

San José State University
Department of English & Comparative Literature
ENGL 1A: First-Year Writing, Section 14, Fall 2015

Course and Contact Information

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Office Hours:	MW 9:30-10am and MW 12-12:30pm, and by appointment
Class Days/Time:	MW 10:30-11:45am
Classroom:	BBC 123
Prerequisites:	English Placement Test
GE/SJSU Studies Category:	GE Area A2 Written Communication

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates. Please check the email that you have designated as your main email in the Personal Information section of MySJSU so that my communications aren't missed.

ENGL 1A Course Description

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

In this section, the main focus is success within the contexts of creativity, sustainability, and global citizenship, the three themes you can follow in other future courses.

ENGL 1A Learning Outcomes (CLO)

Upon successful completion of the course, students will be able to

- communicate meaning clearly and effectively;
- identify focus, tailored to a particular audience and purpose;
- perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing);
- explain, analyze, develop, and criticize ideas effectively;

- use within an essay supporting material drawn from primary and secondary sources, including appropriate citations;
- organize individual paragraphs and entire essays;
- construct sentences with accuracy, variety, and clarity;
- use appropriate diction and tone;
- control conventions of written English (e.g., punctuation, spelling, reference, agreement).

GE Area A2 Course Description

ENGL 1A fulfills the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

GE A2 Learning Outcomes (GELO)

In addition to the learning objectives stated above, ENGL 1A also measures the learning goals of GE Area A2. Upon successful completion of the course, students will be able to

- demonstrate the ability to read actively and rhetorically;
- demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance;
- articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
- demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
- demonstrate college-level language use, clarity, and grammatical proficiency in writing.

ENGL 1A Course Content

Diversity: SJSU studies include an emphasis on diversity. Students will engage in integrated reading and writing assignments to construct their own arguments on complex issues that generate meaningful public debate. Readings for the course will include writers of different genders and from different socio-economic classes.

Writing:

Writing assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. This class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. Because in-class writing is valued and students should be able to perform well in timed writing situations, at least two essays shall be written in class. In addition, ENGL 1A classes require multiple out-of-class essays.

Reading: You will be responsible for all assigned readings in that you need to read and understand them as best you can. You also need to come to class prepared to talk about them and to be ready to incorporate them into assigned writings. Short readings will be posted on Canvas and the longer reading is Egger's *Zeitoun*. The class rhetoric is *A Sequence for Academic Writing* and the reader is the *Prasad Reader*. We will also be using the *Everyday Writer*.

Final Experience: Your final will be a multi-modal representation of your semester. It will be presented on Tuesday 12/15, 9:45am-12 noon. More details will be in the prompt, which will be distributed in class and posted on Canvas.

Required Texts

Textbooks

A Sequence for Academic Writing, 6th ed., by Behrens and Rosen. ISBN 9780321906816
 English 1A Course Reader: Prasad Reader, by Prasad. ISBN 9781457667121
 The Everyday Writer with Exercises CUSTOM, 5th ed., by Lunsford. ISBN 9781457667121
 Zeitoun, by Eggers. ISBN 9780307387943

Other Readings: You will be responsible for printing, reading, and annotating these articles.

“Administrative Failure and the International NGO Response to Hurricane Katrina” by Eikenberry, Arroyave, and Cooper

“N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann

“Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay

“Shitty First Drafts” by Anne Lamott

“The Really Big One: by Kathryn Schulz

“The Right Choices” from The Economist

“United States: As jobs fade away; The middle-class task- force” from the Economist

Other readings may be added and will be posted on Canvas.

ENGL 1A Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Word Count and Learning Goals

Assignment	Peer Review	Draft due to MsP	Due Date	Word Count	Portion of grade	GELO	CLO
Benchmark			8/24 M	700	0%	1,2,5	1,2,
Multimodal Blog Essay 1	9/2 W	9/9 W	9/16 W	1300	10%	2,3,4,5	1,2,3,4,5,6,7,8,9
in class Essay 2	n/a	n/a	9/21 M	700	5%	1,2,3,4,5	1,2,4,5,6,8,9
Essay 3	9/30 W	10/5 M	10/12 M	1400	13%	2,3,4,5	1,2,3,4,5,6,7,8,9
in class Essay 4	n/a	n/a	10/14 W	700	5%	1,2,3,4,5	1,2,4,5,6,8,9
Essay 5	10/28 W	11/2 M	11/9 M	1500	16%	2,3,4,5	1,2,3,4

							,5,6,7, 8,9
Essay 6	11/25 W	11/30 M	12/7 M	1600	21%	2,3,4,5	1,2,3,4 ,5,6,7, 8,9
Multimodal Final	12/2 W	n/a	12/15 T	1000	10%	2,3,4,5	1,2,3,4 ,5,6,7, 8,9
HW	n/a	n/a	n/a	n/a	20%	n/a	n/a
Assignments below will be fleshed out in a detailed prompt that will be posted on Canvas and/or distributed in class. Below is a general idea of what the assignments will be. All assignments are subject to change at the instructor's discretion, with notice sent via email and posted on Canvas.							
Benchmark	Personal response: You have read the syllabus, which outlines this course and what's expected of you. Considering all that, who are you as a reader and writer? What works for you and what do you need to work on in order to have success in this course and/or in college in general? (Readings: the syllabus and "Shitty First Drafts" by Anne Lamott)						
Essay 1	Blog that incorporates your scavenger hunt and incorporates pictures, links, and/or clips. What creative ways do you recommend to other students to help us succeed with the writing process while at SJSU?						
in class Essay 2	In a different kind of classroom, are prisons a good place for us to have college courses? Why or why not? Are these courses likely to help prisoners find success? ("N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers" by Brian Mann)						
Essay 3	What prison programs should we support? Explain why the two you chose are good models for what prison programs be like and do in order to help this part of our society succeed. Incorporate why we should be concerned about the success of this group. ("The Right Choices" from The Economist, "Prison Gardens Help Inmates Grow Their Own Food — And Skills" by Eliza Barclay)						
in class Essay 4	What is the predominant perception of the United States from an economic perspective? And how does this compare to what the Economist reports is the reality of the situation? ("United States: As jobs fade away; The middle-class task- force" from the Economist)						
Essay 5	If the world is getting smaller we are moving to more of a global village, what changes will we see in the United States? How will the West Coast deal with the earthquake that is predicted sooner than later? ("The Really Big One: by Kathryn Schulz, "Administrative Failure and the International NGO Response to Hurricane Katrina" by Eikenberry, Arroyave, and Cooper)						
Essay 6	Zeitoun: Propose an essay (approval required) that addresses and expands on a topic that links the book to one (or more) of the topics explored in class (global citizenship, creativity, and/or sustainability)						
Final	Multimodal Presentation of the Portfolio of your Semester: Show us the learning process that you experienced this semester, including excerpts from your writing and connecting to Essay 1, Chapter 6 of A Sequence for Academic Writing, and Zeitoun. Incorporate influential and key assignments from the semester.						

Note:

1. Additional homework will be assigned periodically throughout the semester.
2. Communications about homework and the class in general will be sent via Canvas.
3. All parts of the semester plan are subject to change. Notice will be sent out via Canvas.

Grading Policy

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D+	69-67	D	66-65	F	64-0

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

“A” work will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic constructions at the college level and appropriate to the work’s intended audience and purpose. Such work will be essentially free of grammatical, mechanical, and usage errors. Whether written or oral, “A” work succeeds in communicating ideas clearly and effectively to the target audience.

“B” work will demonstrate abilities in the same categories as “A” work. The chief difference is that “B” work will show notable weaknesses in one of these categories. It may inadequately fulfill parts of the assigned tasks, show less facility of expression and communication, or contain some grammatical, mechanical, usage, or delivery flaws that do not impede clear transmission of meaning.

“C” work will be generally competent and attempt to complete all tasks set by the assignment but show weaknesses in fundamentals, usually development or clarity, with barely enough specific information to illustrate the subject being addressed. The sentence construction, language, and/or delivery may be less effective and correct than “B” work, but will not seriously impede clear transmission of meaning.

“D” work will neglect one of the assigned tasks or directions and be noticeably superficial in development—that is, too brief or simplistic. The work may reveal some problems of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning.

“F” work shows a disconnection with the course and a lack of understanding of the task and the writing conventions that are being taught. The writing is incoherent and riddled with sentence level errors. It is clear in this essay that the writer is not engaged in the class and/or the assignment.

Details:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.
- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- See <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA information.

- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren't.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.
- Extra credit may be assigned throughout the semester.

Essays	70%
Homework	20%
Final portfolio	10%

Classroom Protocol

Participation and Active Learning: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

Peer review: Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, your grade on the final draft will be lowered 10%. A "good faith" draft is typed, **has the full word count**, and shows careful thought and planning even though it may be unfinished.

Classroom Etiquette: Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

Email: When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

Twitter: Please create a free Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet homework and assignment reminders, so it's a good idea to try this new technology if you can.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet/syllabus include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1A Section 14/Composition I, Fall 2015, MW 10:30-11:45am

Note: All information in this schedule is schedule to change; notice will be emailed via Canvas

Course Schedule

NOTE: Below is a general representation of class activities and assignments. This plan is subject to change at the discretion of the instructor. Notice of changes will be sent via email and posted on Canvas. Any pages that are noted for activities are pages that you are responsible for previewing and reading before that class session.

LEGEND

AW= A Sequence for Academic Writing

PR= Prasad Reader

Week	Monday	Wednesday
1	<p>8/24 HW due 8/24: Print, read, and annotate the syllabus and “Shitty First Drafts” by Anne Lamott Benchmark essay, incorporating above readings as appropriate</p>	<p>8/26 Name Game Introduction to course and campus Brainstorm about Hurricane Katrina PPP Zeitoun, p.5 in AW The Reading Process and Summary vs. Analysis, p.14-16 in AW Thesis Statements, PR p.6 and AW p.18 HW due 8/31: p.7 in PR HW due 8/31: Read through p.34 Zeitoun and note on passage that struck you as important</p>
2	<p>8/31 Discuss Zeitoun passage Reading Strategies, p.14-18 in AW More thesis statements, p.7 in PR Scavenger Hunt organization HW due 9/2: Draft of your adventure and findings from the Scavenger Hunt through multiple media: Multimodal Essay 1 HW due 9/7: Read through p.61 Zeitoun, 9/7 discussion will be on Canvas</p>	<p>9/2 Prep for peer review, p.9 in PR Peer review on Multimodal Essay 1 Introduction to PIE paragraphing, PR p.2-3</p>
3	<p>9/7 Due: Canvas discussion of Zeitoun through p.61 HW due 9/14: through p.81 Zeitoun Labor Day (No class meeting)</p>	<p>9/9 Draft of Multimodal Essay 1 due to MsP Reading Strategies, p.24-44 in AW More PIE paragraphing, PR p.4-5</p>
4	<p>9/14 Zeitoun discussion Reading Strategies, p.54-66 in AW Scavenger Hunt in Everyday Writer. Assign grammar presentations</p>	<p>9/16 Final Draft of Multimodal Essay 1 due PPP Ch4 in AW Groupwork for Ethos/Pathos/Logos, p.124-129 and 156-159 in AW</p>

	HW due 9/21: Read through p.104 Zeitoun Multimodal Essay 1 feedback returned	Concession, p.32-36 in PR HW due 9/21: Print, read, and annotate “N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann
5	9/21 Essay 2 in class. Bring annotated “N.Y. Governor Says College For Inmates Will Pay Off For Taxpayers” by Brian Mann and incorporate as appropriate HW due 9/28: through p.130 Zeitoun HW due 9/23: Print, read, and annotate “The Right Choices” from The Economist and “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay	9/23 Fact/Opinion/Inference, PR p.23-24 PPP Ch6 in AW, p202-217 NPAs, p.58-63 in PR Discuss “The Right Choices” from The Economist and “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay
6	9/28 More NPAs Finish discussing “The Right Choices” from The Economist, “Prison Gardens Help Inmates Grow Their Own Food — And Skills” by Eliza Barclay Zeitoun discussion HW due 10/5: through p.152 Zeitoun	9/30 Peer review on Essay 3 Fanboys, p.45-46 in PR HW p.47 in PR
7	10/5 Draft of Essay 3 due to MsP Quote Sandwich, p.11-15 in PR More Fanboys and Subordinators, p. 48, 50-51 in PR HW due 10/12: through p.177 Zeitoun	10/7 Essay 3 feedback returned Citations, p. 16-22 in PR PPP Ch5 Analysis, p.70-178 top in AW
8	10/12 Final Draft of Essay 3 due Zeitoun discussion More Analysis, p.178-183 in AW PPP “United States: As jobs fade away; The middle-class task- force” from the Economist and discuss middle class HW due 9/23: Print, read, and annotate “United States: As jobs fade away...” HW due 10/19: through p.200 Zeitoun	10/14 Essay 4 in class. Bring annotated “United States: As jobs fade away...” and incorporate as appropriate PPP “The Really Big One” by Kathryn Schulz HW due 10/21: Print, read, and annotate “The Really Big One” by Kathryn Schulz
9	10/19 Adjective Clauses, p.65-70 in PR HW due 10/26: through p.224 Zeitoun	10/21 Discuss “The Really Big One” by Kathryn Schulz Introductions HW due 10/21: Print, read, and annotate “Administrative Failure and the International NGO Response to Hurricane Katrina” by Eikenberry, Arroyave, and Cooper
10	10/26	10/28

	<p>More Adjective Clauses, p.71 in PR Discuss “Administrative Failure and the International NGO Response to Hurricane Katrina” Zeitoun discussion HW due 11/2: through p.249 Zeitoun</p>	<p>Peer review on Essay 5 Active vs. Passive</p>
11	<p>11/2 Draft of Essay 5 due to MsP Conclusions Run-Together Sentences</p>	<p>11/4 Essay 5 feedback returned Parallel Structure Transitions Zeitoun discussion HW due 11/11: through p.275 Zeitoun</p>
12	<p>11/9 Final Draft of Essay 5 due Misplaced modifiers Zeitoun discussion</p>	<p>11/11 Due: Canvas discussion of Zeitoun through p.275 HW due 11/18: through p.290 Zeitoun Veteran’s Day (No class meeting)</p>
13	<p>11/16 PPP Ch7 in AW Starting Essay 6 Zeitoun discussion</p>	<p>11/18 HW due 11/23: Finish Zeitoun</p> <p>November 19, 20, 21 at 7p.m. Hal Todd Studio Theatre: Dave Eggers’ THE CIRCLE, a devised adaptation</p>
14	<p>11/23 Due: Zeitoun finished</p>	<p>11/25 Peer review on Essay 6</p>
15	<p>11/30 Draft of Essay 6 due to MsP</p>	<p>12/2 Essay 6 feedback returned Peer Review on Multimodal Final</p>
16	<p>12/7 Final Draft of Essay 6 due Last Day of Class Volunteers to present Multimodal Final presentations</p>	
Finals	<p>TUESDAY 12/15 Multimodal Final presentations 9:45am-12 noon in BBC123</p>	