotated bibliographies

Possible In-Class Activities

* Have students work in small groups to complete the “Selecting Examples for a Citation Mash-Up” on page 261. Be sure to ask them to share their responses with the rest of the class so that you can address any potential issues they are having.
* Read the sample annotated bibliography on pp. 150-54 of *WG*. Discuss the questions that follow on p. 155, paying particular attention to #2 and #4. Note that, if you are following the GTA syllabus, you are not requiring students to write an introductory section to their annotated bibliographies.
* Give students time in class to review each other’s bibliographic entries and source annotation (see the out-of-class activity idea below).

Possible Out-of-Class Activities/Homework

* Have students write full bibliographic entries for each item that they plan to use in their annotated bibliographies, following the guidelines provided in Chapter 12 or 13. They should also bring to class copies of or links to all of the sources.
* Ask students to write annotations for at least four of their sources following the “Features of an Annotated Bibliography” on page 150.

**WEEK FIVE (2/11 - 2/15)**

Readings

* 1. Students’ work.

Things to Accomplish in Class

* **Peer Review:** Annotated Bibliography (beginning of the week)
* **Final of Annotated Bibliography Due** (end of week)
* **Transition:** from the annotated bibliography to the paper.

Possible In-Class Activities

* Peer review of Annotated Bibliography (beginning of week)
* Ask students to read the sample literature review on pp. 155-160. They should then answer and discuss their responses to the “Discussion Questions” about the sample literature review on p. 160. \*Note that the first part of the students’ papers for the “Major-Area Issue Investigation” is essentially asking them to write a literature review.

Possible Out-of-Class Activities/Homework

* Full draft of Annotated Bibliography (beginning of week)
* Final draft of Annotated Bibliography (end of week)

**WEEK SIX (2/18 - 2/22)**

Readings

1. *WG*—review Chapter 6: Paraphrasing (pp. 121-22).
2. *WG* Chapter 7: “Understanding Plagiarism and Integrating Resources”
3. Section of either Chapter 12 or 13 covering in-text citation in MLA (p. 264)or APA (p. 300) style
4. *WG* Chapter 8, “Developing an Argument”

Things to Accomplish in Class

* **Review and Practice:** Paraphrasing
* **Discuss:** Avoiding Plagiarism and Integrating Sources (you may want to review ECU’s Academic Integrity policy)
* **Review and Practice:** Thesis Development; Proposing a Solution or Areas for Future Research

Possible In-Class Activities

* Conduct a peer review of the thesis statements students developed in response to the box on pp. 175-76.
* Have students read—either for homework or in class—“The Binary Ties that Bind Us: Why Our Descriptions of Our Work Sell Us Short” by Mike Rose. You might also note that this is from a trade journal, *About Campus,* which is aimed at administrators of colleges and universities. After they have read the piece, ask students, either in groups or individually, to select the paragraph that was of greatest interest to them and paraphrase it by following the steps of the “Paraphrase One of Your Sources” activity on p. 122. This is not an easy article, and it includes some field-specific language. It provides, therefore, a good opportunity for you to demonstrate how students might approach readings that are difficult or “foreign” to them. They will need to do this repeatedly throughout their time at ECU. \*If you need a PDF of this article, please email me and I will make it available to you. I cannot post it to the web and make it publicly available because it is protected by copyright
* Ask students to complete the “Paraphrase One of Your Resources” activity (p. 122) for one of the sources that they plan to use in their papers and give them time to give each other feedback on these paraphrases
* Ask students to bring in a couple of outside sources that they plan to use in this paper, along with summaries of each source. In class, ask them to paraphrase a passage from each of the sources and complete the “Introduce Secondary Sources” activity on p. 141 of *WG* for each paraphrase. Ask them to exchange their sources, summaries, paraphrases, and introductory clauses with a classmate and to help each other revise these documents to make them more effective.
* Bring in a sample research-based paper (this might be something, or a portion of something, that you have written for a class in the past), but be sure to remove all of the in-text citations from the paper before distributing it to your students. Then, ask students to work together to determine where in-text citations are needed. Discuss their work as a whole class. You might also remove all phrases introducing direct quotations that you use and ask the students to revise the text to include effective signal phrases.

Possible Out-of-Class Writing Assignments/Homework

* Have students draft a thesis statement for their “Major-Area Issue Investigation” following the instructions in the box on pp. 175-76.
* Have students practice in-text citations.

**WEEK SEVEN (2/25 - 3/1)**

\*2/25 - 2/26 is the 2nd Annual Symposium on Communicating Complex Information (SCCI)—if you are participating in this, please plan your class meetings accordingly.

Readings

* 1. *WG* Chapter 10: “Sharing the Results”
	2. *Pirate Papers* examples

Things to Accomplish in Class

* **Hand Back:** Graded Annotated Bibliographies (beginning of week)
* **Review and Discuss:** Pirate Papers Examples
* **Peer Review:** Project 1 Major-Area Issue Investigation (end of week)

Possible In-Class Activities

* + Conduct whole class sample peer reviews using one or more of the examples from the *Pirate Papers*. In these reviews, begin by focusing on revision (rather than editing). Be sure to ask students to identify any areas where they felt they needed more detail and evidence to fully understand the point(s) the writers were trying to make. You might want to ask students to consider some of the specific issues raised in *WG* Chapter 10 (organization, introductions, conclusions).
	+ Have students share their “reverse outlines” of the *Pirate Papers* examples (see Out-of-Class Assignments) and work in small groups to collaboratively develop what they believe is the most accurate reverse outline. Then, ask them to come up with 3 suggestions for how to improve the substance and/or organization of the papers.

Possible Out-of-Class Writing Assignments/Homework

* Ask students to read the sample papers in the *Pirate Papers* and jot down their initial reactions to those papers. How would they assess the papers using the rubric you distributed in class? Note that these papers were not necessarily in response to this particular assignment, but, what if they were? How would the writer need to revise? What is the biggest strength of the paper? What is the area most in need of revision?
	+ Ask students to “reverse outline” one or two examples from the *Pirate Papers*.
	+ Have students construct an outline of their issue paper following the guidelines in the “Develop an Outline” box on p. 208. This can be done in preparation for writing the draft that will be due at the beginning of next week. It’s not a bad idea to require that students turn in the outline with their final draft, just so you can know that they did it. Even if they actually write the paper first and then write the outline, the activity will be beneficial because doing a “reverse outline” should help them to see if their organizational structure is effective and to see if they are lacking supporting evidence in any area of the draft.

**WEEK EIGHT (3/4 - 3/8)**

**\*\*\*Thursday, March 7 is the last day to drop a term-length class (late drop deadline). If you have students that are far behind in their work, consider advising that they think about dropping the course.**

Readings

1. *WG* Chapter 5: “Conducting Primary Research” (pp. 93-107, focus on pp. 98-110)

Things to Accomplish in Class

* **Final of Major-Area Issue Investigation Due** (beginning of week)
* **Introduce Project 2:** Writing Practice Report (writing on the job)
* **Planning for the Interviews:** students will need to have their interviewees identified for the next paper right after Spring Break
* **Write:** Interview Questions
* **Review:** Conducting Interviews (clarify that students must get permission to tape the interviews if they conduct them in person or over the phone)

Possible In-class Activities

* Give students some time to brainstorm possible interviewees.
* Give students time in class to search on the web and through the library’s databases for sources that might shed light on writing in a particular career.
* Discuss methods for effective interviewing online (via email and chat).

Possible Out-of-class Writing Assignments/Homework

* Have students review and summarize the profile of their potential career provided in the Occupational Outlook Handbook (http://www.bls.gov/oco/) and find, cite, and summarize at least two other sources that provide insight on the kinds, purposes, audiences, occasions, requirements, etc. for writing done in their potential career. They might explore the “Sources of Additional Information” that are part of the Occupational Outlook Handbook because many of these links are to professional associations that have their own trade publications. Trade publications are likely to include articles about/related to writing-on-the-job. Collect these summaries to see that the sources do indeed shed light on writing in the profession.
* For the class meeting after break, students should prepare a one or two-paragraph description of the person they plan to interview. They should provide a few sentences explaining how and when they plan to conduct the interview, and they should complete the “Draft Interview Questions” activity on p. 100 and bring their questions to class (see in-class activities above).

**Contact library to set up introduction to**

**Special Collections for Project 3**

**during Week Eleven (April 1-5).**

**SPRING BREAK: 3/10 - 3/17**

**WEEK NINE** **(3/18 - 3/22)**

Readings

1. Review *WG* Chapter 7 “Understanding Plagiarism and Integrating Resources” & 10 “Sharing the Results”
2. Samples of Writing Practices Reports

Things to Accomplish in Class

* **Review:** Constructing Reports
* **Review:** Introductions and Conclusions

Possible In-Class Activities

* Give students time in class to peer review the interview questions they developed in the “Draft Interview Questions” activity.
* Ask students to consider the introductions and conclusions of the sample reports provided via Blackboard (or log-in secured platform). How effective are the introductory sections given the audience and purpose of the papers? What is successful about them? How might they be made more effective? *For this activity, it is a good idea to have students review Chapter 10, especially pp. 208-212.*
* Ask students to evaluate the use of sources in one or two of the sample reports. How well do the writers integrate sources? How might they have made the use of sources more effective? Also, ask them to check the in-text citations in the documents (see Chapter 7, pp. 144-47).

Possible Out-of-Class Writing Assignments/Homework

* Ask students to “reverse outline” one or two of the sample reports. Then, have them discuss the successes and weaknesses in the organization of the pieces. *For this activity, it is a good idea to have students review Chapter 10, especially pp. 204-08.*

**WEEK TEN (3/25 - 3/29)**

**\*Friday, 3/29 is a state holiday: No classes**

Readings

1. Work on Interviews/Complete Interviews by 3/27

Things to Accomplish in Class

* **Conducting Interviews**: Students should have interviews completed and integrated in a draft by 3/27.
* **Peer Review**: by end of the week

Possible In-Class Activities

* Peer Review of Writing Practices Report

Possible Out-of-Class Writing Assignments/Homework

* Have students construct an outline of their reports following the guidelines in the “Develop an outline” box on p. 208. This can be done in preparation for writing the draft that will be due at the beginning of next week. It’s not a bad idea to require that students turn in the outline with their final draft, just so you can know that they did it. Even if they actually write the paper first then write the outline, the activity will be beneficial because doing a “reverse outline” should help them to see if their organizational structure is effective and to see if they are lacking supporting evidence in any area of the report.

**WEEK ELEVEN** **(4/1 - 4/5)**

Readings

1. *WG* Chapter 4 “Finding Resources through Secondary Research

Things to Accomplish in Class

* **Final of Writing Practices Report Due (beginning of the week)**
* **Introduce Project 3**: Working in the Past
* **Visit:** NC/Special Collections

Possible In-Class Activities

* Bring in an example of an artifact from a profession/career. Ask the students to work together to develop answers to the questions in the “Working in the Past Article” assignment from the syllabus. Spend some time as well brainstorming ideas for research questions to pursue and terms to guide database searches if this “artifact” were going to be used for this assignment.

Possible Out-of-Class Writing Assignments/Homework

* Ask students to research and answer the following questions about their potential career: What are one or two major historical moments, changes, and/or trends in the field/career (these might be innovations or inventions, economic changes or shifts, social/cultural/ political changes or shifts, etc.) over the past century? This kind of information can be found rather easily through a simple Google search with this kind of entry—“history of [name of field/profession].” Usually, the more specific the name of the field or profession can be (i.e., “history of health education” rather than “history of education”), the better the results will be. Another resource for current information and links to other resources that might provide more details about historical trends is the Occupational Outlook Handbook from the US Department of Labor, available here: http://www.bls.gov/OCO/.

**WEEK TWELVE (4/8 - 4/12)**

Readings

1. Students should be using time outside of class to locate resources for their projects so that they can hand in their proposal at the end of the week.

Things to Accomplish in Class

* **Work with Artifacts**: Bring some to class and/or arrange for a work day (in addition to Orientation day) in NC Collections (ask first!).

Possible In-Class Activities

* Bring in additional sample artifacts to class and have students work in groups to review them and conduct research on them.
* If time allows, consider having one class meeting, other than the orientation day, in the NC Collection to give students time to locate and research artifacts (**BE SURE to contact NC Collection ahead of time to let them know that you plan to bring your class in for a research day**!! They need to know in advance so that they can have sufficient staff available to help your students).

Possible Out-of-Class Writing Assignments/Homework

* Have students write a proposal for “Working in the Past” project. This proposal should identify and briefly describe the “artifact” the student plans to research for the paper. In addition, it should include a list of specific questions related to the artifact that must be researched in order to fulfill the assignment; a list of possible search terms to use in the library databases; and annotated citations for at least two sources the student is considering using to help answer those questions. Finally, the proposal should identify the publication to which the article will be targeted.

**WEEK THIRTEEN (4/15 - 4/19)**

Readings

1. *Pirate Papers*, examples from “Working in the Past” projects
2. *Pirate Papers*, portfolio cover letter example

Things to Accomplish in Class

* **Hand back** graded Writing Practices Report (beginning of week)
* **Review:** *Pirate Papers* examples
* **Introduce:** Portfolio Assignment

Possible In-Class Activities

* Conduct sample peer reviews of some of the *Pirate Papers* examples.
* Have students use the rubric for the portfolio cover letter to assess and peer review the sample provided in the *Pirate Papers.*

Possible Out-of-Class Writing Assignments/Homework

* Have students read and reverse outline one or two of the examples in the *Pirate Papers* and bring their outlines to class. You can use these to discuss areas where the examples might be better developed or better organized.
* As you did for the previous project, consider asking students to create an outline for this project (you might ask students to follow those steps/recommendations provided in Chapter 10 of *WG*). This can be done in preparation for writing the draft that will be due at the beginning of next week. It’s not a bad idea to require that students turn in the outline with their final draft, just so you can know that they did it. Even if they actually write the paper first then write the outline, the activity will be beneficial because doing a “reverse outline” should help them to see if their organizational structure is effective and to see if they are lacking supporting evidence in any area of the paper.

**WEEK FOURTEEN + (4/22 - 4/30)**

**Classes end Tuesday, 4/30. In addition, Tuesday, 4/30 is designated as a “State holiday makeup day,” meaning that classes which would have met on Friday, March 29 will meet on this day so there will effectively be the same number of Fridays and Tuesdays as every other weekday during the Semester; Tuesday classes will not meet on 4/30.**

Readings

1. Student Work

Things to Accomplish in Class

* **Peer Review**: Working in the Past Article (beginning of week)
* **Working in the Past Article Due:** Wednesday 4/17 or Thursday 4/18. You should arrange to email feedback to students or hand back graded “Working in the Past” projects in class on 4/25 or 4/26. Please DO NOT leave papers out for students to pick up somewhere—that is against university policy and FERPA regulations
* **Revisions:** for the portfolio

Possible In-class Activities

* Have students bring to class their drafts and feedback for one of the assignments they intend to revise for their portfolio (other than the “Writing in the Past Article”). Ask them to work in groups to write out a plan (with a list of 5-10 specific revisions) for how to revise their work for the portfolio.

**EXAM (5/2 - 5/9)**

* The portfolio with cover letter is due during exam period. If you prefer, you may require students to write their cover letters during the exam time. See below for the Spring 2013 exam schedule. **Note that you need to be in the classroom during the exam period and students must have a reason to attend** (this is due to face-hour requirements for campus-based courses in the UNC system).

|  |  |
| --- | --- |
| Times class regularly meets | Time and day of examination |
| 8:00 MWF  | 8:00 - 10:30 Wednesday, May 8  |
| 8:00 TTh  | 8:00 - 10:30 Thursday, May 9  |
| 9:00 MWF  | 8:00 - 10:30 Friday, May 3  |
| 9:00 TTh (9:30)  | 8:00 - 10:30 Thursday, May 2  |
| 10:00 MWF  | 8:00 - 10:30 Monday, May 6  |
| 10:00 TTh  | 8:00 - 10:30 Tuesday, May 7  |
| 11:00 MWF  | 11:00 - 1:30 Wednesday, May 8  |
| 11:00 TTh  | 11:00 - 1:30 Tuesday, May 7  |
| 12:00 MWF  | 11:00 - 1:30 Friday, May 3  |
| 12:00 TTh (12:30)  | 11:00 - 1:30 Thursday, May 2  |
| 1:00 MWF  | 11:00 - 1:30 Monday, May 6  |
| 1:00 TTh  | 11:00 - 1:30 Thursday, May 9  |
| 2:00 MWF  | 2:00 - 4:30 Wednesday, May 8  |
| 2:00 TTh  | 2:00 - 4:30 Thursday, May 9  |
| 3:00 MWF (3:30)  | 2:00 - 4:30 Friday, May 3  |
| 3:00 TTh (3:30)  | 2:00 - 4:30 Tuesday, May 7  |
| 4:00 MWF  | 2:00 - 4:30 Monday, May 6  |
| 4:00 TTh  | 2:00 - 4:30 Thursday, May 2  |
| 5:00 MWF  | 5:00 - 7:30 Monday, May 6  |
| 5:00 TTh  | 5:00 - 7:30 Thursday, May 2  |

**Grades are due by noon on Saturday, May 11, 2013.**

**\*Failing to submit grades on time is part of your record of teaching and may have long lasting negative impact (i. e., consideration in recommendation, in reappointment as GTA, etc.).**

**Graduating GTAs**

Please submit a hard copy of your gradebook to Dr. Tracy Morse along with your contact information. Please leave any student portfolios labeled by course/section on the center tables in Bate 2026 and clean off your desk.

Best of luck!