



## UNIBETSEDĀT GUAHAN

### WELCOME TO EN 110 Freshman Composition

FAÑOMNĀKAN 2025

#### Multi-Section Unified Course Syllabus and Calendar

EN110-03	Freshman Composition Mondays & Wednesdays 9:30 AM – 10:50 AM	Room EC102
EN110-04	Freshman Composition Mondays & Wednesdays 11:00 AM – 12:20 PM	Room EC102
EN110-05	Freshman Composition Mondays & Wednesdays 12:30 PM – 1:50 PM	Room EC102

#### Instructor Information:

Instructor Name: Jose A. Cruz, Jr.

Instructor Email Address: [jcruz@triton.uog.edu](mailto:jcruz@triton.uog.edu)

Office Location: EC118B

Office Phone Number: 735-2718

Office Hours:

Mondays, Wednesdays, 8:30 AM – 9:30 AM

Tuesdays, Thursdays 11:00 AM – 1:00 PM

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: Written Communication 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:

<b>SLO 1.</b> Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English	<b>GE WC LO5.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English	<b>CLO 2.</b> Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding	<b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively
<b>SLO 2.</b> Formulate a clear thesis statement, whether implicit or explicit, and support it cohesively with evidence, examples, and explanations	<b>GE WC LO2.</b> Developing themes with appropriate consideration of the audience and purpose  <b>GE WC LO3.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	<b>CLO 3.</b> Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	<b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively
<b>SLO 3.</b> Think critically and articulate clearly their positions on issues, texts, and media, paraphrasing and summarizing where appropriate	<b>GE WC LO1.</b> Developing themes with appropriate consideration of the audience and purpose  <b>GE WC LO2.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing  <b>GE WC LO3.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English  <b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development	<b>CLO 3.</b> Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	<b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology
<b>SLO 4.</b> 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	<b>GE WC LO4.</b> Utilizing various formats, lengths, and citation styles as appropriate for the task  <b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development	<b>CLO 1.</b> Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.  <b>CLO 3.</b> Identifying critical elements of context to make rhetorical choices appropriate to audience, purpose, and genre	<b>ILO 5.</b> Responsible Use - Responsible use of knowledge, natural resources, and technology
<b>SLO 5.</b> Draw on their own backgrounds and experience, as well as current authoritative and credible written or media materials, in the performance of writing tasks	<b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development  <b>GE WC LO2.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing	<b>CLO 1.</b> Synthesizing evidence and knowledge from local, regional, and global sources judiciously, critically, and meaningfully.	<b>ILO 1.</b> Mastery of critical thinking and problem solving

<p><b>SLO 6.</b> Work with the instructor and peers to review, revise, and edit their writing effectively</p>	<p><b>GE WC LO1.</b> Developing themes with appropriate consideration of the audience and purpose</p> <p><b>GE WC LO2.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p><b>GE WC LO3.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p><b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development</p>	<p><b>CLO 2.</b> Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding</p>	<p><b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p><b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology</p>
<p><b>SLO 7.</b> Understand and practice the writing process from topic choice to final edit</p>	<p><b>GE WC LO1.</b> Developing themes with appropriate consideration of the audience and purpose</p> <p><b>GE WC LO2.</b> Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well-researched and reasoned writing</p> <p><b>GE WC LO3.</b> Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written English</p> <p><b>GE WC LO4.</b> Utilizing various formats, lengths, and citation styles as appropriate for the task</p> <p><b>GE WC LO5.</b> Using writing to analyze complex events and foster intellectual development</p>	<p><b>CLO 2.</b> Using individual and collaborative writing processes to produce textual works, recognizing that writing develops and conveys understanding</p>	<p><b>ILO 1.</b> Mastery of critical thinking and problem solving</p> <p><b>ILO 3.</b> Effective oral and written communication; writing clearly and effectively; and speaking clearly and effectively</p> <p><b>ILO 5.</b> Responsible use of knowledge, natural resources, and technology</p>

**Objective: 7) Understand and practice the writing process from topic choice to final edit.**

**Objective: 3) Think critically and articulate clearly their positions on issues, texts, and media, paraphrasing and summarizing where appropriate. AND 4) Recognize and use a variety of rhetorical approaches or strategies in English, including but not limited to narration/description, classification/comparison-contrast, and argumentation/persuasion.**

**Objective: 1) Achieve clarity and precision in writing, using standard mechanical and grammatical conventions of written English.**

**CH 1: "Getting Ready to Write"**

**CH 2: "Situating Ourselves in the Language and CH 3: "The Language of Wider Communication"**

**CH 4: "A Map of College Writing" and Chap 5: "Your Own Experience as a Writer"**

**CH 6: "Navigating the Conventions of Speaking and Writing" and CH 7: "Interacting with Written Texts"**

**CH 8: "Essay 1" 3-4 pgs Exploring Activities**

**CH 9: "Essay 2" 3-4 pgs Exploring Activities**

**CH 10: "Essay 3" 4-6 pgs Exploring Activities**

**CH 12: "Essay 5" 4-6 pgs Exploring Activities**

**CH 11: Exploring & Final Revisions**

**Revised Draft, Instructor and Class Review**

**Final Edited Essay**

**Revised Draft, Instructor and Class Review**

**Final Edited Essay**

**Revised Draft, Instructor and Class Review**

**Final Edited Essay**

**Revised Draft, Instructor and Peer Review**

**Final Edited Essay**

**Exploratory Draft and Peer Review**

**Exploratory Draft and Peer Review**

**Exploratory Draft and Peer Review**

**Exploratory Draft and Peer Review**

**Week 1 through Week 2**

**Week 2 through Week 11**

**Week 12 through Week 14**

**Week 15 through Week 17**

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 Cherryl 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*. 5<sup>th</sup> ed. New York, NY: Norton, 2023. 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. <b>Attendance</b>	35 points (each absence is a two-point deduction)
B. <b>Participation</b>	31-33 points (students earn one point for participation during lecture-discussion classes)
C. <b>Day One Common Assessment</b>	15
D. <b>Midterm Assignment</b>	10
E. <b>Final Common Assignment</b>	15
F. <b>WYWTC Essay 1</b>	25
G. <b>WYWTC Essay 2</b>	25
H. <b>WYWTC Essay 3</b>	25
I. <b>WYWTC Essay 5</b>	25
J. <b>Post-Instruction Reflection Essay</b>	25
K. <b>Portfolio</b>	50 points
Total	ADD UP possible points

#### Assignments

#### 1) **Day One 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.

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Changes will be announced in class, [via email](#), or the [Moodle course page](#) (if applicable).

- 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.

## 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 (Discussion Forums), notify your instructor in advance if you are unable to participate. 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" a week on your own working on the concepts that you would usually get in a live lecture. Please be sure to budget



your time accordingly! Tardiness and early departures: Late arrivals and early departures disrupt the class, can be inconsiderate, and will affect a student's final grade. Tardiness or an early departure of thirty minutes or more may be counted as an absence. Frequent tardiness and early departures of lesser time may also accumulate into absences, at the instructor's discretion.

### 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

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, [disabilitysupport@triton.uog.edu](mailto:disabilitysupport@triton.uog.edu) or telephone/TDD 671-735-2460.

### 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.

**Note on Office Hours:** 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. I do prefer that students contact me via the email address above. I check my email daily, 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>
<b>WEEK 1</b>			
1/22/25	Course Session 1 In-Class	<b>Introductions</b> <b>Course Syllabus Handed Out and Discussion</b> <b>Student Expectations</b>	
<b>WEEK 2</b>			
1/27/25	Course Session 2 In-Class	<b>Student Learning Outcomes Discussion</b> <b>Composition Common Assignment Diagnostics</b> <b>Begin Reading Chapter 1</b> Reflection Choose at least two of the three reflections	#3, #5
1/29/25	Course Session 3 In-Class	<b>Chapter 2</b> Reflection Choose at least three of the six reflections	#3, #5
<b>WEEK 3</b>			
2/3/25	Course Session 4 Online (Moodle)	<b>Chapter 3</b> Reflection Choose one of two reflections	#3, #5
2/5/25	Course Session 5 Online (Moodle)	<b>Chapter 8: "Essay 1"</b> Exploring Activities <b>Chapter 14 (Section 1)</b>	#3, #4
<b>WEEK 4</b>			
2/10/25	Course Session 6 In-Class	<b>Chapter 8</b> Exploring Activities continued	#3, #4
2/12/25	Course Session 7 In-Class	<b>Chapter 15</b> Exploratory Draft Peer Review/Writing Workshop	#2, #6
<b>WEEK 5</b>			
2/17/25	Course Session 8 In-Class	Essay 1 Writing/Talking about writing	#2, #6
2/19/25	Course Session 9 In-Class	Essay 1 Writing/Talking about writing	#2, #6
<b>WEEK 6</b>			
2/24/25	Course Session 10 Online (Moodle)	<b>Chapter 16</b> Peer Review/Writing Workshop	#1, #7
2/26/25	Course Session 11 Online (Moodle)	Peer Review/Writing Workshop <b>Essay 1 Due (3-4 pp.)</b> <b>Chapter 9: "Essay 2" Exploring Activities</b>	#1, #7 #3, #4
<b>WEEK 7</b>			
3/3/25	Course Session 12	<b>CHamoru Heritage Day Holiday (No Classes)</b>	
3/5/25	Course Session 13 In-Class	<b>Chapter 9: "Essay 2"</b> Exploring Activities continued	#1, #7
<b>WEEK 8</b>			
3/10/25	Course Session 14 Online (Moodle)	Exploring Activities continued	#2, #6
3/12/25	Course Session 15 Online (Moodle)	<b>Review Chapters 14-15</b> Exploratory Draft Peer Review/Writing Workshop Essay 2 Essay 2 Writing/Talking about writing	#2, #3, #4, #6 #2, #6
<b>WEEK 9</b>			
3/17/25	Course Session 16	Spring Break (No Class on Campus/Moodle)	
3/19/25	Course Session 17	Spring Break (No Class on Campus/Moodle)	
<b>WEEK 10 MIDTERM ASSESSMENT WEEK</b>			
3/24/25	Course Session 18 In Class	Midterm Assessment	#1, #2, #5
3/26/25	Course Session 19 In Class	Midterm Assessment	#1, #2, #5



**WEEK 11**

3/31/25	Course Session 20 Online (Moodle)	Peer Review/Writing Workshop/Conference	#1, #6
4/2/25	Course Session 21 Online (Moodle)	Essay 2 Due (3-4 pp.) <b>Chapter 4</b> Reflection Choose two of five reflections	#1, #7 #3, #5

**WEEK 12**

4/7/25	Course Session 22 Online (Moodle)	<b>Chapter 5</b> Reflection Choose two of five reflections	#3, #5
4/9/25	Course Session 23 Online (Moodle)	<b>Chapter 10: "Essay 3"</b> Exploring Activities	#3, #4

**WEEK 13**

4/14/25	Course Session 24 In-Class	Exploratory Draft Peer Review/Writing Workshop	#2, #6
4/16/25	Course Session 25 In-Class	Writing/Talking about writing	

**WEEK 14**

4/21/25	Course Session 26 Online (Moodle)	<b>Review Chapters 14-15</b> Peer Review/Writing Workshop	#2, #3, #4, #6
4/23/25	Course Session 27 Online (Moodle)	<b>Review Chapter 16</b> Peer Review/Writing Workshop	#1

**WEEK 15**

4/28/25	Course Session 28 In-Class	Essay 3 due (4-6 pp.) <b>Chapter 6</b> Reflection Choose three of six reflections	#1, #7 #3, #5
4/30/25	Course Session 29 In-Class	<b>Review Chapter 16</b> Peer Review/Writing Workshop/Conference	#1, #6

**WEEK 16**

5/5/25	Course Session 30 Online (Moodle)	<b>Chapter 12: "Essay 5"</b> Exploring Activities	#3, #4
5/7/25	Course Session 31 Online (Moodle)	<b>Chapter 7</b> Reflections Choose three of six reflections	#3, #5

**WEEK 17**

5/12/25	Course Session 32 Online (Moodle)	<b>Chapter 12: "Essay 5"</b> Exploring Activities	#3, #4
5/14/25	Course Session 33 Online (Moodle)	Exploratory Draft Peer Review/Writing Workshop <b>Review Chapters 14-15</b> Peer Review/Writing Workshop Essay 5 due (4-6 pp.)	#2, #3, #4, #6

**FINALS WEEK**

5/19-15/21	COURSE FINALS SCHEDULE Online (Moodle)	Final Essay Test: Common Assignment	#1, #7
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