

First Year Writing Section 22

ENGL 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/23/2025

Course Information

ENGL 1A is a 3-unit course. That means we are signing up to do a minimum of 9-hours of study per week just for this class. 2½ hours will be class time. The remaining 7½ hours a week, to prepare for class and complete reading and writing assignments.

This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. I have designed the work using the math below to guide us.

I will refer to it often to help you manage this workload over the semester. We will also have individual conferences to check-in on classwork. Assignments are already posted on Canvas for each major assignment.

We will also discuss each assignment throughout the semester. Assignments will cover informal and formal writing, multiple modes (written, oral, visual, etc.). There will also be reading assignments and options for group projects.

Here are the **major writing assignments** that will be required:

- Literacy or Personal Narrative
- Critical/Argumentative Essay
- Multimodal Presentation
- Multimodal Essay
- Final Portfolio (composed of the 3 writing assignment above and a reflection)

Here are the course's **additional assignments**:

- Write in-class and participate in activities
- Respond to weekly readings (12)
- Practice and engage in peer review editing together
- Participate in group activities presentations
- Create annotated bibliography

Please see tables below for all assignments, grade percentages and GELO (GELO stands for GE Learning Outcomes - learning objectives that students are expected to meet in their courses):

| UNIT | ASSIGNMENT | WORD COUNT | GRADE % | GEOLO |
|--------|-----------------------------------|---------------|---------|---------------|
| 1 | Literacy/Personal Narrative | 1,250 | 15% | 1, 2, 3, 4, 5 |
| 2 | Critical/Argumentative Essay | 1,250 | 20% | 1, 2, 3, 4, 5 |
| 3 | Multimodal Research Paper | 1,250 - 1,500 | 20% | 1, 2, 3, 4, 5 |
| 1-3 | Presentations | N/A | 10% | 1, 2, 3 |
| 1-3 | In-Class Writing | 1,000 | 10% | 1, 2, 3, 4, 5 |
| 1-3 | Annotated Bibliographies | 250 | 5% | 1, 2, 3, 4 |
| 1-3 | Self Evaluation & Final Portfolio | 1,000 | 10% | 3, 4, 5 |
| 1-3 | Writing on Reading Assignments | 2,000 | 10% | 1, 2, 3, 4, 5 |
| TOTAL: | | 8,000 | 100% | |

Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

Classroom Protocols

ENGL 1A Course Content

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing.

Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Diversity: Our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, etc. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination/Evaluation -Digital Reflection and Portfolio Assignment

In ENGL 1A, our *learning culminates in a digital Reflection and Portfolio Assignment*. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Remember: Be Kind

Writing can be a very vulnerable exercise. Compassion is key to any writing workshop or discussion. This class is a safe space to experiment with voice, style, and subject matter. Let's help build each other's confidence as well as reach their writing goals. Please be respectful of each other in your critiques and be respectful of yourself.

Special Needs or Accommodations

Any student that needs accommodations or assistive technology due to a disability should work with the Accessible Education Center (AEC), and the instructor. If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

In this course we will learn how to improve both writing and critical thinking skills. and the ability to apply these skills to reading, writing, and life. We will gain insights into both the writing process, as well as critical thinking and adaptability skills. Students will write analytical and argumentative essays based on reading of complex texts and the use of outside research.

Three major projects will be assigned: a personal narrative, an argumentative essay, and a multimodal presentation, which includes an argument and research based essay. Each project will help you develop essential communication skills and rhetorical strategies. We will also be participating in group presentations and one final individual presentation, long with peer reviews, and a variety of interactive class activities.

Course Learning Outcomes (CLOs)

General Education Learning Outcomes (GELOs):

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice:

Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Students will *not* be required to purchase a textbook for this class.

All reading assignments and texts will be provided via Canvas. Since we'll be working with texts digitally and in class, students should bring both a laptop and journal to class.

• **Various Authors. Writing Spaces: Readings on Writing, vols. 1-5. Parlor Press, multiple dates.**

This books are open-source textbooks, which means they can be downloaded in whole or in part for free at: <https://writingspaces.org/node/1>.

Student Resources

The Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of of services are free for SJSU students. Their mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). They accomplish this goal through creating original writing resources, offering workshops, and conducting one- on-one and small-group tutoring sessions.

The SJSU Writing Center conducts scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at [sjsu.mywconline.com](https://www.sjsu.edu/mywconline.com).

SJSU Resources

The university provides all students several resources to help you successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support. Please visit the links below for more information about these services.

- Writing Center (<https://www.sjsu.edu/writingcenter/>)
- Accessible Education Center (<https://www.sjsu.edu/aec/>)
- Counseling and Psychological Services (CAPS) (<https://www.sjsu.edu/counseling/>)
- Information Technology (<https://www.sjsu.edu/it/self-service/index.php>)
- Peer Connections (<https://www.sjsu.edu/peerconnections/index.php>)
- SJSU Cares (<https://www.sjsu.edu/sjsucares/>)
- Spartan Food Pantry (<https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php>)
- Student Wellness Center (https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg)

Technology

SJSU has a free equipment loan program (<https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php>) available for students.

Students are responsible for ensuring that you have access to reliable Wi-Fi for this class. See Learn Anywhere website (<https://www.sjsu.edu/learnanywhere/>) for Wi-Fi options on campus.

Library Liaison: Peggy Cabrera

Email: Peggy.Cabrera@sjsu.edu

Phone: 408-808-2034

Course Requirements and Assignments

| ASSIGNMENT | DESCRIPTION | POINTS & PERCENTS | WORD COUNT |
|------------|-------------|-------------------|------------|
|------------|-------------|-------------------|------------|

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|----------------------------------|--|--|----------------|
| Personal Narrative | A personal or narrative essay | 40 = FIRST DRAFT 20 = PEER REVIEW 80 = FINAL DRAFT 10 = SELF-REFLECTION TOTAL = 150 15% | 1,250 |
| Research Project | A multi-part research project with a concept map, interview, rhetorical analysis, bibliography and presentation | 70 = FIRST DRAFT 20 = PEER REVIEW 100 = FINAL DRAFT 10 = SELF-REFLECTION TOTAL = 200 20% | 1,250 |
| Multimodal Research Project** | Use research to construct an argument along with visual rhetoric, slides, video, etc. (Use for this project for Presentation) | 70 = FIRST DRAFT 20 = PEER REVIEW 100 = FINAL DRAFT 10 = SELF-REFLECTION TOTAL = 200 20% | 1,250 |
| In-Class Writing & Participation | Informal exercises connected to the week's writing goals or assignment. Active and consistent engagement, including careful reading of peers' work | 100 10% | 200-300 (each) |
| Reading Responses | Short responses to the week's readings | 100 10% | 200-300 (each) |
| Presentation | Presentation of the multimodal project** | 100 10% | N/A |
| MLA Bibliography | Creation of a formal MLA Bibliography for final project | 50 5% | 250 |

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|-----------------|---|-----------|-------|
| Final Portfolio | A reflective essay on what you learned - along with the three samples of writing above* from the semester | 100 10% | 1,000 |
| TOTAL: | | 1,000 | 8,000 |

✓ Grading Information

| <i>Grade</i> | <i>Percentage</i> |
|----------------|-------------------|
| <i>A</i> | <i>93 to 100%</i> |
| <i>A minus</i> | <i>90 to 92%</i> |
| <i>B plus</i> | <i>87 to 89 %</i> |
| <i>B</i> | <i>83 to 86%</i> |
| <i>B minus</i> | <i>80 to 82%</i> |
| <i>C plus</i> | <i>77 to 79%</i> |
| <i>C</i> | <i>73 to 76%</i> |
| <i>C minus</i> | <i>70 to 72%</i> |
| <i>D plus</i> | <i>67 to 69%</i> |
| <i>D</i> | <i>63 to 66%</i> |
| <i>D minus</i> | <i>60 to 62%</i> |

Department Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

This course must be passed with a C- or better, as a CSU graduation requirement. This is a course with assignments totaling 100%, following the standard A-F scale. You must submit all work on time. Any unexcused late work will be graded down a full letter grade, after the announced deadline has passed. If there is a reason you cannot make a deadline (because life happens) contact me BEFORE THE DEADLINE, so that we may mitigate the situation.

On Academic Integrity and Artificial Intelligence (AI) Tools Usage: Since reading, writing, and critical thinking skills are integral to the learning outcomes of this course, all assignments should be prepared by you, the student. Therefore, any use of artificial intelligence systems, such as ChatGPT or Gemini, to complete essays or other assignments constitutes a violation of the University's Academic Integrity Policy (sjsu.edu/senate/docs/F15-7.pdf) (<https://sjsu.campusconcourse.com/sjsu.edu/senate/docs/F15-7.pdf>). *AI-generated submissions are not permitted and will be treated as plagiarism.*

Misuse of these policies by any one student will result in having this option removed for all students.

Extra credit may be offered at various points throughout the semester at my discretion, but you should not rely on extra credit or assume it will be offered. (So don't ask!) All proposed regular assignment deadlines will be Mondays at 1:29 PM PT (unless otherwise indicated) with work uploaded to Canvas. Deadline dates and times are subject to change, but I will notify the class of any proposed changes in advance.

Attendance: You are expected to come to every class - any assignments/activities given during class cannot be made up if you miss the meeting. If you know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. Do not contact me and ask what you missed—the full list of readings is available to you in this syllabus and on Canvas.

Late Policy: All assignments, except warm-ups, are due on the day and time of the given deadline on Canvas. If you are over a week late, you cannot get credit.

Grading Criteria for Essays:

For each assignment, you will get a rubric specific to that assignment. In general I review assignments by looking at the following three factors and the bulleted information below:

- **Content** (thesis, specific evidence, support, etc.)
- **Organization** (how your ideas are arranged, clear thesis statement and conclusion)
- **Language** (descriptive and appropriate)

Here is a breakdown of the grades:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use

language effectively with a solid command of grammar, mechanics, and usage

- A **"B" essay** demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A **"C" essay** will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A **"D" essay** will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------------|--|
| 1 | MON: 1/27 | <ul style="list-style-type: none">• In-Class: Welcome Class Introduction• Syllabus Overview• Assignment and Workflow Discussion |
| 1 | WED: 1/30 | Read Before Class: <ul style="list-style-type: none">• "Learning to Read and Write," Fredrick Douglass In-Class: Writing, questions and discussion on readings <ul style="list-style-type: none">• Introduction to the Writing Process: Pre-writing, Brainstorming and AI• Introduction to Project 1: Literacy Narrative |
| 2 | MON: 2/3 | Read Before Class: <ul style="list-style-type: none">• "Looking for Trouble: Finding Your Way into a Writing Assignment," Catherine Savini• "Composition as a Write of Passage," Nathalie Singh-Corcoran DUE Before NEXT SUNDAY (@11:59PM Class): Reading Response #1 In-Class: Writing exercises and discussion on readings <ul style="list-style-type: none">• Introduction to the Writing Process: Prewriting; Drafting |
| 2 | WED: 2/5 | Read Before Class: <ul style="list-style-type: none">• "Mother Tongue," Amy Tan In-Class: In-class writing, discussion on readings and any questions <ul style="list-style-type: none">• Introduction to the Writing Process: Literacy Narrative; Brainstorm on Project #1 |

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| 3 | MON: 2/10 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Writing Autobiography," bell hooks • "Weaving Personal Experience into Academic Writing," Marjorie Stewart <p>DUE Before Class: Reading Response #2</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Reflection & Narrative; Group activity |
| 3 | WED: 2/12 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Reflective Writing and the Revision Process- What Were You Thinking?" Sandra L. Giles <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Sentence Structure and Grammar ; Group activity |
| 4 | MON: 2/17 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Everything is an Argument," Lunsford, Ruskiewicz, and Walter • "Critical Thinking in College Writing," Gita DasBender <p>DUE Before Class: Reading Response #3</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Critical Thinking; Group activity |
| 4 | WED: 2/19 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "How to Write Meaningful Peer Response Praise, " by Ron DePeter <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Peer Review; Group activity |
| 5 | MON: 2/24 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Everything is an Argument," Lunsford, Ruskiewicz, and Walter • "Critical Thinking in College Writing," Gita DasBender <p>DUE Before Class: Project #1: Draft #1 & Reading Response #3</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Critical Thinking; Group activity |
| 5 | WED: 2/26 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Rhetorical Analysis," Lunsford, Ruskiewicz & Walters <p>DUE Before Class: Reading Response #4</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to Project #2; The Argumentative Essay; Writing Process: Audience |
| 6 | MON: 3/3 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Arguments Based on Pathos, Logos And Ethos," Lunsford, Ruskiewicz & Walters • "Rhetorical Strategies," Purdue OWL® - Purdue University <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Audience; Group Activity: The Dating Profile, Rhetoric, and Persuasion |
| 6 | WED: 3/5 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Navigating Genres," Kerry Dirk <p>DUE Before Class: Reading Response #5</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Style; Group Activity; Mid-Semester Evaluation |

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| 7 | MON: 3/10 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Writing with Force and Flair," William T. FitzGerald <p>DUE END OF Class: Project #1 - Final Draft</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Introduction to the Writing Process: Style; Group Activity • Introduction to Project #2 - The Argumentative Essay |
| 7 | WED: 3/12 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Grammar, Rhetoric, and Style," Craig Hulst • "Punctuation's Rhetorical Effects," Kevin Cassell <p>DUE Before Class: Reading Response #6</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Grammar & Punctuation; Group Activity; Project #2: Brainstorm |
| 8 | MON: 3/17 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Introduction to Primary Research: Observations," Dana Lynn Driscoll • "Doing Research," Bullock, Goggin, and Weinberg <p>DUE Before Class: Reading Response #7</p> <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Group Activity; Writing Process: Research |
| 8 | WED: 3/19 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Everything Changes, or Why MLA Isn't (Always) Right," Janice R. Walker • https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide/mla_formatting_and_style_guide/ <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Group Activity; Writing Process: Research; Review MLA Bibliography |
| 9 | MON: 3/24 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "The Complexity of Simplicity- Invention Potentials," Colin Charlton • "Fallacies of Argument," Lunsford, Ruskiewicz & Walters <p>DUE Before Class: Project: #2: Draft #1 & Reading Response #8</p> <ul style="list-style-type: none"> • Writing Process: Thesis Statement & 5 Paragraph Essay |
| 9 | WED: 3/26 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Finding the Good Argument OR Why Bother With Logic?" Rebecca Jones <p>In-Class: Writing exercises and discussion on readings</p> <ul style="list-style-type: none"> • Writing Process: Logic & Argument; Group Activity |
| 10 | MON: 3/31 | SPRING BREAK! |
| 10 | WED: 4/2 | SPRING BREAK! |

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| 11 | MON: 4/7 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Thinking Across Modes & Media (Baking Cake)- Two Techniques for Writing with Video, Audio, & Images," • "Understanding Visual Rhetoric, " Jenae Cohn <p>In-Class: Writing exercises and discussion on readings</p> <p>DUE Before Class: Project #2: FINAL Draft & Reading Response #9</p> <ul style="list-style-type: none"> • Group Activity: Introduction to Project #3 |
| 11 | WED: 4/9 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Analyzing Multimedia Arguments," Lunsford, Ruskiewicz & Walters <p>In-Class: Writing exercises and discussion on readings; Group Activity; Project #3 Brainstorm</p> |
| 12 | MON: 4/14 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Why to Make an Argument," Lunsford, Ruskiewicz & Walters • "Make Your "Move" Writing in Genres," Jacobson, Pawlowski, & Tardy <p>DUE Before Class: Reading Response #10</p> <p>In-Class: Writing exercises and discussion on readings; Group Activity;</p> |
| 12 | WED: 4/16 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Presenting Arguments," Lunsford, Ruskiewicz & Walters <p>In-Class: Presentation Assignment; Group Activity</p> |
| 13 | MON: 4/21 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "'I need you to say 'I' - Why First Person Is Important in College Writing," Kate McKinney Maddalena • "Exigency - What Makes My Message Indispensable to My Reader," Quentin Viregge <p>DUE Before Class: ; Reading Response #11</p> <p>In-Class: Portfolio Assignment; Group Activity</p> |
| 13 | WED: 4/23 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Murder! (Rhetorically Speaking)," Janet Boyd <p>In-Class: Individual Meetings; Group Activity</p> |
| 14 | MON: 4/28 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis," Laura Bolin Carroll • "How to Write With Style," Kurt Vonnegut <p>DUE Before Class: Project #3: Draft #1</p> <p>In-Class: Individual Meetings; Peer Review</p> |
| 14 | WED: 4/30 | <p>Read Before Class:</p> <ul style="list-style-type: none"> • "The Evolution of Imitation- Building Your Style," Craig A. Meyer <p>In-Class: Individual Meetings; Peer Review</p> |
| 15 | MON: 5/5 | <p>In Class: PRESENTATIONS</p> <p>DUE Before Class: & Reading Respose #12</p> |
| 15 | WED: 5/7 | <p>In Class: PRESENTATIONS</p> |

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| 16 | MON: 5/12 | In Class: PRESENTATIONS |
| 16 | TUES: 5/20 | DUE (on Canvas): Project #3 FINAL Draft; Completed Portfolio |